

**Marywood University  
School of Architecture**

**Architecture Program Report for 2016 NAAB Visit for Initial  
Accreditation**

**Bachelor of Architecture [165 Semester Credit Hours]**

**Year of the Previous Visit:** 2014 for Continuing Candidacy Accreditation  
**Current Term of Accreditation:** NA

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## Section 1. Program Description (limit 15 pages)

### I.1.1 History and Mission

#### Marywood University:

Marywood was founded in the spirit of dedicated service characteristic of the Sisters, Servants of the Immaculate Heart of Mary. This religious congregation was established in 1845; a Redemptorist missionary, Louis Florent Gillet, C.S.S.R., and an African American sister, Theresa Maxis Duchemin, IHM founded the Congregation in Monroe, Michigan. The Congregation undertook its ministry in Northeast Pennsylvania in 1858, operating schools and social services facilities throughout the region.

As educators who were concerned with the needs of women in Northeast Pennsylvania, the sisters began plans for a women's liberal arts college in Scranton. Marywood College was founded in September 1915, in 1917, the College was incorporated under the laws of the Commonwealth of Pennsylvania and, in 1921, and it became a charter member of the Middle States Association of Colleges and Schools.

Men have attended the University through special programs since the 1920s, with the first degree recipient on the graduate level receiving his degree in 1965. The first male baccalaureate degree recipient graduated in 1971. In 1990 the Undergraduate School was restructured to provide residence for men as well as women. All the degree-granting units of the College were made fully coeducational, with residence opportunities for all students.

In 1997, Marywood College became Marywood University, which now consists of four colleges and one free-standing school: the Munley College of Liberal Arts and Sciences; the College of Health and Human Services; the Insalaco College of Creative and Performing Arts; the Reap College of Education and Human Development; and the School of Architecture.

Marywood University's mission emphasizes the legacy of the IHM Sisters and their belief in social justice through education and service to others. These beliefs, and others, also inform the School of Architecture's mission, values and programs.

*Mission Statement.* Marywood University roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

#### School of Architecture:

The School of Architecture was established in 2009 as a freestanding school with a new program in Architecture and a program in Interior Architecture that moved from the School from the College of Creative Arts and Management. Since that time, the Architecture Program has offered three degrees: a pre-professional Bachelor of Environmental Design degree in Architecture (B.E.D.A.), a professional Bachelor of Architecture (B.Arch.) degree, and a post-professional Master of Architecture (M.Arch.) degree. Additionally the School of Architecture offers a BFA Design (Interior Architecture/Design) and an MA in Studio Arts (Interior Architecture).

The first class of the professional program graduated in May 2014. The current enrollment in the program is 142 students.

Gregory Hunt, FAIA, was the Founding Dean until the summer of 2015, after which he retired. Jim Sullivan, AIA, was appointed Dean that same summer after a national search. The Architecture program has a total of 13 faculty in various appointments: six tenure-track faculty, two affiliated full-time faculty from Interior Architecture, two per annum faculty (recurring yearly full-time contracts), one pro-rata faculty (recurring yearly part-time contract) and two adjunct faculty.

The School of Architecture's mission emphasizes the professional, studio-based nature of its programs and their context in a liberal arts institution. The School's values statement outlines the characteristics of 'disciplined practice' and its capacity to engender good in the world.

*Mission Statement:* Our mission is to educate a new generation of architects and interior architects who engage the world passionately and intelligently. As a professional school in a liberal arts university, our programs set a rigorous studio-based curriculum within an educational environment that encourages critical thinking, collaboration, and speculation.

*Values Statement:* From interior objects to urban environments, we value architecture as a disciplined practice-- the means by which we engage the world at a range of scales with conceptual and formal clarity, disciplinary consciousness, social agency, and material speculation. We believe that architectural education offers a way of making and thinking that enables our students and graduates to do good in the world. Our shared values allow differences between and among our programs to become opportunities for productive exchange, collaboration, and growth.

The University and the Program:

The Architecture Program contributes to and benefits from the University's mission, identity, and founding principles by offering:

- A professional program in architecture which, along with the other programs in the School, are the first and only such programs in the north eastern region of Pennsylvania, and which thereby support the University's and the IHM sisters' long-standing commitment to providing educational opportunities to the people in the region.
- An architecture program that offers an architectural professional degree in the context of a liberal arts setting, and thereby supports the 'comprehensive learning experience' called for in the University's mission.
  - The architecture curriculum includes 44 credit hours of liberal arts core courses.
  - The University liberal arts program has developed four core courses for architecture students: Architectural Mathematics (MATH 150), Physics for Architects (PHYS 140), Technology, Environment and Society (ENVS 109), and Theories of Urbanization (SOC 315).
  - The School of Architecture's [Strategic Plan](#) Goal 2 includes further integration of Architecture Program courses with the liberal arts curriculum, including the addition of Architectural History as a University Core elective, and collaboration with liberal arts faculty to develop and offer architecture program electives. ()
  - The School of Architecture Lecture Series is advertised and open to the university community.
- An architecture program that engages in 'service to others' through faculty, staff and student work.
  - The annual and required design-build project in third year involves and benefits a local community group or organization, such as this spring's Lackawanna River Heritage Trail project.
  - Faculty offer elective courses that involve community outreach and service, such as Professor McManus's Architecture in Schools independent study courses, which partner Marywood architecture students with AIA members to offer enrichment programs in primary and secondary schools in the area.
- An architecture program that encourages the architecture faculty to engage in scholarship.
  - Between 2013 and 2015, the faculty presented at and published in the associated proceedings of over 20 peer-reviewed national and international conferences.

In addition to contributing to and benefiting from the University's mission, identity, and founding principles, the School's Dean and program faculty members participate in university-wide initiatives, the university's academic planning, and general governance through participation in university committees and planning groups.

- Faculty sit on the following university committees as School of Architecture representative or as faculty-at-large representatives:
  - Emeritus Committee
  - Policy Committee (at-large)
  - Election Committee (chair)
  - Technology Advisory Committee
  - Marywood Planning & Advisory Council
  - UG Curriculum Committee
  - Faculty Development Committee
  - Instructional Effectiveness Committee
  - Policy Committee
  - Faculty Sub-Committee, Middle States Commission on Higher Ed
  - Enrollment Effectiveness Task Force
  - UG Honors Program Board
  - Centennial Community Engagement Committee
  - Conduct Board
  
- The Dean of the School of Architecture reports directly to the Vice President of Academic Affairs and is included in university long-range planning. The Dean serves on the following University Committees:
  - Academic Council
  - Academic Deans Council
  - Marywood Planning & Advisory Council
  - Policy Committee
  - Outcomes Assessment Committee
  - Undergraduate Curriculum
  - Graduate Curriculum
  - Retrenchment Committee
  - Calendar Planning
  - Space Advisory Committee

### **I.1.2 Learning Culture**

#### The Studio Culture Policy

The School's written [Studio Culture Policy](#), adopted in the spring of 2016, addresses the school's community responsibility of fostering a healthy learning environment for its students, faculty and staff. This responsibility is structured around core values of respect, responsibility, optimism, commitment, and innovation that operate through design studio, other program courses, and other non-academic aspects of the program.

The Studio Culture Policy was developed by and is reviewed and revised by a subcommittee of the School of Architecture Student Council which includes faculty membership. This review occurs annually with the sub-committee seeking broad faculty and student input.

The Studio Culture Policy is disseminated in the following ways:

- Posted on the School of Architecture website
- Posted on the Student Council's bulletin board
- Included as part of the School of Architecture Student Handbook
- Included with first year fall semester studio syllabus, and discussed during the first week of studio

As of this writing, the subcommittee is in the process of developing a means to assess the level to which faculty, students, and staff understand the purposes for which the Studio Culture Policy was

established. The development of this assessment mechanism is part of the School of Architecture's Strategic Plan.

Marywood University's Learning Culture:

Marywood is a teaching institution that is dedicated to student advising and small class sizes. Central to the University's culture is the liberal arts tradition that acts as a cornerstone of the curricula of the University's colleges and the School of Architecture. While faculty research is supported and valued, teaching is seen as the primary responsibility of faculty. It is closely monitored and evaluated. At the University level, faculty success is measured largely by student evaluations of teaching. Additionally, the University offers an extensive mentoring and support structure for new and veteran faculty alike. For example, through the Instructional Effectiveness Committee, the University offers institution-wide peer class observation and evaluation systems. Additionally, all new faculty members have an assigned mentor. All of this advances the goal of fostering better teaching at all levels.

As a teaching institution, student success and satisfaction are the University's first priorities. To ensure that student needs are efficiently addressed, all incoming freshmen are assigned a faculty advisor that counsels them through graduation. In addition to assisting students with course selection, the advisor acts as a mentor for his/her advisees.

Architecture Program Learning Culture:

The School of Architecture Mission states that its students will *engage the world passionately and intelligently*. To support this aspiration, the Architecture Program infuses the curriculum with its values and provides an organizational structure and a learning environment that reinforces these values.

- **Conceptual and Formal Clarity:** Architectural form and space are governed by formal and conceptual design ideas. Furthermore, consistent formal, spatial, and material composition provide a clear means of reading those ideas. This value is established through early abstract compositional exercises and concept or idea-based project development, which becomes an expectation for all design work throughout the curriculum.
- **Social Agency and Collaboration:** Acts of design have social effect. The curriculum regularly incorporates community service projects, urban-scale projects that address a larger populace, and community based design competitions that align with the educational objectives of a particular course. Collaboration is part of social agency in that groups of people that work towards a shared goal may have greater social effect. In nearly every studio there are collaborative components that challenge students to work together towards a common goal, such as those notes in Section I.1.4 A of this report.
- **Disciplinary Consciousness:** As a discipline, architecture has specific conventions, histories and practices. The curriculum includes instruction on the representational and conceptual conventions of architecture, including design processes and habits of thought for exploring ideas. Additionally, the curriculum includes disciplinary ideas and priorities through a four course history/theory (including urban) sequence, and technical knowledge through six dedicated courses. Lastly, the inclusion of practicing architects as adjunct faculty and reviewers supports this value.
- **Material Speculation:** Hands-on learning leads to the investigation of and experimentation with materials and their construction and fabrication techniques. The act of *making* is a primary focus of design studios while many technical and representation courses emphasize craft as a vehicle for design exploration. The technical courses include project-based learning exercises, such as the Bridge Project and Swing Project in the structures courses, building case studies in environmental systems, and active 3D modeling of construction systems in Building Assemblies. Other courses that reinforce this value are the design-build studio (ARCH 320) and the Art and Craft of Building (ARCH 451). The Program's facilities support this value with a digital fabrication laboratory, wood shop, dirty work area, and adequate studio space.
- **Travel:** Site visits place students in locations and situations with which they are unfamiliar as a valuable educational tool. The curriculum requires and offers elective opportunities to travel. Studios have regular site visits to local and regional locations. Extra-curricular trips to New York

City and/or Philadelphia are offered annually. Students may study abroad for a semester at the School's Florence Program, where they further develop their cultural competence.

- Collaborative Exchange: Exploration of the opportunities that exist in the similarities and differences of architecture and interior architecture gives students a sense of the interconnectedness of these two disciplines. These programs share studios in the first three semesters, and elective courses in the upper years. The programs collaborate on competitions and other extra-curricular exercises.
- Organizational and Leadership Skills: Students actively participate in the governance of the School. The Student Council works with faculty and administration on issues that are central to the successful functioning of the School. Additionally, students are members on School committees whenever appropriate.
- Openness in Learning: Open dialogue strengthens architectural work. The design of the School of Architecture's learning environment supports this notion at multiple levels. The studios are completely open and accessible to one another. Students learn in an environment where they are aware of what other classes/studios are doing. The School's reviews are public and accessible by anyone in the School. These reviews occur in an open two-story space that is adjacent and open to the studios. The building, during normal business hours, is open to the rest of campus and is frequently inhabited by non-architecture students that are given access to our work.

### I.1.3 Social Equity

Marywood is committed to maintaining a healthy and safe learning, living and working environment for all members of the learning community, and providing a culturally rich educational environment within which faculty, staff and students may pursue their individual goals regardless of their race, ethnicity, gender, age, physical ability, or sexual orientation.

This commitment is emphasized in two core values held by Marywood University (<http://www.marywood.edu/policy/preliminaries/core-values.html>):

- Respect for Each Person: *honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability*
- Empowerment: *access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society.*

These core values are operationalized through the [University's Strategic Plan](#), specifically Goal 4, which states:

*Create a culturally diverse and global educational experience to educate undergraduate and graduate students to live responsibly in a diverse and interdependent world.*

This strategic goal includes two specific objectives that are addressed in college/department/unit level strategic plans:

- Increase the number of culturally diverse students, faculty, and staff.
- Provide an environment that develops cultural competency for learning and living

The Architecture Program supports the University's goals by offering educational experiences that promote cultural competence and through the School's [Diversity and Inclusion Plan](#), as well as through action items incorporated into the School's [Strategic Plan](#). Specifically:

- The Diversity and Inclusion Plan articulates the School's and Program's values and actions related to establishing and maintaining a diverse and inclusive school community. This plan includes strategic goals related to recruitment and retentions of students and faculty from groups of people that are underrepresented in the School and its programs. Action Items include:
  - Utilize the School of Architecture Lectures Series to bring in and highlight architects from groups traditionally underrepresented in the profession. Time-frame: 2016-2017 academic year onward
  - Develop and offer full-tuition scholarships to high school students from groups underrepresented in the architecture program to attend *Design Your Future*, the School's



summer high school camp in the summer of 2016, and onward. This program is in partnership with United Neighborhood Centers' Leaders in Training Program, a leadership and empowerment program designed to guide at-risk youth. Time-frame: Summer 2016 onward.

- Develop articulation agreements with community colleges. We are developing an articulation agreement with Luzerne County Community College (LCCC), and other community colleges, and hope to have a finalized agreement with LCCC by the end of spring semester of 2016.
  - Increase recruitment of students from Charter High School for Art and Design (CHAD).
  - Establish an AIAS Women in Architecture Group in the fall of 2016.
  - Establish a National Organization for Minority Architects student organization in spring of 2017.
- The Architecture Program regularly offers studio projects in locations outside of the Wyoming Valley, the area where the Program is located and where many students are residents. These project locations foreground under-represented minority cultures and community environments different from those typically encountered by our students. These project experiences give our students an opportunity to grow socially, culturally and intellectually as they research and analyze localities. These locations include:
    - Philadelphia, spring 2016, 5<sup>th</sup> year studio;
    - Cuba (no student travel), fall 2016, 4<sup>th</sup> year;
    - New York, fall 2014, 4<sup>th</sup> year, and spring 2014, 2<sup>nd</sup> year;
    - Washington, spring 2015, 4<sup>th</sup> year;
    - Florence, fall and spring semesters annually.

The University has policies and procedures, offices, clubs, initiatives, and services that support its commitment to maintaining a healthy and safe learning, living and working environment for all students. These support functions include:

- The Office of Academic Success (<http://www.marywood.edu/academicsuccess/>): Provides a variety of services to Marywood's students including:
  - Retention & Advising: (<http://www.marywood.edu/advising/>)
  - Peer Tutoring (<http://www.marywood.edu/academicsuccess/tutoring/>)
  - Writing Center (<http://www.marywood.edu/academicsuccess/writing-center/>)
  - Disability Services (<http://www.marywood.edu/disabilities/>)
- Student Life Division (<http://www.marywood.edu/studentlife/>): Provides an array of experiences that complement the University's academic goals by engaging students through an integrated program of services and educationally purposeful learning experiences.
  - Athletics and Recreation (<http://www.marywoodpacers.com/>)
  - Counseling and Student Development Center (<http://www.marywood.edu/csdc/>)
  - Housing and Residence Life (<http://www.marywood.edu/residencelife/>)
  - Student Activities and Leadership Development (<http://www.marywood.edu/studentactivities/>)
  - Student Health Services (<http://www.marywood.edu/healthservices/>)
- Office of Diversity Efforts (<http://www.marywood.edu/diversity/>): Organizes eight to ten events each year. Programs range from musical, theatrical, and scholarly presentations to diversity training sessions for area professionals.
- Office for International Affairs (<http://www.marywood.edu/international/>): Builds and maintains an international community on campus; administers education abroad programs; hosts and welcomes international students, scholars, and visitors to campus; promotes and facilitates international partnerships and collaborations around the world.
- Intensive English Program (<http://www.marywood.edu/international/iep/>): Prepares international students for the academic demands of studying in an American university. In addition to its academic purpose, the IEP is designed for students who want to improve their English proficiency for business communication, careers, and culture.
- Cultural Diversity Committee (<http://www.marywood.edu/studenthandbook/university-standing-committees/details.html?id=202434>): Promotes appreciation of diversity and intergroup accord

on campus, and provides assistance to the regional community in addressing diversity concerns and developing intercultural awareness. The Women's Issues Committee, a subcommittee, serves to educate the campus and the larger community about the variety of issues that women face and to act as an advocate for women's issues.

- The Marywood University Student Handbook (<http://www.marywood.edu/studenthandbook/>) outlines student related policies and procedures, including but not limited to:
  - Anti-Discrimination and Complaint Policy
  - Family Educational Rights and Privacy
  - Grade Appeals Procedure
  - Sexual Misconduct and Complaint Procedures/Policy
  - Student Academic Grievance Procedure.
- The Marywood University Faculty Handbook (<http://www.marywood.edu/facultyhandbook/>) outlines faculty related policies and procedures, including but not limited to:
  - Faculty Grievances and Appeals
  - Faculty Development
  - Anti-Discrimination and Complaint Policy
- The Marywood University Personnel Handbook (<http://www.marywood.edu/personnel-handbook/index.html>) outlines personnel-related policies and procedures, including but not limited to:
  - Organization and Governance
  - Recruitment and Hiring
  - Employment Policies and Practices

#### **I.1.4 Defining Perspectives**

##### **I.1.4 A. Collaboration and Leadership:**

The Architecture Program provides students multiple opportunities to work together towards shared goals and, in the context of these interdependent efforts, provides opportunities to exercise leadership. Specifically, these opportunities to learn and practice collaboration and leadership come through required coursework and elective activities.

Required course work where collaboration occurs includes:

- Studio Mural Project: Studio I (ARCH 110). Students collaborate to manually draw and render a large scale representation of a figurative painting. Each student is assigned a 'tile' of the painting and, with approximately 15 students, works to represent the entire painting in various media.
- Design Build Project: Studio VI (ARCH 320). Students collaborate in groups of various sizes to design, represent, and construct a small full scale project.
- Case Study and Precedent Research: (ARCH 310 and various studios). Student begin the semester by collaboratively researching, documenting and analyzing a case study project related to the studio design project. Other studios typically undertake case study and precedent work as small group collaborative assignments.
- Spring Competition: Each spring, upper-level students from the architecture and interior architecture programs self-organize into teams of three or four participants to design an assigned competition project. Teams must be composed of students from various year levels. The competition lasts three to five days.
- Structural Design Projects: Structures 1 and 2 (ARCH 312 and 322). Students collaborate in small groups to design calculate and construct various projects, such as the Cardboard Catwalk, Concrete Quilt, and Cardboard Couch Swing.

Elective activities where collaboration occurs include:

- School of Architecture Student Council: Students represent their class cohort and hold leadership positions on the School's Student Council, which has 10 members. The Council represents the School's student body and assists and advises the Dean of the School on student related matters. The Dean intermittently attends Student Council Meetings as an invited

participant and meets regularly with the leadership of the Council. The Council's recent initiatives include:

- Wrote the [Studio Culture Policy](#)
  - Wrote the Student Handbook
  - Updated the Council Constitution
  - Organized a mentoring design event between first-year students and upperclassman
  - Produced a collection of five books comprising sketches from every student in the School of Architecture, which was given to Founding Dean Greg Hunt upon his retirement.
  - Conducted a School-wide survey regarding various student related school issues.
  - Organized a Q and A session for Accepted Students Day
  - Organized a Q and A session for Freshmen
- School Committee Membership: Students may seek appointment on the School's committees in an advisory capacity. The School's standing Technology and Curriculum Committees require student membership. Ad-hoc committees include students as required.
  - Student Government: Students may seek election for University Student Government. The School of Architecture and each college are represented by an elected student representative.

#### **I.1.4 B. Design:**

The design studio sequence is intended to be a coordinated set of design exercises that teach the design process through iterative, cumulative, and progressively complex assignments. These assignments are iterative in that they re-frame and re-present concepts and processes in different contexts and at varying scales. They are cumulative in that what is taught in one semester is predicated on learning in a prior semester. Lastly, the exercises grow in complexity with an increasing number of factors that must be taken into account in the design project. Given these qualities, the arc of the design studio is as follows:

- The first year explores fundamental design principles, such as composition, craft, tectonic strategy, and context. Students learn an iterative design process that employs multiple modes of representation, such as models and various types of manual drawing. In this first year, students are not designing buildings, but these are the core principles upon which all subsequent building projects are conceptualized. (ARCH 110 and 120).
- The second year is dedicated to the first 'building' project and the first study of site. The principles from the first year translate from the abstractions of composition into rudimentary building systems; abstract context becomes site; abstract tectonic composition becomes structure and enclosure. Students are expected to carry forward the iterative, multi-media design process from first year and to add computer representation to that media. (ARCH 210 and 220).
- The third year is dedicated to more intensive building technologies. Students develop a broad understanding of the anatomy of a building and construction systems under the auspices of a design intent that includes compositional, site and program. Again, students are expected to carry forward the iterative, multi-media design process. (ARCH 310 and 320).
- The fourth year integrates the accumulated learning into single complex multi-scalar projects. In the spring semester, students enroll in the Integrated Design Studio in which systems, technologies, site, program, and spatial configuration are all applied in the development of a "complete" building with a fully developed design process. (ARCH 410 and 420).
- The fifth year offers students opportunities to explore the discipline and technologies of architecture. Projects incorporate more experimentation, speculation, and innovation in an integrative design process (ARCH 450 and 451).

A consistent theme in the design studio sequence is the design process as a multi-media and multi-scalar iterative activity. Accordingly, the design studio sequences and individual projects emphasize:

- Representation as tool set with which to address design problems. As such, students' design work should include the use of a range of presentation media where appropriate, such as hand sketching, digital drawing and physical and digital modeling.

- An iterative design process that examines the design problem and the assumptions of the proposed design solution(s). As such, students' design work considers multiple possible solutions and the subsequent development of a final proposal through successive revisions.
- A design process that operates at multiple scales and during all phases of a project's development. As such, students' design work utilizes design strategies and processes in the context of small and large scale projects, and when addressing design decisions in the context of building massing and construction details.

#### **I.1.4 C. Professional Opportunity:**

The Program prepares students for internship and licensure, including familiarization with the Intern Development Program, and informs students of career paths and opportunities through required and elective courses, an active AIAS chapter, and the Program's Architecture Licensing Advisor as noted below.

##### Required and Elective Courses:

- Professional Practice (ARCH 420): This required course, which is shared by the architecture and interior architecture programs, addresses the regulatory aspects of architectural professional practice including internship and licensure requirements. Additionally, architecture students learn of Interior Architecture/Design practice as the course addresses similar issues for the Interior Architecture program.
- Design Studios I, II, III (ARCH 110, 120, 210): These required studios are shared by the architecture and interior architecture programs. In these courses, Architecture students learn of the Interior Architecture/Design discipline and the opportunities it offers.
- All Design Studios: All design studios invite local and regional professionals to review student work at design mid-reviews and/or final reviews. In fall 2015, fifteen professionals attended various studio final reviews.
- Interior Architecture Courses: Architecture students may take interior architecture courses as program electives. Of these courses, students often enroll in Furniture Design, Interior Construction, and History of Interior Design.

AIAS Chapter (<https://www.facebook.com/AIASMUSOA/>): The Program's AIAS chapter was formally established in fall 2015, though it existed as an informal group prior that date. The chapter has 40 active members. The chapter is charged by the Program with developing non-coursework related professional development activities. The leadership of AIAS meets regularly with the Program's AIAS Mentor, Assistant Professor Margaret McManus, AIA, to plan these activities. The organization is actively involved in building a relationship with the local AIA NEPA Chapter along with local professional offices. Recent activities with local professionals include:

- Beaux Arts Ball, with local practitioners in attendance
- AIA Movie Night
- AIA Building Tour
- Firm Crawl
- Planned attendance of NEPA AIA Chapter Awards Banquet

The Program's Architecture Licensing Advisor. Assistant Professor Margaret McManus, AIA, informs and educates students of internship and licensing requirements through:

- Annual program-wide presentation on IDP requirements, processes and procedures.
- Individual student advising as required by student interest.
- Maintenance of IDP Information board, which includes flyers, announcements, and other documents related to IDP.
- Facilitation of guest speaker, Martin Smith, Assistant Director of Experience and Education at NCARB, who visited from Washington DC to speak to students in spring of 2015.

The School's 2015-2020 Strategic Plan: The [Strategic Plan](#) includes the following related goals and/or actions:

- Increase Student Professional and Governing Activities
  - Develop student organizations
  - Support student travel to professional meetings
  - Invite and fund visiting critic for student reviews

#### **I.1.4 D. Environmental Stewardship:**

The Program is in the process of fully implementing its response to the change in this NAAB Condition from an SPC to a Defining Perspective. The Program's response recognizes the effects of building and human settlement on global warming, diminishing fossil fuel reserves, air and water pollution, water scarcity, and other environmental challenges, and the important leadership role architects have in dealing with these issues.

The Program's previous curricular strategy for addressing Environmental Stewardship was to focus in two areas: the dynamics and use of energy in buildings through their passive and active environmental systems, and the design, construction and monitoring strategies of LEED Certification. Accordingly, three courses carried the responsibility of teaching these areas: Environmental Systems I and II (ARCH 411 and 421) and LEED Accreditation (ARCH 452).

In response to the change in this NAAB Condition, the Program is implementing a curricular strategy that will augment the above-mentioned courses by exposing students throughout the curriculum to design, construction and social practices that minimize negative environmental impacts and connect people with the natural environment.

Design studios will highlight and operationalize the sustainable potential of the areas in which the studio focuses.

- Second Year Studios (ARCH 210 and 220) focus on site. Accordingly, assignments will include research into climatic information as a component of site analysis and then use the analysis to inform basic design decisions related to appropriate sustainable strategies.
- Third Year Studios (ARCH 310 and 320) focus on basic construction technology and, in the fall semester, housing. Accordingly, assignments will include research into the sustainable dimension of construction, material, and housing programs and their potential design implications.
- Fourth Year Studio (ARCH 410), spring semester is the Integrative Design Studio. Designs are expected to include sustainable strategies at various scales in multiple aspects of the project, such as siting, fenestration, materials, etc.
- Fifth Year Studios (ARCH 450, 451) focus on faculty interest and therefore assignments will address sustainable strategies where and if appropriate to the assignment.

In addition to Environmental Systems I and II (ARCH 411 and 421) and LEED Accreditation (ARCH 452), other non-studio courses now contextualize environmental stewardship into their subject matter where relevant.

- Theories of Architecture (ARCH 224) addresses environmental stewardship through the presentation and discussion of environmentalism and its relation to buildings and human settlement.
- History & Theories of Urban Form (ARCH 423) will address environmental stewardship through the presentation and discussion of the development of the city and the health and welfare of the urban populace.

In addition to the above course-related efforts, the School has an in-house Recycling Program in which assigned work-study students regularly collect semi-used model and projects materials. These materials are stored in the Recycled Materials Closet and are available for students' use.

#### **I.1.4 E. Community and Social Responsibility**

Marywood University's core value of service states the University's *commitment to promoting social responsibility which fosters community engagement to meet real needs*. The Architecture Program supports this commitment by developing graduates who are prepared to be active, engaged citizens able to understand what it means to be a professional member of society and to act on that understanding. The Program provides the following required coursework and elective opportunities.

##### Required Coursework:

- Studio I (ARCH110): The Toy Project. Students design and build rudimentary toys for under-privileged children and donated these toys to charitable organizations in the local Scranton area. (2010-2014, 2016).
- Design Studio VI (ARCH320): Design Build Project. Students design, represent, and construct a small full scale project for a community group.
  - 2014: Students designed and built an interactive platform space for Scranton's First Friday, a monthly community arts event where design work is exhibited for the public to view.
  - 2015: Students designed prototypical small scale disaster shelters and built a portion of these designs. These shelters were displayed at Scranton's First Friday, a monthly community arts event where design work is exhibited for the public to view.
  - 2016: As of this writing, students are designing and plan to build a large decked area along the Lackawanna River Heritage Trail.
- Spring Competition: Students from the architecture and interior architecture programs self-organize into teams of three or four participants to design an assigned competition project. This project supports a local community organization:
  - 2016: Students designed a large canopy/roof for the open-air Scranton Farmers' Market.

##### Elective Opportunities:

- Farmitecture (ARCH399). Students partner with the Indraloka Animal Sanctuary to design and build structures for animals.
  - Summer, 2013: Students designed and built a small, unique house for mini-pigs. The students created a louvered enclosure that can be easily moved from one area to another.
  - Summer, 2014: Students designed and built an aviary for injured birds. The "Chick-Inn" incorporated sustainable intentions such as water collection, a green wall and building with recycled materials.
- St. Joseph's Center (ARCH399): Students partner with St. Joseph's Center, a residential and outpatient service center for persons with developmental disabilities, on various projects.
  - Spring, 2015: Students designed and built a "Treehouse" for residents, outpatients, and their families.
  - Spring, 2016: As of this writing, students are designing and will assist with the construction of a covered outdoor pavilion for residents, outpatients, and their families.
- Arts and Craft of Building (ARCH399D), spring 2015. Through a collaborative grant between Marywood University and The University of Scranton, students worked with the Theater Department at the University of Scranton to design and build a set for the production of their play.
- Habitat for Humanity: Students in the program may participate in Habitat for Humanity's annual build sessions. A typical cohort includes ten to twelve students. Most recently, during the fall semester of 2015, twelve students from second, third and fifth year volunteered two weekends of work on that season's build.
- AIS (Architecture in Schools): Students may volunteer to teach an architecture enrichment program to students in K-12 classrooms. This effort is a joint AIA / Marywood Architecture Program. Eleven Marywood architecture students have volunteered and participated in the past four semesters it has been implemented. Approximately twenty professionals have volunteered (some more than once); five schools have been involved with eleven different classrooms. Many

more schools are interested, but finding professional volunteers has been challenging and therefore it is difficult to accept more than a few classes per semester.

The School's 2015-2020 [Strategic Plan](#) includes the following related goals and/or actions:

- Strengthen Community and Social Engagement
  - Support required and elective outreach projects
  - Focus Spring Competition on community and non-profit needs

### **I.1.5 Long Range Planning**

Since its inception, the School of Architecture's strategic plan has focused on growing the School and earning NAAB accreditation. To accomplish this goal, since 2009 the School has completed two phases of facility construction, hired faculty, developed classes and associated content and syllabi, recruited students, and achieved initial and continuing candidacy. With the School now at its full-size and on the cusp of earning initial accreditation, the faculty, under the direction of the Dean, has undertaken a review of its past governing practices and pursued the development of formal governing documents to better guide the School moving forward. The result of this review has been the revision or development and ratification of the following:

- School's [Mission and Values](#): reflects the University mission and the values of the school and its programs;
- [SoA Bylaws](#): augment the University's bylaws by outlining the School's committee structure, faculty membership, voting rules, and service positions ();
- School's [Strategic Plan](#) for 2015-2020 and initial implementation of priority items: formalizes the School's goals and identifies action items and steps with key personnel and required resources;
- School's [Diversity and Inclusion Plan](#) and the incorporation of its action items in the School's strategic plan: outlines the School's plan to assess the diversity of the School's community and improve and maintain that diversity;
- [Studio Culture Policy](#);
- [Architecture Program Self-Assessment Procedure](#).

In 2015, the University undertook a planning process to develop the [2016-2021 Strategic Plan](#) based on the accomplishments of the University's 2010-2015 Plan. The Dean of the School of Architecture and an Architecture Program faculty member participated in this process as part of the MPAC planning committee. Concurrent with the development of the University's plan, the School of Architecture developed its [Strategic Plan](#) for 2015-2020. While the School's plan supports and explicitly links to the University's Plan, the School elected to organize its plan around key aspects of its Mission and Values, specifically (1) the professional dimension of the School's programs, (2) the liberal arts dimension of the University's identity, (3) the rigorous studio-based curricula of the School's programs, (4) the belief that architects may do good in the world through their work and other actions, and (5) the School as a community of students, faculty, alumni, and professionals.

These five key aspects are the categories of the School's Strategic Plan that will be assessed, maintained and strengthened over the next five years, and likely beyond. These categories have associated outcomes, which in turn have action items and steps that are prioritized and that have key personnel and resources identified where possible.

The outcomes in the categories are linked to the University's strategic plan and noted as such on the School Strategic Plan document. For instance, one specific outcome for the School's Goal #1, Strengthen the Professional Quality of the School's Programs, is to *increase the facilities and infrastructure in the school*, aligns with the University's Goal #2, *create both academic and physical infrastructure to provide a learning environment that enables graduate and undergraduate students to succeed academically and professionally*.

Data is collected by the University and internally by the School. This data includes information about the University, School and Program, and also about the Program's peer institutions for purpose of comparison. This data is reviewed annually to identify patterns and trends that inform the School's planning and strategic decision-making. See Assessment, Section I.1.6 below for a description of this data and its uses.

### **I.1.6 Assessment**

#### **I.1.6 A Program Self-Assessment Procedures:**

The Program began formal assessment of its progress towards its strategic goals and associated action items in the fall of 2015. This assessment is done with data collected by the School of Architecture and the University. Data is tracked over time where appropriate and benchmarked against past performance and the Program's peer institutions where appropriate.

The following areas are currently tracked:

- Students: Enrollment, retention, demographics, and high school academic credentials.  
Assessed over five year period to determine trends in the data.  
Benchmarked against past performance.
- Faculty: Number of faculty, faculty per student credit hour, faculty per student, demographics  
Assessed over five year period to determine trends in the data.  
Benchmarked against past performance and peer institutions.
- Critics and lecturers: Number of practitioners and demographics.  
Assessed over three year period to determine trends in the data.  
Benchmarked against past performance.
- Technology: Equipment type and number  
Assessed over three year period to determine trends in the data.  
Benchmarked against past performance and peer institutions.

The above items are reviewed in May and June, and then utilized the following academic year to inform recruitment, budgeting, staffing and other activities.

#### **I.1.6 B Curricular Assessment and Development:**

The Architecture Program faculty currently work with the University's Office of Planning and Institutional Effectiveness (OPIE) to systematically collect, analyze, and utilize data related to the program's student learning outcomes. Taskstream is an electronic tool for analyzing components of the School of Architecture assessment plan. It gives the institution the capability to record, manage, and archive information on student achievement of learning outcomes. The five main components of the system have allowed the faculty to define learning outcomes; identify key assessments; establish target and ideal levels of performance; record data analysis, findings, and recommendations; and develop action plans based on data analysis.

In the spring of 2015, the Architecture Program identified key elements of its recently revised Values Statement as curricular learning outcomes for assessment. These elements are also noted as key elements of the Program's Learning Culture. They are:

- Conceptual and Formal Clarity
- Social Agency and Collaboration
- Disciplinary Consciousness
- Material Speculation

The purpose of assessing these outcomes is to gauge the degree to which the program successfully achieves its curricular aspirations. To this end, the Program has developed assessment rubrics for each learning outcome with qualities and characteristics of student work that is indicative of levels of achievement. The program has also identified courses from which student work will be assessed.

The assessment process will adhere to the following procedures:

- The Assessment Sub-Committee of the Curriculum Committee will be responsible for assessment.
- Courses which are part of the assessment process will be assessed immediately following the semester that they are offered.
- The Assessment Subcommittee members will discuss the items identified in the rubrics with the intent of having a shared set of expectations for the levels of achievement in the student work.
- The Assessment Subcommittee will identify a random sampling of no fewer than 25% but no more than 50% of student work from the appropriate courses.
- Each member of the subcommittee will evaluate the sampled student work using the appropriate rubric.



- The committee will convene and average their findings into one master rubric. All comments, from all committee members, will be recorded in the master rubric.
- The master rubric will be disseminated to the faculty for discussion at the start of the semester extended faculty meeting with the intent to strategize improvement in teaching methods.
- Assessment findings and actions will be recorded in Taskstream.

## **Section 2. Progress since the Previous Visit**

### **Conditions Not Met:**

#### II.1.1 Student Performance Criteria (SPC)

##### A.4 Technical Documentation

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

We have taken steps to further integrate this content into Building Assemblies ARCH 313, Design Studio IX (ARCH 450), and Design Studio X (ARCH 460).

Building Assemblies (ARCH 313) has placed additional instructional emphasis on the lectures and assignments associated with outline specifications. A local practitioner was invited to discuss outline specifications with each section of ARCH 313 in the spring and fall semesters of 2015 (this will be ongoing). Students will also be producing outline specifications related to their studio project (in ARCH 310 / ARCH 320) for ARCH 313.

In the courses Studio Design IX (ARCH 450) and Studio Design X (ARCH 460), we ask the students to produce technically clear drawings and/or construct a section model illustrating and identifying the assembly of materials in their projects. The students are also asked to produce a 3D diagram of the structure of the building identifying the appropriate components of it. This content is also covered in the Art and Craft of Building (ARCH 451) as a primary SPC.

##### A.9 Historical Traditions and Global Culture

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

This SPC has been revised by NAAB. We have reviewed content of History of Architecture I (ARCH 113), History of Architecture II (ARCH 123), Theories of Architecture (ARCH 224), and History and Theories of Urban Form (ARCH 453) to ensure that we are adequately addressing each section of this criterion. Additional readings, lectures, and discussions have been added in these courses.

##### A.10 Cultural Diversity

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

This SPC has been revised by NAAB. The new conditions combine this criterion with what used to be C.9 Community and Social Responsibility, and create the new criterion A.8 Cultural Diversity and Social Equity. In the 2014 VTR, criteria C.9 was met with distinction History and Theories of Urban Form (ARCH 453).

Recognizing this shift in the composition of SPCs under the current conditions, we have adjusted the course content in the History and Theory sequence to increase content related to “Cultural Diversity” without losing the content that was devoted to “Community and Social Responsibility.” Additional readings, lectures, and discussions have been added throughout the History/Theory Sequence.

##### B.6 Comprehensive Design

2014 Team Assessment: This criterion is not met. Projects in Design Studio VIII (ARCH 420) (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

This SPC has been revised by NAAB. Integrative Design is addressed in the fourth and fifth year studio sequences, Design Studio VII (ARCH 410), Design Studio VIII (ARCH 420), Design Studio IX (ARCH 550), and Design Studio X (ARCH 560).

### B.8 Environmental Systems

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.

Environmental Systems I (ARCH 411) and Environmental Systems II (ARCH 421) incorporate project-based assignments. Better integration between the Environmental Systems courses and Design Studio VII (ARCH 410) and Design Studio VIII (ARCH 420) have also been developed and implemented. The Environment Systems courses and the co-requisite studios share responsibility for presenting evidence for this criterion.

### II.2.3 Curriculum Review and Development

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.

We have established a School of Architecture Curriculum Committee to review and submit recommendations for curricular modifications to the School of Architecture faculty for approval. The charge of this committee, found in the [School's Bylaws](#), requires it to seek input from faculty when addressing issues before it. The committee, upon approval by voting members of the School of Architecture faculty, submits proposals for curricular modification to either the University Undergraduate or Graduate Curriculum Committee for review and approval.

### II.4.2 Access to Conditions and Procedures

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.

We have published the required content on our website. We also have hardcopies available for inspection in our main office. (<http://www.marywood.edu/architecture/about/accreditation/naab.html>).

### II.4.3 Access to Career Development Information

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.

We have published links to the NCARB, AIA, AIAS, and ACSA-ARCH on our website (<http://www.marywood.edu/architecture/about/accreditation/naab.html>). The University continues to offer career counseling services to students. We continue to offer informal career counseling as a component of faculty advising. In addition, the Architecture Licensing Coordinator offers more formal career guidance and advises students in the processes for becoming licensed. The holder of this position is required to stay current with NCARB policies and procedures for licensure and disseminate those to the student body as appropriate. The coordinator also acts as the faculty advisor to the Marywood University AIAS chapter and acts as a liaison between the local AIA chapter and the school/student body.

## **Conditions Not Yet Met:**

### I.1.5 Long Range Planning

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.

The School of Architecture developed and ratified a [Strategic Plan](#) for 2015-2020.

### I.1.2 Learning Culture and Social Equity

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.

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, and 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.

The School of Architecture developed and ratified a [Diversity and Inclusion Plan](#) with action items incorporated into the School's 2015-2016 [Strategic Plan](#).

### I.1.5 Self-Assessment Procedures

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.

The School annually tracks student demographics and enrollment, as well as faculty demographics and numbers to assess progress on strategic goals, particularly those related to diversity.

The School of Architecture is in the process of developing a formal self-assessment process to track progress on curricular goals. Initial steps include identifying goals, identifying where in the curriculum progress on goals will be assessed, creating scoring rubrics, and creating a mechanism to review and act on the assessment's finding ([SoA Self-Assessment Instruments](#)).

## II.1.1 Student Performance Criteria

### B.2 Accessibility

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.

This SPC has been revised by NAAB. Student work in the area now addresses B.3 Codes and Regulations. We have developed strategies to ensure that this content is not just covered, but also better evidenced in student work in Design Studio VIII (ARCH 420), with supporting documentation in Design Studio IX (ARCH 450) and Design Studio X (ARCH 460).

In the course Studio Design X (ARCH 460), we ask the students to include in their projects delineation of the disabled parking spaces wherever they apply, to show handicap accessible restrooms and devices, and to prepare the floor plans with all the signs and devices in order to fulfill the Accessibility requirements.

**B.5 Life Safety** (*Note: this criteria is identified as 'Not Yet Met' in the VTR Summary Findings, but identified as 'Not Met' in the Progress Since the Previous Site Visit section.*)

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.

This SPC has been revised by NAAB. Student work in the area now addresses B.3 Codes and Regulations. We have developed strategies to ensure that this content is not just covered, but also better evidenced in student work in Design Studio VIII (ARCH 420), with supporting documentation in Design Studio IX (ARCH 450) and Design Studio X (ARCH 460).

In the course Studio Design X (ARCH 460), we ask the students to evaluate the occupancy of their building following the International Building Code and Life Safety Regulations, to evaluate the means of egress and to provide in their projects a clear life safety diagram in floor plans and 3D, where they should indicate the means of egress and exits, as well as evacuation stairs, door and exits, delineating the evacuation route.

B.7 Financial Considerations *(Note: this criteria is identified as 'Not Yet Met' in the VTR Summary Findings, but identified as 'Not Met' in the Progress Since the Previous Site Visit section.)*

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.

New assignments have been crafted for the course Professional Practice (ARCH 462) to better evaluate students' understanding and provide evidence of the content covered.

C.5 Practice Management

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

This SPC has been revised by NAAB. Student work in the area now addresses D.3 Business Practices. New assignments have been crafted for the Professional Practice course (ARCH 462) to better evaluate students' understanding and provide evidence of the content covered. These adjustments also account for the slight changes from the earlier set of conditions.

### **Causes for 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 whose graduation dates may fall outside the two-year, NCARB rule for new programs receiving accreditation.

We have been assured by the NAAB that the ruling subsequent to our fall 2016 visit will be retroactive to January 1<sup>st</sup> of that year. Therefore, the official date of accreditation, if successful, will fall within the two-year rule as stipulated by NCARB.

#### 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 financial concerns across the university resulting in budget cuts and faculty layoff to all units, including the School of Architecture. The team is concerned about the long-term effect of these cuts on the architecture program.

While Marywood University's enrollments continue to decline, steps are being taken to minimize financial impact, especially to the most successful programs on campus such as the School of Architecture. We have expanded upon our own in-house recruitment efforts. The University has done the same. Simultaneously, the University has hired an outside consulting firm to guide the institution through a "strategic resource allocation" process that will more efficiently fund programs with the most potential for success. This could result in increasing budgets for successful programs like architecture. At this time, the Architecture Program resources have not been affected by the University's financial challenges.

#### C. Hiring a New Dean

The difficulties implicit in the transition to a new dean during the early phase of developing a new (sic) is a concern of the visiting team.

In the spring of 2015 Marywood University hired Jim Sullivan to be the Dean of the Marywood University School of Architecture. He has been working with us since the summer of 2015. His prior roles at Louisiana State University have adequately prepared him for the accreditation processes that

are currently underway. He is aware of our standing and has been moving us toward accreditation from his first day without the lag time one would expect for a Dean transition of this nature.

D. Team Room Condition

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

Appropriate modifications to our building have been completed to provide a Team Room and NAAB gallery that is visually and acoustically isolated. It resides within the center of the School of Architecture, so despite its privacy it is still in close proximity to the activities of the School.

### **Section 3. Compliance with the Conditions for Accreditation**

#### **I.2.1 Human Resources and Human Resource Development**

##### **I.2.1 A Faculty Resumes**

**Name:** Miguel Angel Calvo Salve

**Courses Taught:**

ARCH 450: Design Studio IX

ARCH 451: Arts and Craft of Building. Building with Natural Light.

ARCH 460: Design Studio X

ARCH 399D: Arts and Craft of Building II. Building with New Materials.

ARCH 399D: The Detail in Architecture.

**Educational Credentials:**

Bachelor and Master of Architecture, Universidad Politécnica de Madrid. Escuela Técnica Superior de Arquitectura. ETSAM. 1992

Ph.D., Universidad de la Coruña. Escuela Técnica Superior de Arquitectura. ETSAC. 2015

**Teaching Experience:**

Instructor, Academy of Arts, Madrid, Spain. 1987-1989.

Full-time Lecturer, CESUGA-University College Dublin. 2005-2013.

Assistant Professor, Marywood University, Scranton, PA. 2013-Present

**Professional Experience:**

Architect at ALFREDO FREIXEDO ARCHITECTS. 1992 – 93.

Architect at CARLOS MEIJIDE ARCHITECTS. 1993 – 98.

Principal at MACS, ARCHITECT. 1998-Present

**Licenses/Registration:**

Registered License Architect in Spain. COAG n°.: 1.805, 1993

**Selected Publications and Recent Research:**

*“Ribadavia Castle Remains Intervention: Conserve And Transform. Observation, Research, Traces, Intuition”*. EAAE - Kastel van Arenberg 1, B 3001 - Leuven, Belgium. 2011

*“WHAT MATTERS IS LIGHT. LIGHT AS MATTER. The experience of the course: The Art & Craft of Building. Building with Natural Light”*. ENHSA. 2014

*“Recovering the connexions: territory-settlement-identity. Intervention in the historic & artistic village of Pazos de Arenteiro, Galicia, Spain”*. EAAE - Hasselt, Belgium. 2015

**Professional Memberships:**

CSCAE. Consejo Superior de Arquitectos de España

**Name:** Andrew Doyle

**Courses Taught:**

ARCH 210: Design Studio III  
IARC 310A: Interior Architecture Studio V  
ARCH 313: Building Assemblies  
ARCH 214: Digital Media II  
ARCH 399F: Post Production  
ARCH 124: Digital Media I  
ARCH 220: Design Studio IV  
ARCH 399A: Introduction to Animation & Editing  
IARC 420A: Interior Architecture Studio V  
IARC 522: Detailing Interior Architecture

**Educational Credentials:**

B.S., Architectural Studies, Norwich University School of Architecture & Art, Northfield VT. 2010  
M.Arch, Norwich University School of Architecture & Art, Northfield VT. 2011

**Teaching Experience:**

Adjunct Faculty, Marywood University, 2013-2015  
Per Annum Faculty, Marywood University, 2015-Present

**Professional Experience:**

Intern, 3six0, June 2010 - August 2010  
Designer/Laborer, "A" Masonry Company, June 2011 - November 2011  
Intern, San Francisco Planning Department, June 2014 - August 2014  
Design Consultant, Thurlow Small, INC. November 2013 - Present

**Selected Publications and Recent Research:**

NoMa Underpass International Design Competition - Winner, Washington D.C., 2015-Present  
National Conference on the Beginning Design Student, Chicago IL: *Material Assembly: Alternative Mediums for Active Assimilation* - Publication/Presentation, 2014  
DAMDI Publishing Company: *Design Idea Dictionary* - Various Projects, Thurlow Small Architecture, 2012  
New Panel Layout - Various Projects, Thurlow Small Architecture, 2012

**Professional Memberships:**

None



**Name:** James Eckler

**Courses Taught:**

ARCH 120: Foundation Design Studio II  
ARCH 210: Design Studio III  
ARCH 220: Design Studio IV  
ARCH 453: History & Theories of Urban Form

**Educational Credentials:**

M.S. in Architectural Studies: Pedagogy, University of Florida, School of Architecture, 2008  
Master of Architecture, University of Florida, School of Architecture, 2007  
Bachelor of Design, University of Florida, School of Architecture, 2005

**Teaching Experience:**

Associate Professor of Architecture: Marywood University, 2015-Present  
Visiting Assistant Professor of Architecture: University of Cincinnati, 2008-2010

**Professional Experience:**

Intern/Architect: Cope Architects, Inc., 2004-2008

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

*Language of Space and Form: Generative Terms for Architecture*, John Wiley & Sons, 2012

*Introduction to Architecture* Co-Authored with Francis D.K. Ching, John Wiley & Sons, 2012

"*Engaging Media*", 2015 National Conference on the Beginning Design Student (Presented in my absence by Prof. Kevin Wyllie, Marywood University) (National Conference \_ Blind Peer Review) 2015

*SOCIALForm: [re]Linking Architecture, Culture, and Environment*, "Living and Learning" \_ 2014 AAE International Conference \_ Sheffield, United Kingdom (International Conference \_ Blind Peer Review), 2014

**Professional Memberships:**

ACSA  
NCARB  
AIA

**Name:** Gabriel Fuentes

**Courses Taught:**

ARCH 123: History of Architecture II  
ARCH 220 : Design Studio IV  
ARCH 224: Theories of Architecture  
ARCH 399G: Special Topics: Mapping as Project  
ARCH 410: Design Studio VII  
ARCH 420: Design Studio VIII (Comprehensive Studio)

**Education Credentials:**

B.A. Architecture, Florida International University, 2002  
M. Arch, Florida International University, 2005  
M.S. Architecture and Urban Design, Columbia University, 2010

**Teaching Experience:**

Adjunct Professor, Florida International University, 2005-2008  
Adjunct Professor, Miami-Dade College, 2007-2008  
Adjunct Professor, New York Institute of Technology, 2008-2012  
Adjunct Professor, New Jersey Institute of Technology, 2008-2013  
Assistant Professor, Marywood University, 2014-Present

**Professional Experience:**

Designer and Visualization Coordinator, Gresham, Smith and Partners, Fort Lauderdale, FL, 2002-2004  
Project Designer, Zyscovich Architects, Miami, FL, 2004-2008  
Project Manager, Constantine Karalis Architect, Brooklyn, NY, 2008-2009  
Founder and Director, DA|S (Design Action Studio for Research), New York, NY 2010-Present

**Licenses/ Registrations:**

None

**Selected Publications and Recent Research:**

Reforming Type: An Urban Culture Center in Old Havana, Cuba. *Havana Beyond The Ruins: Cultural Mappings after 1989* by Anne Birkenmaier. 2011

Between History and Modernity: Searching for Lo Cubano in Modern Cuban Architecture. *Cuban Intersections of Literary and Urban Spaces* by Carlos Riobo, Ed. 2011

The Real New Urbanism: Engaging Developing World Cities. *Journal of Space Syntax* vol. 2 no. 2, 2013

**Professional Memberships:**

None

**Name:** Stephen Garrison

**Courses Taught:**

ARCH 110: Foundation Design Studio I  
ARCH 120: Foundation Design Studio II  
ARCH 210: Design Studio III

**Educational Credentials:**

M.F.A., Savannah College of Art and Design, 1999  
B.F.A., Savannah College of Art and Design, 1997

**Teaching Experience:**

Clinical Assistant Professor, Marywood University, 2015-Present  
Assistant Professor, Marywood University, 2007-2015  
Part-Time Lecturer II, Marywood University, 2002-2007

**Professional Experience:**

None

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

*Happy Accidents (co-author with Victoria Farrow)* 2016 Association of Architectural Educators Conference, The Bartlett UCL, London, UK, 2016

*Creatures- Real and Imagined*, International Juried Exhibition, uBe Gallery, Berkeley, California, 2016

*The Crow Show 2016*, International Juried Exhibition, The Studio Door Gallery, San Diego, California, 2016

*Who We Aren't*, National Juried Exhibition, Union Street Gallery, Chicago Heights, Illinois, 2014  
*the meaning of small scale*, 2014 Association of Architectural Educators Conference, Sheffield University, Sheffield, UK, 2014

*making/inquiry (co-author with James Eckler)*, 2013 Association of Architectural Educators Conference, Nottingham Trent University, Nottingham, UK, 2013

**Professional Memberships:**

None

**Name:** Avery T. Gretton

**Courses Taught:**

ARCH 452: LEED Accreditation I

**Educational Credentials:**

LEED Accredited Professional,  
Bachelor of Science, Kent State University, 1978  
Bachelor of Architecture, Kent State University, 1981

**Teaching Experience:**

Adjunct Faculty, Luzerne County Community College

**Professional Experience:**

30 years working as a professional in architecture

**Licenses/Registration:**

Registered Architect, Pennsylvania

**Selected Publications and Recent Research:**

None

**Professional Memberships:**

AIA  
NCARB  
USGBC

**Name:** Carl J. Handman

**Courses Taught:**

ARCH 310: Design Studio V  
ARCH 320: Design Studio VI  
ARCH 460: Design Studio X

**Educational Credentials:**

B. Arch, Syracuse University, 1974,  
The Architectural Association, Independent Study, 1972-73.

**Teaching Experience:**

Adjunct Instructor, Marywood University, Fall 2011 to present.

**Professional Experience:**

Eyerman Csala Hapeman & Handman – Architects, 1990-present  
Carl J. Handman, AIA – Architect, 1980-1990  
Bohlin & Powell – Architects, 1974-1980

**Licenses/Registration:**

Registered Architect, 1977-Present

**Selected Publications and Recent Research:**

None

**Professional Memberships:**

AIA Pennsylvania, NEPA Chapter of the AIA, Treasurer: 1998-present

**Name:** Gregory K. Hunt

**Courses Taught:**

ARCH 111: Introduction to the Designed Environment

**Educational Credentials:**

Master of Architecture, Columbia University, 1968

Bachelor of Arts, Middlebury College, 1964

**Teaching Experience:**

Founding Dean and Professor, School of Architecture, Marywood University, 2008-Present

Dean and Professor, School of Architecture and Planning, The Catholic University of America, 1996-2003

Professor of Architecture, Washington-Alexandria Architecture Consortium, College of Architecture and Urban Studies, Virginia Polytechnic Institute and State University, Alexandria, Virginia, 1994-1996

**Professional Experience:**

Vice Chairman & Director of Design, Leo A Daly, Washington, DC; 2003-2008

Gregory K. Hunt, AIA, Architect (consulting) Alexandria, Virginia and Blacksburg, Virginia; 1978-1996

Gregory K. Hunt, Architect, Monroe, Maine; 1977-1978

**Selected Publications and Recent Research:**

Author, *Architecture as Tapestry: The Global Practice of LEO A DALY*, LEO A DALY, 2009

"The Role of Research in Architecture- Augmenting a Learning Culture", *VSAIA Practice-Academy Summit*, The Greenbrier, White Sulphur Springs, West Virginia, 2008

**Professional Memberships:**

AIA; Member, 1989 – Present

Society of Architectural Historians; Member, 1977 – Present

National Trust for Historic Preservation; Member, 1973 – Present

Latrobe Chapter, National Trust for Historic Preservation

**Name:** Reagan King

**Courses Taught**

ARCH 110 : Foundation Design I  
ARCH 120 : Foundation Design II  
ARCH 212 : Digital Media I  
ARCH 222 : Digital Media II  
IARC 220A : Design Studio IV

**Educational Credentials:**

B.Arch, The Catholic University of America, 2007  
M.Arch, The Catholic University of America, 2008

**Teaching Experience:**

Adjunct Instructor, Marywood University, 2012-2014

**Professional Experience:**

Intern Architect, HNTB Architecture, Washington, DC, 2008  
Intern Architect, The Palumbo Group, Scranton PA, 2006  
Intern Architect, Dx Dempsey, Scranton, PA 2012  
Intern 2 Architect, Highland Associates, Clarks Summit, PA 2013-present

**Licenses/Registration:**

None

**Selected Publications:**

*Digital Serendipity: Making and the Virtual Hand* coauthored with James Eckler. Presented at the Beginning Design Conference at Temple University, 2013

**Professional Memberships:**

American Institute of Architects, Associate Member

**Name:** Ruth Koelewyn

**Courses Taught**

ARCH 110 : Foundation Design I  
ARCH 120 : Foundation Design II  
ART 212 : 3D Design I

**Educational Credentials:**

B.F.A., Syracuse University, 2006  
M.F.A, Cranbrook Academy of Art, 2009

**Teaching Experience:**

Adjunct Instructor, Marywood University, 2010-2014  
Instructor, Metalsmithing, Fuji Studios, Florence, Italy, 2004

**Professional Experience:**

Curator, *Us, in flux*, Lawrimore Project and Greg Kucera Gallery, Seattle WA, 2011  
*The Space Between Us is Not Distance*, Suraci Gallery, Marywood University, 2014

**Professional Memberships:**

None



**Name:** Richard Leonori

**Courses Taught**

ARCH 223 : History of Architecture II  
ART 589 : History of Architecture & Interior Architecture  
ART 598 : Design Specialization  
ART 551A : Study Tour in Art

**Educational Credentials:**

B. Arch, Cornell University,

**Teaching Experience:**

Instructor, Marywood University, 2004-2015

**Professional Experience:**

Partner, Hemmler and Camayd Architects, Scranton PA

**Licenses/Registration:**

Architect

**Selected Publications:**

None

**Professional Memberships:**

AIA  
National Trust for Historic Preservation

**Name:** Brian Loughlin

**Courses Taught:**

ARCH 310 : Design Studio V  
ARCH 320 : Design Studio VI  
ARCH 452 : LEED Accreditation I

**Educational Credentials:**

Master of Architecture, Columbia University, 2002  
Bachelors of Science in Architecture, The Catholic University of America, 1993

**Teaching Experience:**

Adjunct Assistant Professor, Columbia University, 2011-Present  
Associate Professor, Marywood University, 2014-2015  
Adjunct Assistant Professor, New Jersey Institute of Technology, 2012-2013

**Professional Experience:**

Director of New Construction, New York City Housing Authority, 2015-Present  
Board Chair, City of New Jersey Zoning Board of Appeals, 2015-Present  
Special Advisor to the Mayor for Housing, Jersey City, 2014-2015  
Chief Architect, Jersey City Housing Authority, 2003-2014

**Licenses/Registration:**

Registered Architect

**Professional Memberships:**

AIA  
LEED AP

**Name:** Patrick Martin

**Courses Taught:**

ARCH 320: Design Studio VI  
ARCH 399T: Applied Digital Media: Fabrication  
IARC 525: Thesis Documentation  
ARCH 310: Design Studio V  
ARCH 313: Building Assemblies  
ARCH 399R : Exercises in Digital Fabrication  
ARCH 399I: Material Aggregation and Performance  
ARCH 399E: Exercises in Design Fabrication

**Educational Credentials:**

M.Arch, Norwich University, 2010 – 2012.  
B.S., Architectural Studies, Norwich University, 2006-2010.

**Teaching Experience:**

Per Annum Instructor, Marywood University, 2013 – Present

**Professional Experience:**

Graphic Designer / Box Office Manager, Center for Literary and Performing Arts, University of Scranton, 2014-2015  
Designer/Consultant, UTU Studio, Scranton, Pennsylvania. Fall, 2013 – Present

**Licenses/Registration:**

N/A, currently working through IDP

**Selected Publications and Recent Research:**

“Addressing Incongruence: A Non-Linear Approach Towards Design-Build Processes”, National Paper Presentation, University of Houston, College of Architecture. National Conference on the Beginning Design Student (NCBDS). 2015.

“Material Assemblies: Alternate Mediums for Active Assimilation”, National Paper Presentation, Illinois Institute of Technology, College of Architecture. National Conference on the Beginning Design Student (NCBDS). 2014.

“Full-Scale Making With a Focus on Process Rather Than Product”, National Paper Presentation, Temple University, Tyler School of Art. National Conference on the Beginning Design Student (NCBDS). 2013.

**Professional Memberships:**

AIA

**Name:** Margaret McManus

**Courses Taught:**

ARCH 410: Design Studio VII  
ARCH 411: Environmental Systems I  
ARCH 420: Design Studio VIII  
ARCH 421: Environmental Systems II  
ARCH 210: Design Studio III  
ARCH 220: Design Studio IV

**Educational Credentials:**

M.Arch, University of Pennsylvania: 2005  
B.S. Architecture, University of Virginia: 2000

**Teaching Experience:**

Assistant Professor, Marywood University: Fall 2013-Present

**Professional Experience:**

Principal, Owner, MOdesigns, Scranton, PA, 2015-Present  
Architect, STUDIOS Architecture, Washington D.C., 2011-2013  
Architect, Sorg Architects, Washington DC, 2010-2011  
Architectural Designer, RKD Architects, Vail, CO, 2001-2003, 2005-2008

**Licenses/Registration:**

Registered / Licensed Architect in the states of Pennsylvania and Colorado

**Selected Publications and Recent Research:**

International: *Tenth International Conference on Design Principles and Practices*. Preparing to present: "Dispelling the Myths: Introducing our Youth to the Real Profession of Architecture" Pontifical Catholic University of Rio de Janeiro in Rio de Janeiro, Brazil; February 25-27, 2016

International: *2014 ACSA Fall Conference: "Working out: Thinking while building."* Presented a paper that was co-written with Marywood faculty, Kate O'Connor: "Design/Build Unplugged: Severing the Crutch of Digital and Electronic Devices" Nova Scotia, Canada; October 16, 2014

National: *National Conference on the Beginning Design Student*, Co-presented with Marywood faculty, Kate O'Connor: "Inducing Ingenuity: The Cardboard Catwalk," Chicago, April 3, 2014.

**Professional Memberships:**

AIA, NCARB, ACSA, NCBDS, LEED AP (2011-2012)

**Name:** Kate O'Connor

**Courses Taught:**

ARCH 120: Foundation Studio II  
ARCH 320: Structures II  
ARCH 110: Foundation Studio I  
ARCH310: Structures II  
ARCH 220: Design Studio IV

**Educational Credentials:**

B. Arch, The Catholic University of America  
M. Arch II, Tulane University

**Teaching Experience:**

Tulane University, 2010  
Marywood University, 2010-Present

**Professional Experience:**

MOdesigns – Scranton, PA, Owner, Principal, 2015-Pres.  
Stuieudio Boru – New Orleans, LA, Owner, Principal, 2010-2013

**Licenses/Registration:**

In Process of Completing NCARB Licensing

**Selected Publications and Recent Research:**

2015 International Congress – Proportion, (Dis)Harmonies, and Identity: *The Vessel Transformed - Manual and Digital Exploration*

2014 Design Principles and Practices: *Inducing Ingenuity: The Cardboard Catwalk*, (Co-Authored with Professor Margaret McManus, Marywood University)

2014 International ACSA: *Foot-loose \_ Six Degrees of Separation and OF Place: [re]Linking Architecture and Environment* (Co-authored w/ James Eckler, Marywood)

2014 NCBDS: *The Beam* (Co-Authored w/ Margaret McManus, Marywood)

2014 ACSA Fall Conference (East): *The Cardboard Catwalk* (Co-Authored w/ Margaret McManus, Marywood University)

**Professional Memberships:**

NCARB  
Design Principles and Practices  
ACSA

**Name:** Robert Petrie

**Courses Taught:**

ARCH 120: Foundation Design II  
ARCH 122: Design Thinking  
ARCH 399Q: Special Topics - Intro to Folio  
ARCH 110: Foundation Design I  
ARCH 399P: Observational Analysis  
ARCH 399L: Special Topics - Architectural Communications

**Educational Credentials:**

Masters of Architecture, Cornell University, 2004  
Bachelor of Architecture, Virginia Tech, 1996

**Teaching Experience:**

Assistant Professor, Marywood University, 2014-2016  
Adjunct, Colgate University, 2010-2012  
Adjunct and Per Annum, Syracuse University, 2004-2014

**Professional Experience:**

Petrie Design, 2012-Present  
Architecteam, Syracuse NY, 2010-2012  
Ashley McGraw Architects, Syracuse NY, 2007-2010

**Licenses/Registration:**

2 exams complete towards Architecture License

**Selected Publications and Recent Research:**

Papers accepted: "Spatial Derivatives", 2015 & "Compositional Coincidences", 2015

**Professional Memberships:**

None

**Name:** Russell B. Roberts, AIA, Architect

**Courses Taught:**

ARCH 450: Design Studio IX  
ARCH 113: History of Architecture I  
ARCH 460: Design Studio X  
ARCH 462: Professional Practice

**Educational Credentials:**

B. Building Science and B. Architecture, 1971 and 1972 respectively  
Rensselaer Polytechnic Institute, Troy, New York

**Teaching Experience:**

Lafayette College, Easton, PA, ART 120 Architectural Design and Theory Co-Instructor, Fall 2010  
Marywood University School of Architecture, Fall 2012 to the present

**Professional Experience:**

Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973 to 2000  
Principal and Partner-in-Charge, 2000 to 2008  
Russell B. Roberts, AIA, Architect, Private practice, 2008 to the present

**Licenses/Registration:**

Architecture, State of Pennsylvania, 1976 to the present

**Selected Publications and Recent Research:**

Sensory Design, Architectural Theory, History of Architecture and History of the Architecture Profession  
for incorporation in courses taught.

**Professional Memberships and Community Service:**

AIA  
Board of Wyoming Valley Habitat for Humanity & Building Committee Chair

**Name:** Jayashree Shamanna

**Courses Taught:**

ARCH 420: Design Studio - VII  
IARC 599A: Principles of Adaptive Reuse  
IARC 410A: Interior Architecture Studio VII  
IARC 420A: Interior Architecture Studio VIII

**Education Credentials:**

M.S. Architecture, Texas A&M University, 1994  
B.Arch, BMS College of Engineering, 1990

**Teaching Experience:**

Pro Rata Instructor, Marywood University, 2013-Present

**Professional Experience:**

Belur Design (Principal) 2000 – Present  
Stephen Tilly Architects (Job Captain / Project Manager) Dobbs Ferry, NY 2002 - 2003  
Buttrick, White & Burtis Architects (Job Captain / Project Manager) New York, NY 1997 - 2000  
Kapell & Kostow Architects (Junior Architect / Job Captain) New York, NY 1995 - 1997  
Appanna, Nirmala & Nirmala Architects (Junior Architect / Project Manager) Bangalore 1991 - 1992  
Historic Resources Imaging Laboratory (Graduate Research Assistant) TAMU 1993 - 1994  
Advani & Associates (Student Intern) Bangalore 1989 - 1989

**Licenses/Registration:**

Registered Architect NY State, 2007  
Autodesk Revit & AutoCAD Architecture 2009  
Certificate in Historic Preservation, 2001

**Selected Publications and Recent Research:**

*The Architecture News*, School of Architecture, TAMU 1993  
*Energy Conservation in Historic Buildings*, The Historic Resources Imaging Laboratory – TAMU 1994  
*A Preservation Master plan: A study of alternatives for the Denver South Park & Pacific High Line* 1994  
*The Architecture News*, School of Architecture, TAMU 1994

**Professional Memberships:**

None



**Name:** James J. Sullivan

**Courses Taught:**

ARCH 111: Introduction to the Designed Environment

**Educational Credentials:**

Master of Architecture, University of Pennsylvania, 1990

Bachelor of Environmental Design, Miami University, 1987

**Teaching Experience:**

Dean, School of Architecture, Marywood University, 2015-Present

Chair, Department of Interior Design, Louisiana State University, 2013-2015

Associate Professor, Louisiana State University, 2006-2015

Assistant Professor, Louisiana State University, 2006-2015

**Professional Experience:**

Louisiana Architecture Bureau, Baton Rouge, LA. Principal. 2005-2015.

Jim Sullivan Architect, New York, NY. Principal. 1995-2002.

Hariri + Hariri, New York, NY. Editorial Assistant, Freelance Architect. 1995

Hanrahan + Meyers, New York, NY. Freelance Architect. 1994 - 1995

Alexander Gorlin Architect, New York, NY. Project Architect. 1992 - 1994

Bernard Tschumi Architects, New York, NY. Intern Architect. 1991 - 1992

Joseph Rykwert, Robert Tavenor, Bath, UK. Research Assistant. 1990 - 1991

**Licenses/Registration:**

New York State, 1996, current.

**Selected Publications and Recent Research:**

AIA Design Awards:

AIA Baton Rouge Merit Award: YMCA Pavilion, 2012

AIA Louisiana Merit Award, LA Meets LA Residence, 2011

AIA Louisiana Honor Award: Postcard, 2011

AIA Baton Rouge Honor Award: LA Meets LA Residence, 2010

AIA Baton Rouge Honors Awards: Coates Addition, 2010

*Beginnings in the Context of New Knowledge*, ACSA National Conference, 2016. Session Co-Author and Co-Moderator with Catherine Wetzel

*Koolhaas and the Autonomy of the Interior*, IDEC 2014, Conference Presentation

*The Architect's Subconscious: a Travel Log from Excursions in Koolhaas's Subconscious*, in *Fresh Air*, ACSA Press, 2007. (Proceedings from ACSA National Conference)

**Professional Memberships:**

AIA

ACSA

IDEC

**Name:** Brian Szymanik

**Courses Taught**

ARCH 410 : Design Studio VII  
ARCH 411 : Environmental Systems I  
ARCH 420: Design Studio VIII  
ARCH 420: Environmental Systems II

**Educational Credentials:**

B. Arch, Temple University, 2000  
M. Arch, University of Pennsylvania, 2004

**Teaching Experience:**

Visiting Assistant Professor, Marywood University, 2012-2014  
Adjunct Professor, Philadelphia University, 2007-2012  
Adjunct Professor, Temple University, 2011-2012

**Professional Experience:**

Principal, MAKE Architecture and Planning, Philadelphia, PA, 2013-Present  
Principal, Brian Szymanik Architects, Philadelphia, PA, 2009-2013  
Project Manager, BWA Architecture and Planning, Philadelphia, PA, 2009

**Licenses/Registration:**

Registered Architect (Pennsylvania, New Jersey, Virginia)

**Selected Publications:**

Szymanik, Brian. AIA White Paper for the 2012 NAAB Accreditation Review Conference.  
Green Measures... or, None of Us are Green until All of Us are Green. Architectural Research Centers Consortium. Vol. 7 No. 10, May 2013.

**Professional Memberships:**

LEED AP  
AIA  
NCARB Council Certification

**Name:** Lawrence Walsh

**Courses Taught**

ARCH 312 : Structures I

ARCH 322 : Structures II

**Educational Credentials:**

M.S. Criminal Justice, Saint Joseph's University, 1989

M.S. Management, Stevens Institute of Technology, 1983

B. Engineering, Stevens Institute of Technology, 1973

**Teaching Experience:**

Assistant Professor, Marywood University, 2007-Present

Director and Instructor, Saint Joseph's University, 1999-2004

**Professional Experience:**

Chief Inspector, Consolidated Rail Corporation, Philadelphia PA, 1974-1999

**Licenses/Registration:**

None

**Selected Publications:**

Use of Force, section in the *Conrail Police Department Policy & Procedure Manual*, 1996

Firearms, section in the *Conrail Police Department Policy & Procedure Manual*, 1996

Use of SPSS on the SJU Mainframe Computer System, 1989, Philadelphia, PA

**Professional Memberships:**

American Society of Criminology

Fraternal Order of Police

Police Chiefs Association of Southeastern Pennsylvania

**Name:** Tracy Nelson Wescott

**Courses Taught:**

ARCH 452: LEED Accreditation I

**Educational Credentials:**

Bachelor of Architecture, Tulane University

Master of Architecture, Tulane University

**Teaching Experience:**

Adjunct Professor, Marywood University

APPA Facilities Management Institute

**Professional Experience:**

Highland Associates, May 2010 – Present

Joseph Romanski Architecture, January 2007 – May 2010

Highland Associates, April 2001 – January 2007

**Licenses/Registration:**

LEED BD+C

**Selected Publications and Recent Research:**

Healthcare Design Magazine Architectural Showcase 2013, Guthrie Interventional Radiology Suite

The Scranton Chamber of Commerce Pride and Progress Award for New Construction Sage Award 2011,  
Commonwealth Medical College

American School & University Architectural Showcase Outstanding Project August 2012, Commonwealth  
Medical College

NYSSBA Symposium Speaker "Community Involvement in Construction"

2009 Pride and Progress Award, Renovations to 317 Poplar Street

2009 Pride and Progress Award, Fallen Soldiers Memorial, Nay Aug Park

2009 AIA Merit Award, Fallen Soldiers Memorial, Nay Aug Park

**Professional Memberships:**

USGBC

### I.2.1 B Faculty Matrix

Spring 2014

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number	Course number
Calvo Salve, Miguel	Building with natural light and new materials.	ARCH 399D*	ARCH 460		
Doyle, Andrew	Structured analytic techniques as they pertain to design thinking, passive vs. active assimilation	ARCH 220	ARCH 222	ARCH 399F*	ARCH 422
Eckler, James	Urbanism and place making, pedagogy, design teaching methodology.	ARCH 120			
Fuentes, Gabriel	Architectural design, urbanism, architectural history, theory, and criticism, cultural theory	ARCH 220	ARCH 224	ARCH 399G*	
Garrison, Stephen	Allegorical figure painting, mural painting, furniture.	ARCH 120			
Handman, Carl	Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present	ARCH 460			
King, Reagan	Intern 2 Architect, Highland Associates, Clarks Summit, PA	ARCH 212			
Koelewyn, Ruth	Instructor, Three Dimensional Design I, Marywood University; Instructor, Metalsmithing, Fuji Studios, Florence, Italy	ARCH 120			
Leonor, Richard	Partner, Hemmler and Camayd Architects, Scranton PA	ARCH 223			
Martin, Patrick	Digital fabrication, design-build as iterative exploration	ARCH 320	ARCH 399E*	ARCH 422	
McManus, Margaret	Digital representation, structural integration in architecture.	ARCH 320			
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 122	ARCH 220	ARCH 322	
Roberts, Russell	Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008	ARCH 460	ARCH 462		
Shamanna, Jayashree	Historic preservation, adaptive re-use.	ARCH 420			
Szymanik, Brian	Principal, MAKE Architecture and Planning, Philadelphia, PA, 2013-Present	ARCH 420	ARCH 421		

Summer 2014

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 399C*	ARCH 411
Walsh, Lawrence	Assistant Professor, Marywood University, 2007-2015	ARCH 322	

Fall 2014

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Calvo Salve, Miguel	Building with natural light and new materials.	ARCH 450	ARCH 451	
Doyle, Andrew	Structured analytic techniques as they pertain to design thinking, passive vs. active Assimilation	ARCH 214	ARCH 313	ARCH 399F*
Eckler, James	Urbanism and place making, pedagogy, design teaching methodology	ARCH 210	ARCH 453	
Fuentes, Gabriel	Architectural design, urbanism, architectural history, theory, and criticism, cultural theory	ARCH 410		
Garrison, Stephen	Allegorical figure painting, mural painting, furniture.	ARCH 110	ARCH 210	
Handman, Carl	Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present	ARCH 310		
Hunt, Gregory	Dean, Marywood University School of Architecture, 2009-2015	ARCH 111		
Loughlin, Brian	Director of New Construction at New York City Housing Authority (NYCHA)	ARCH 310		
Martin, Patrick	Digital fabrication, design-build as iterative exploration	ARCH 310	ARCH 313	ARCH 399E*
McManus, Margaret	Digital representation, structural integration in architecture.	ARCH 410	ARCH 411	
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 110	ARCH 312	
Roberts, Russell	Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008	ARCH 113	ARCH 450	
Wescott, Tracy	Senior Associate at Highland Associates, Clarks Summit, PA	ARCH 452		

Spring 2015

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Calvo Salve, Miguel	Building with natural light and new materials.	ARCH 460	ARCH 399D*	
Doyle, Andrew	Structured analytic techniques as they pertain to design thinking, passive vs. active Assimilation	ARCH 124	ARCH 220	ARCH 399A*
Eckler, James	Urbanism and place making, pedagogy, design teaching methodology	ARCH 120		
Fuentes, Gabriel	Architectural design, urbanism, architectural history, theory, and criticism, cultural theory	ARCH 224	ARCH 420	
Garrison, Stephen	Allegorical figure painting, mural painting, furniture.	ARCH 120		
Handman, Carl	Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present	ARCH 320		
Leonori, Richard	Partner, Hemmler and Camayd Architects, Scranton PA	ARCH 123		
Loughlin, Brian	Director of New Construction at New York	ARCH 320		

	City Housing Authority (NYCHA)			
Martin, Patrick	Digital fabrication, design-build as iterative exploration	ARCH 320	ARCH 399I*	
McManus, Margaret	Digital representation, structural integration in architecture.	ARCH 420	ARCH 421	
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 220	ARCH 322	
Petrie, Robert	Architectural Phenomenology, Urban Utopias, Glass constructions and aesthetics, Historic Precedence	ARCH 120	ARCH 122	
Roberts, Russell	Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008	ARCH 460	ARCH 462	
Wescott, Tracy	Senior Associate at Highland Associates, Clarks Summit, PA	ARCH 452		

Summer 2015

Faculty member	Summary of expertise, recent research, or experience	Course number
McManus, Margaret	Digital representation, structural integration in architecture.	ARCH 411
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 322

Fall 2015

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Calvo Salve, Miguel	Building with natural light and new materials.	ARCH 450	ARCH 451	
Doyle, Andrew	Structured analytic techniques as they pertain to design thinking, passive vs. active Assimilation	ARCH 210	ARCH 214	ARCH 313
Eckler, James	Urbanism and place making, pedagogy, design teaching methodology	ARCH 210	ARCH 453	
Fuentes, Gabriel	Architectural design, urbanism, architectural history, theory, and criticism, cultural theory	ARCH 410	ARCH 224	
Garrison, Stephen	Allegorical figure painting, mural painting, furniture.	ARCH 110	ARCH 210	
Gretton, Avery	Registered architect, LEED accredited professional	ARCH 452		
Handman, Carl	Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present	ARCH 310		
Loughlin, Brian	Director of New Construction at New York City Housing Authority (NYCHA)	ARCH 310**	ARCH 452**	
Martin, Patrick	Digital fabrication, design-build as iterative exploration	ARCH 310	ARCH 313	ARCH 399R*
McManus, Margaret	Digital representation, structural integration in architecture.	ARCH 410	ARCH 411	
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 110	ARCH 312	ARCH 478A***
Petrie, Robert	Architectural Phenomenology, Urban Utopias, Glass constructions and aesthetics, Historic Precedence	ARCH 110	ARCH 399P*	ARCH 399Q*
Roberts, Russell	Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008	ARCH 113	ARCH 450	
Shamanna, Jayashree	Historic preservation, adaptive re-use.	ARCH 410	ARCH 478A	

Sullivan, James	Beginning design, adaptive reuse	ARCH 111		
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### Spring 2016

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Calvo Salve, Miguel	Building with natural light and new materials.	ARCH 460	ARCH 399D*	
Doyle, Andrew	Structured analytic techniques as they pertain to design thinking, passive vs. active Assimilation	ARCH 124		
Eckler, James	Urbanism and place making, pedagogy, design teaching methodology	ARCH 220		
Fuentes, Gabriel	Architectural design, urbanism, architectural history, theory, and criticism, cultural theory	ARCH 123	ARCH 420	
Garrison, Stephen	Allegorical figure painting, mural painting, furniture.	ARCH 120		
Handman, Carl	Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present	ARCH 320		
Martin, Patrick	Digital fabrication, design-build as iterative exploration	ARCH 320	ARCH 399E*	
McManus, Margaret	Digital representation, structural integration in architecture.	ARCH 220	ARCH 421	
O'Connor, Kate	Socially responsible architecture, structures in architectural pedagogy.	ARCH 120	ARCH 322	
Petrie, Robert	Architectural Phenomenology, Urban Utopias, Glass constructions and aesthetics, Historic Precedence	ARCH 120	ARCH 122	ARCH 399Q*
Roberts, Russell	Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008	ARCH 460	ARCH 462	
Shamanna, Jayashree	Historic preservation, adaptive re-use.	ARCH 420	ARCH 399U*	

\*These courses are program electives that were offered to test the course.

\*\*Brian Loughlin resigned mid-semester, fall 2015. He began the course, but another faculty member finished the course.

\*\*\*Honors Senior Thesis, 1.5 credits

#### I.2.1 C Faculty Development

The University and Architecture Program offer faculty professional and career development and mentoring.

##### University:

- The University offers funds for faculty development activities through its Faculty Development Committee. The extent to which Architecture faculty members have applied for and were awarded these funds is noted in the next section of this report, Faculty Recourses.
  - [Faculty Development Policy](#)
  - [Faculty Development Committee](#).
- The University offers sabbatical opportunities to tenured faculty. Such faculty may apply for a year-long sabbatical at half-pay every six years of consecutive service.
  - [Sabbatical Leave Policy for Faculty Member](#)
  - [Faculty Development Committee](#).
- The University offers faculty tuition remission for courses in which they wish to enroll and receive credit.
  - [Tuition Remission Benefit Policy](#)
- The University offers career advancement through tenure and promotion of faculty.
  - Tenure is awarded to tenure-track faculty ([Tenure Policy](#)).  
The criteria for faculty to be awarded tenure are:



- Completed all formal educational requirements in the relevant academic field;
- Hold rank of Associate Professor or, if currently an Assistant Professor, must apply for promotion to Associate Professor and Tenure at the same time;
- Evidenced an expertise in the area of one's department;
- Demonstrated consistently effective teaching;
- Provided service to students;
- Evidenced accomplishment and promise in research, scholarship, publication, and/or creative achievement;
- Evidenced membership and involvement in the activities of professional societies;
- Demonstrated significant involvement in community service.
- Promotion is offered to tenure, tenure-track and clinical faculty ([Promotion of Faculty Members Policy](#)).

School and Program:

In spring of 2016, the School established the Faculty Mentoring Group as a standing committee in the [School's Bylaws](#). This committee is charged with holding faculty mentoring and development events such as teaching workshops, presentations of faculty scholarship and creative activities, and meeting on University tenure and promotion expectations, policies and procedures. Prior to the establishment of this committee, the School offered informal mentoring which successfully assisted faculty progress through the tenure and promotion process. In the spring of 2016, the University awarded tenure to the first architecture program faculty member who was hired initially as a tenure-track assistant professor.

Excerpt from the School of Architecture Bylaws:

*The Faculty Mentorship Group*

*Membership: The Faculty Mentorship Group is a committee of the whole. The Chair of the Committee shall be appointed by the Dean after consultation with the Faculty.*

*Founding Charge: The Faculty Mentorship Group is responsible for mentoring faculty members in their teaching, scholarship and service activities through a range of presentations, workshops and discussions. The intent of the group is: (1) to provide advice to faculty members to develop, focus and sustain productive and meaningful work in the areas of teaching, scholarship and/or service; (2) to foster community through a shared experiences of faculty work; and (3) advice tenured and tenure-track faculty about Marywood University's tenure and promotion process.*

- The School offers funds for faculty development activities. The extent to which Architecture faculty members have applied for and were awarded these funds is noted in the next section of this report, Faculty Recourses.

### **I.2.1 D Faculty Resources**

The following resources are available to faculty.

University Faculty Development Funds:

Marywood University has a responsibility to help provide enabling conditions to its faculty for their ongoing professional development. This implies a commitment to make funds available and to use the financial resources for faculty development to the greatest benefit of all. Full and part time faculty can request funding from the [Faculty Development Committee](#) (FDC) to assist with travel to professional conferences, materials for research or creative endeavors, and fees associated with publishing books or journal articles. The Committee meets four times per academic year to review proposals and is comprised of faculty representatives and Deans from each college

Once a faculty member submits an application proposal for funding, it is reviewed by the Faculty Development Committee, and funding (in varying amounts) may be awarded if the faculty proposal is deemed meritorious. Conference presentations are more highly subsidized than conference attendance. Financial support for exhibition preparation, travel for research, etc. has also been awarded from this fund.

- 2014-2015 maximum allowances for all faculty requests:
  - Local and Regional Events: \$800
  - National Events: \$1,200

- International Events: \$1,700  
During the 2014-2015 year, all requests were funded. Faculty members in the School of Architecture received a total of \$10,678.
- 2015-2016 maximum allowance for tenure-track faculty only:
  - All Events: \$1,000, with three proposals under review.  
During the 2015-2016 year, all requests to date were funded. Faculty members in the School of Architecture received a total of \$1,000. (While faculty members had a number of trips planned to attend conferences, these trips fell through for a number of reasons, such as the political unrest in Turkey where the Design Communication Association Conference was to be held)

#### School of Architecture Faculty Development Funds:

Recognizing the importance of funding faculty development, particularly travel to, and participation in, conferences and meetings for presentations, seminars or continuing education, the School of Architecture continues to provide resources to faculty when they have been requested to support such activities.

- 2014-2015: Funds were distributed at the discretion of the Dean. Faculty submitted requests for funds to supplement the University's contribution.
  - 10 faculty members received a total of \$7,179
- 2015-2016: Tenure-track faculty members were allocated a \$1,500 allowance at the start of the academic year. Additional, supplemental requests could be submitted to the Dean's Office. Non-tenure-track faculty and administrative staff were permitted to submit requests.
  - 7 faculty members received a total of \$8,441
  - Administrative Staff received a total of \$1,006
  - All requests were funded, including those above the \$1,500 allowance.

#### School of Architecture Resources:

The faculty has access to the digital fabrication equipment, wood shop, and computer lab at no cost, except for materials. The faculty members are assigned a university computer with software specific to the School of Architecture. The faculty has a dedicated black and white copier/printer, color copier/printer, and a plotter at no cost except for specialty paper.

#### **I.2.1 E Faculty Scholarship**

A list of faculty scholarship is available on the School of Architecture Website at <http://www.marywood.edu/architecture/about/accreditation/naab.html>.

#### **I.2.1 F Student Support Services**

The task of addressing the needs of all student populations takes direction from the University mission statement which states: "Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values." To meet that challenge, the Enrollment Services and Student Success area has carefully crafted programs to address the varying needs of the student body. With an eye to creating an atmosphere where success prevails and student retention is enhanced, these are services for all students, including those identified as academically at-risk, students with disabilities, student athletes, veterans and international students. Each area of student services and support is supervised by qualified professionals who are required to assess student learning needs and outcomes.

Support services available to students include:

- [Office of Retention and Advising](#)
- [Disability Services](#)
- [Military and Veterans Affairs](#)
- [Tutoring Services](#)
- [Student Life](#)
- Behavioral Intervention Team
- Office of International and Multicultural initiatives

- [Student Health Services](#)
- [Student Counseling and Development](#)
- [Career Services](#)

The School of Architecture publishes links to architectural career information websites, including NCARB, AIA, AIAS, ACSA, The Emerging Professional's Companion, ARCHCareers, and The NCARB Handbook for Interns and Architects (<http://www.marywood.edu/architecture/about/accreditation/naab.html>). Additionally, each student is assigned a faculty advisor in the Program who offers academic, career and personal advice. The Architecture Licensing Coordinator offers formal career guidance and advises students in the processes for becoming licensed. The holder of this position is required to stay current with NCARB policies and procedures for licensure and disseminate those to the student body as appropriate. The coordinator also acts as the faculty advisor to the Marywood University AIAS chapter and acts as a liaison between the local AIA chapter and the school/student body. The University continues to offer career counseling services to students at [Career Services](#).

### **I.2.1 G Architecture Licensing Advisor**

Professor Margaret McManus RA, AIA, NCARB, serves as Marywood University Architecture Licensing Advisor. She is a full-time, tenure-track faculty member in the School of Architecture and a practicing architect in the community. Since 2013, she has been a board member for the AIA Northeastern Pennsylvania (AIA NEPA) chapter where she has served as Secretary and is currently serving as Vice President. She is an NCARB member and is licensed to practice in both the state of Pennsylvania and Colorado. She keeps these memberships active by fulfilling Continuing Education requirements through teaching, conferences, and Health, Safety and Welfare courses.

Professor McManus activities related to her position include:

- Attended NCARB's annual Licensing Advising Summit in San Diego, July 2015, where she was made aware of all upcoming changes to IDP and the path to licensure for young professionals.
- Attended the 2015 AIA Pennsylvania Leadership and Development Conference and was an invited participant in the *Architectural School Roundtable: The Future of Architectural Education*, September 2015.
- Will attend the NCARB Region 2 Educator/Practitioner Symposium in April 2016.
- Will attend the 2016 Licensing Advisors Summit. August 2016 in Chicago.
- Coordinated a school-wide lecture held in Marywood's Architecture building inviting Martin Smith, Assistant Director of Experience and Education at NCARB, from Washington DC to speak to students in the Spring of 2015.
- Promotes her position as Licensing Advisors by keeping a large "IDP" sign on her door supplemented with NCARB and AIA information poster.
- Conduct all-school and individual discussions on licensing.

### **I.2.2 Physical Resources**

The School is housed in the extensively renovated former Health and Physical Education Building. The first phase of the School, which converted the former gymnasium into studio and classroom space, opened in 2009 and earned a Green Building Council's Leadership in Energy and Environmental Design (LEED) gold certification for the eco-friendly renovations. The second phase, which opened in 2011, converted the adjacent natatorium into a tiered, sunken studio and resource area.

The Center for Architectural Studies (CAS) teaches through its design, construction and detailing. Students observe exposed structural and mechanical systems, articulated material connections and diverse materials and building assemblies, along with sustainable design strategies. The CAS houses the Architecture Program and the Interior Architecture Program only. It has the following spaces:

Studios:

Studio spaces have been designed as a series of spatial bays delimited by 54" high partitions having Homosote pinup surfaces, four duplex outlets and data ports for each student desk. Each bay can accommodate up to 12 desks in various layouts. When studios exceed 12 students, they simply spill over to an adjacent bay, thereby mingling studio sections. Because of these low demising partitions, students effectively work in the same large space, and the spatial openness of the studios has been very well received. Within several studios, unused desks have been configured to make layout surfaces, seminar spaces and group work areas.

Each student has his/her own desk. Constructed of a 1"x1" square steel frame and a 30"x 60" solid butcher block work surface, these workstations include individual wooden storage units with shelves and drawer storage for drawing equipment, paper, etc. Desks have been sized to accommodate both a laptop computer and a 30" wide portable drawing board at the same time in order to encourage the use of both the hand drawing and the computer in the development of design projects.

Classrooms:

The CAS has two classrooms, each equipped with digital projector and desktop computer. One class room is flexibly used for lectures, workshops, critiques. Other campus facilities provide space for large lecture classes.

Fabrication Facilities:

The Architecture Program's curriculum is committed to teaching the act of making (material fabrication) as a means of understanding material properties and their applications to design. To support this commitment, the CAS has the following:

- o Wood Shop
- o Metal Shop
- o Digital Fabrication Classroom
- o Spray Booth
- o Sand Blasting Room
- o Open Construction Area

Fabrication facilities are available to students upon completion of orientation and tool/equipment specific training. The fabrication facilities are managed by a full-time shop technician who has a Bachelor's degree in Technology Education. He oversees safety training and skills development for all equipment except the digital fabrication equipment. He is responsible for machinery maintenance. An annual budget provides for tool replacement and maintenance. Due to the heavy demands being made on these facilities, open hours include nights and weekends. A complete list of equipment is available in the supplemental material.

Computer Lab:

The *Interior Architecture CAD Lab* is open to all School of Architecture students. The lab is used for classroom instruction and as an open lab. The CAD Lab has 24 work stations, and two flatbed scanners, and a color printer. The workstations have the following software: Adobe Design Suite CC 2015, Autodesk Educational Suite 2016, Rhinoceros 3D, SketchUp, Bongo, Flamingo2.0, Microsoft Office, and Mastercam X6.

Printing Lab:

The Printing Lab is open to students 24/7, and operates as a pay-per-print/plot. The School provides 24" bond paper. The cost for plotting is \$1.00 per plot, unlimited length. Students may supply their own specialty paper. Studio instructors may request specialty paper for required production. The Print Lab has five IPF 8300/8400S Canon imagePROGRAF plotters, and two Lexmark C-925de laser printers.

School Library (The Deep End):

The CAS has a collection of donated materials with a total of 1225 books. Students have 24 hour access to this selection of books and periodicals that supplement the instructional and research activities of the School of Architecture. Students are free to take material to their workspaces for further reference.

### School Laptop Program.

The Architecture Program requires first year students to purchase laptops and associated software. This laptop initiative supports instruction in a host of architecture courses. Specifications for these laptops and software are updated annually. The Marywood University Bookstore offers student laptops that meet the Architecture Program specifications at reduced cost. Additional information is available at:

<http://www.marywood.edu/architecture/students/laptop-program/how-to-order.html>

<http://www.marywood.edu/architecture/students/laptop-program/faq.html>

### Offices:

The CAS has ten faculty offices with one dedicated adjunct and part-time faculty office. All offices offer internet and phone access. Additionally, the School of Architecture administrative offices are in the CAS. These include a first floor office, which contains a receptionist area, file storage, general storage, mailboxes, and printer/scanner, and a second floor office, which contains the Dean's office with administrative assistant area, with general storage and printer/scanner.

### Challenges:

The Program faces some challenges in the facilities area.

- Classrooms within the CAS are not equipped to accommodate more than 30 students with personal laptops. Yet several required courses within the curriculum (e.g. Digital Media ARCH124 and ARCH214) have 45+ students. Alternative spaces to host large class sizes at the University are either underequipped (severely dated technology), or not productively organized.

The Program plans to keep class sizes such that they fit in the existing courses.

- With the construction of the Digital Fabrication Classroom, the CAS has no area properly outfitted for wet media or casting.

The Program plans to use underutilized studio bays as a general construction area, and to uninstall a work sink with collection trap for castings.

- Faculty offices do not have network access to hardware located in the printing lab. Additionally, wireless connectivity within some areas of the building is inconsistent/limited (e.g. the wood shop, various locations throughout the studio bays).

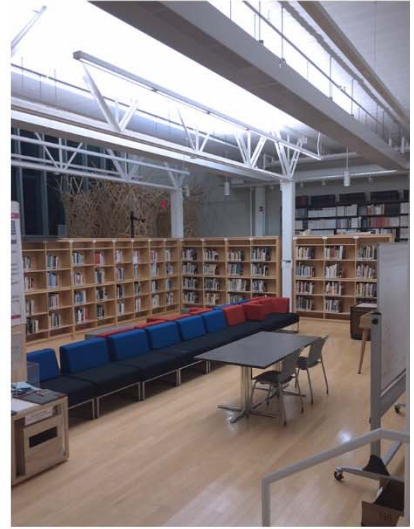
The Program is working with the University to remediate this issue.

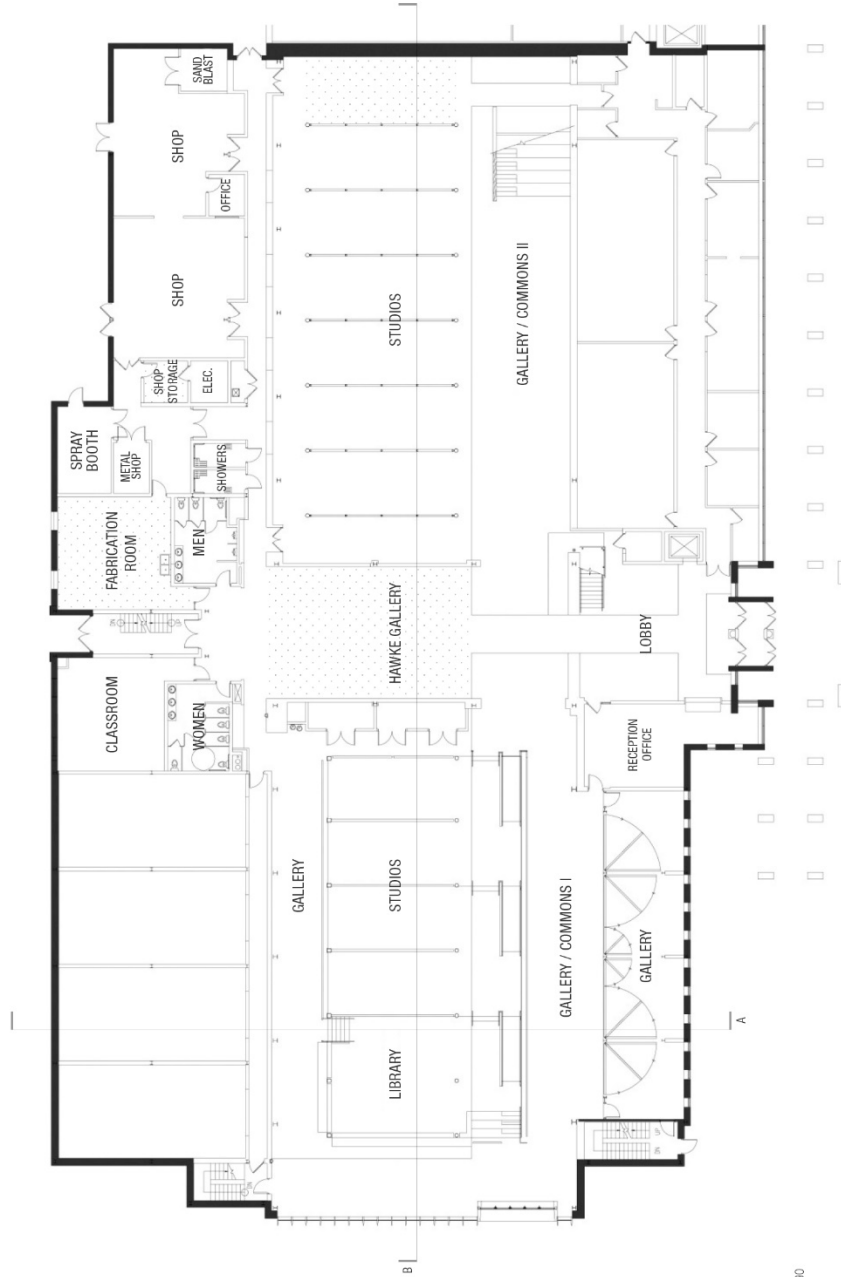
- The School does not have a dedicated IT staff member to monitor and maintain digital technology (e.g. plotters, laser cutting systems, 3D printers, software issues, etc.). Hardware and software issues are currently addressed through the University information technology help desk or external companies. Response times are inconsistent and often very slow, thus negatively affecting the operational performance of the Program. Faculty and administrative staff are overburdened by having to manually address frequent hardware/software issues in the absence of dedicated personnel.

This issue is a considerable concern of the Program and School.

The School will propose the hiring of a dedicated IT person.







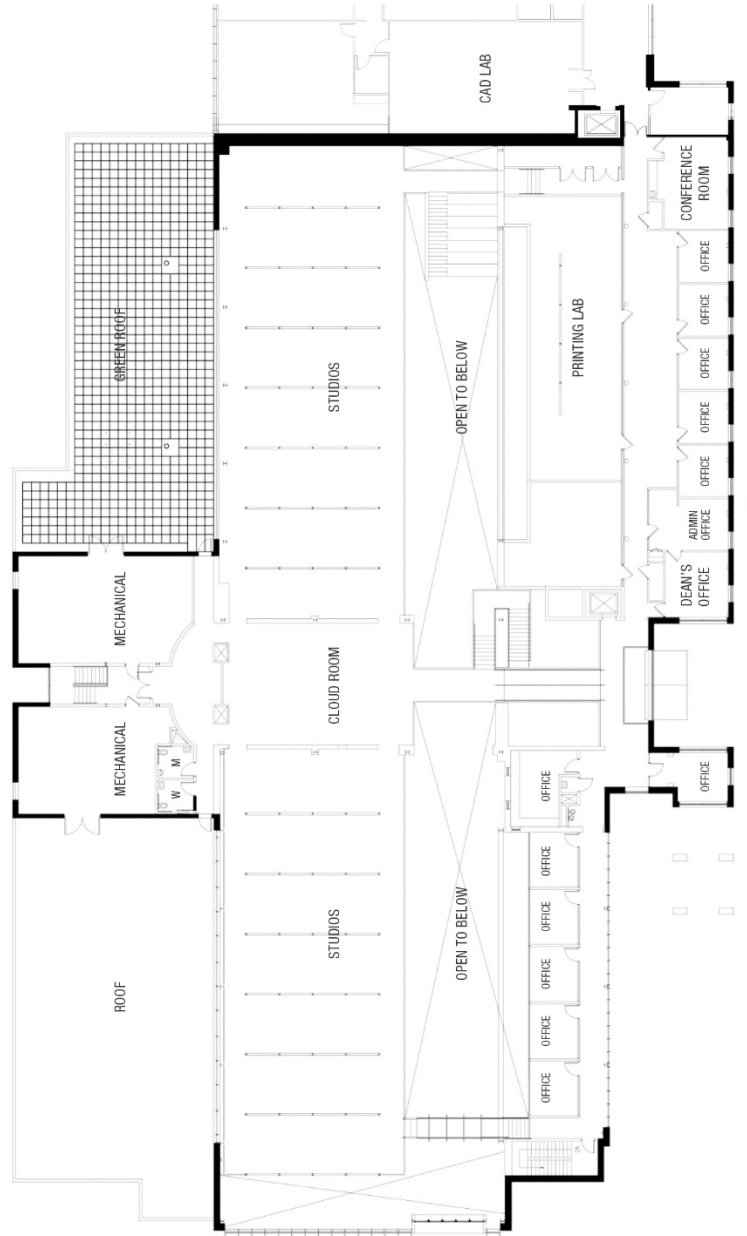
**MUSOA**  
**FIRST FLOOR PLAN**  
© 2016 MUSOA, INC.

**LEGEND:**

- First Floor Total sq. ft.: 27,122
- Second Floor Total sq. ft.: 22,451
- Green Roof sq. ft.: 3,425
- Shop net sq. ft.:
  - Shop: 1,593
  - Metal Shop: 216
  - Spray Booth: 64
  - Shop Storage: 64
  - Sandblast: 92
- Classrooms net sq. ft.:
  - Classrooms: 655
  - Fabrication Room: 617
  - Cloud Room: 358
- Support Spaces net sq. ft.:
  - CAD Lab: 1103
  - Print Room: 1406
  - Conference Room: 261
  - Reception / Office: 523
  - Admin Office: 251
- Studio Spaces net sq. ft.:
  - First Floor:
    - 7 Studios @ 421
    - 4 Studios @ 378
  - Second Floor:
    - 15 Studios @ 415
- Exhibition Gallery sq. ft.:
  - Hawke Gallery: 1,244
  - Gallery / Commons I: 760
  - Gallery / Commons II: 795
  - Gallery (front): 1,186
  - Gallery (rear): 773
- Faculty Offices (total net sq. ft.): 2117
- Commons Space (total net sq. ft.): 7790

Under Construction





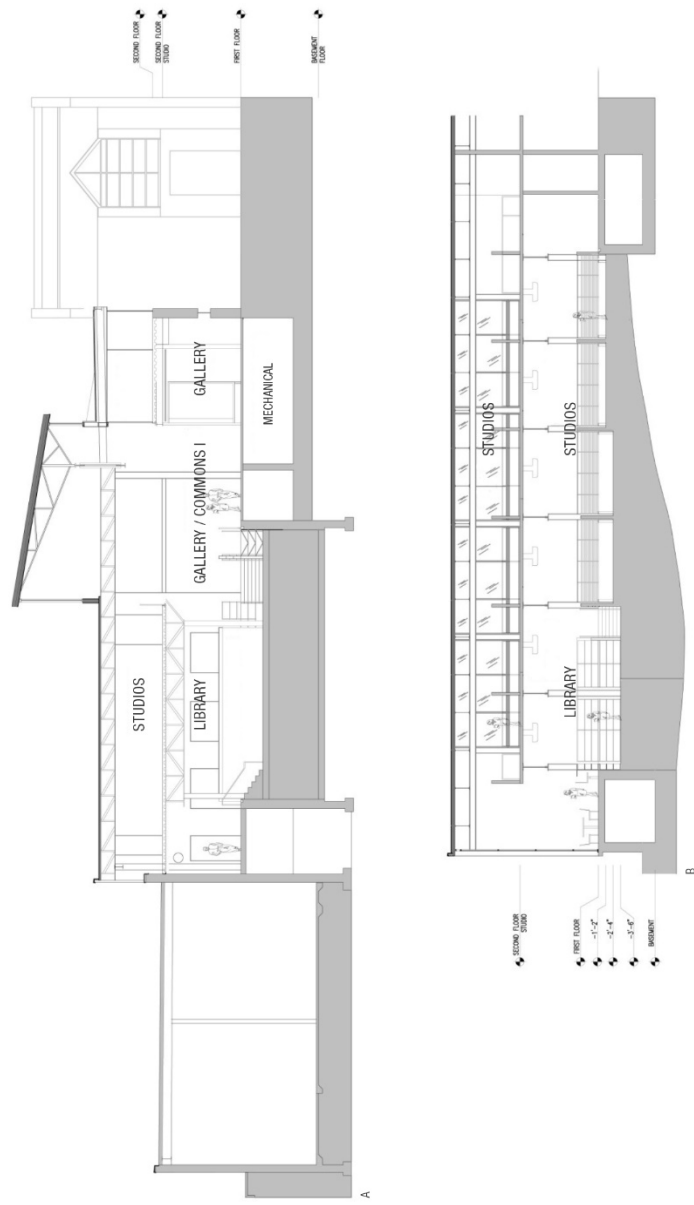
**MUSOA**  
 SECOND FLOOR PLAN  
DATE: 08.16.16

- LEGEND:**  
 First Floor Total sq ft: 27,122  
 Second Floor Total sq ft: 22,451  
 Green Roof sq ft: 3,425
- Shop net sq ft:  
 - Shop: 1,583  
 - Metal Shop: 216  
 - Spray Booth: 84  
 - Shop Storage: 84  
 - Sandblast: 52
- Classrooms net sq ft:  
 - Classroom: 595  
 - Fabrication Room: 617  
 - Cloud Room: 959
- Support Spaces net sq ft:  
 - CAD Lab: 1103  
 - Print Room: 1406  
 - Conference Room: 361  
 - Reception / Office: 523  
 - Admin Office: 251
- Studio Spaces net sq ft:  
 - First Floor:  
 7 Studios @ 421  
 4 Studios @ 376  
 - Second Floor:  
 15 Studios @ 415
- Exhibition Gallery sq ft:  
 - Hawk Gallery: 1,244  
 - Gallery / Commons I: 760  
 - Gallery / Commons II: 795  
 - Gallery (front): 1,195  
 - Gallery (rear): 773
- Faculty Offices (total net sq ft): 2117  
 Commons Space (total net sq ft): 7700
- Under Construction

**MUSOA**  
 BUILDING SECTIONS  
DATE: 9/26/16

- LEGEND:**
- First Floor Total sq ft: 27,122
  - Second Floor Total sq ft: 22,451
  - Green Roof sq ft: 3,425
  - Shop net sq ft:
    - Shop: 1,583
    - Metal Shop: 216
    - Spray Booth: 84
    - Shop Storage: 84
    - Sandblast: 02
  - Classrooms net sq ft:
    - Classrooms: 595
    - Fabrication Room: 617
    - Cloud Room: 950
  - Support Spaces net sq ft:
    - CAD Lab: 1103
    - Print Room: 1406
    - Conference Room: 261
    - Reception / Office: 523
    - Admin Office: 251
  - Studio Spaces net sq ft:
    - First Floor:
      - 7 Studios @ 421
      - 4 Studios @ 376
    - Second Floor:
      - 15 Studios @ 415
  - Exhibition Gallery sq ft:
    - Hawks Gallery: 1,244
    - Gallery / Commons I: 750
    - Gallery / Commons II: 795
    - Gallery (front): 1186
    - Gallery (rear): 773
  - Faculty Offices (total net sq ft): 2117
  - Commons Space (total net sq ft): 7790

 Under Construction



### **I.2.3 Financial Resources**

Within the organization of the University, the Board of Trustees has the sole authority to appropriate funds, i.e., to authorize expenditures. The Board exercises this function regularly by its approval of the annual budget recommended by the Financial Affairs Committee of the Board.

The budget is a chart of operations for the entire University for each fiscal year (July 1 - June 30) and therefore, unit budgets must be subordinated to the overall University objectives.

The Dean of the School of Architecture prepares an annual budget for the School's programs. Long-range program planning, at least three to five years in advance, is encouraged so that funds appropriated for the use of the School may be utilized to the best possible advantage in furthering the educational aims of the University. The budget is prepared after consultation with program directors, other faculty and/or staff, and is then submitted to the Vice President for Business Affairs.

Appropriations beyond the originally approved budget for a fiscal year will be considered only in extraordinary circumstances.

The only person authorized to expend budget appropriations is the Dean of the School of Architecture, who must sign all required forms personally. The Dean reviews actual expenditures by accessing budget information on the University's computer system to ensure accuracy and that expenditures are kept within the approved budget.

Expense categories in the Architecture Program budget that the Program has control or influence over are:

- **FREIGHT/POSTAGE:** Metered mail, bulk mail fees, freight, UPS, etc. Freight on purchases, which is added to the invoice, is not recorded here, since such charges are included in the purchase cost.
- **MEMBERSHIPS / ROYALTIES:** University memberships, royalties and copyrights.
- **INDEPENDENT CONTRACTORS:** Fees and all expenses including travel for services rendered by guest speakers, performers, noncredit teachers, etc.
- **ENTERTAINMENT and DINING SERVICES ONLY:** Dining furnished by the University's Food Service Department for lecturers, consultants, auditors, departmental guests and departmental meetings.
- **PRINTING/DUPLICATING:** Printing and duplicating of forms, texts, etc.
- **TRAVEL/PROFESSIONAL MEETINGS:** Hotel, transportation, meals, parking and tolls.
- **DEPARTMENT/OFFICE SUPPLIES:** Expendable items needed for a department and/or office supplies including stationery. Graphics is also included here.
- **AGENCY ACCOUNTS:** This type of account is separate from the operating budget and is dedicated to a specific enterprise. The School of Architecture has an agency account for Design Your Future summer camp, which is both an expense and revenue category.

We have not yet generated any endowment for the Program, nor have there been any funded scholarships designated specifically for students in the Architecture Program.

There has been no change in the budget allocation for the Architecture Program, which has received consistently outstanding financial support from the University. The Program's operating budget has been stable since the previous N AAB visit and is projected to remain so.

Marywood University has undertaken a campus-wide strategic resource allocation (SRA) process through which every academic and non-academic activity will be examined to assess its contributions to the university's overall success. Larry Goldstein, President of Campus Strategies, LLC, will assist in this effort by facilitating a process through which task forces made up of faculty and staff examine how resources are deployed. These task forces will then make recommendations for the redistribution of selected resources. This process is expected to continue through the summer of 2016. As a growing program with strong enrollment and potential for growth, the Architecture Program expects to benefit from the SRA process.

#### **I.2.4 Information Resources**

Marywood University's new Learning Commons (<http://www.marywood.edu/library/>) is adjacent to the School of Architecture (SoA) and houses the Library with an automatic book-retrieval system, reading rooms, private and group study spaces, and user support services among other learning features. Here, architecture students have access to classrooms, public computers, study carrels, a common area for group work and a café.

Within the Learning Commons, the library focuses on actively empowering the learner. It is a scholars' gathering place, where students from all disciplines converge, collaborate, and expand their horizons ever further. The Learning Commons holds and provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, programs, and services.

##### SoA library (Deep End):

Since the opening of the SoA in September 2009, the University has received donations of books and magazines from local practitioners, received a number of architecture periodicals from a regional library, and added eleven new annual magazine subscriptions to the library collection, which are placed in the in-house SoA library.

Currently cataloged among the school's collection of donated materials is a total of 1225 books. Students have 24-hour access to these books and periodicals, which supplement the instructional and research activities of the School of Architecture. Students are free to take material to their workspaces for further reference.

##### Services:

Students have access to eight faculty librarians as well as a liaison librarian designated to support the Architecture program and to provide both group and individual instruction. The library's online catalog, email, computerized research services, document delivery, interlibrary loan, media, and other related services are available to students, including:

- Discovery Search
- Library Catalog: iLink
- libraryhelp@maryu.marywood.edu
- LibAnswers
- PALCI- E-ZBorrow
- RapidILL
- Kanopy Streaming Video for Architecture

##### Liaison librarian

There is one research/instruction librarian assigned as the liaison to the School of Architecture. In partnership with the SoA liaison, the librarian provides a curated guide (Libguide) for research and reference. The guide includes subject resources, including:

- Research guidance
- Databases
- Image databases
- New acquisitions
- Competitions
- Social Media resources – Twitter feed and blogs
- Help and contact information

The liaison librarian provides library reference, collection development, instruction and individual research consultations for the SoA faculty and students. The liaison librarian reaches out to the department faculty each semester informing them of new library resources and services.

##### Collection

There are currently 2,550 print books in the architecture section of the library collection and approximately 150 eBooks on architecture. The total library collection includes 262,906 print volumes, 40,601 eBooks,

more than 18,500 media items in various formats, 107 active print periodical subscriptions, and over 35,169 full-text electronic journals.

Architecture students and faculty have access to the ARTstor Digital Library which includes more than one million digital images in the arts, architecture, humanities, and sciences with a suite of software tools for teaching and research.

#### Requests for purchase

Working with the acquisitions librarian, the liaison to the library from the SoA and each of the faculty members from the school are encouraged to submit requests regularly for titles to be added to the library collection. Book titles relating to the field of architecture may be discovered and requests submitted via *Choice Reviews Online*. Material not available in Choice can be requested through the *Acquisition Online Request Form* found on the Faculty Support page linked from the library's home page. Faculty may request material at any time.

#### Interlibrary loan

The Interlibrary Loan consortium provides access to over 70 academic and research libraries in Pennsylvania, New Jersey, West Virginia, and New York. Books are received within 4-7 days. Journal articles, shared through a much larger, international consortium are sent directly to the students' email in about one business day.

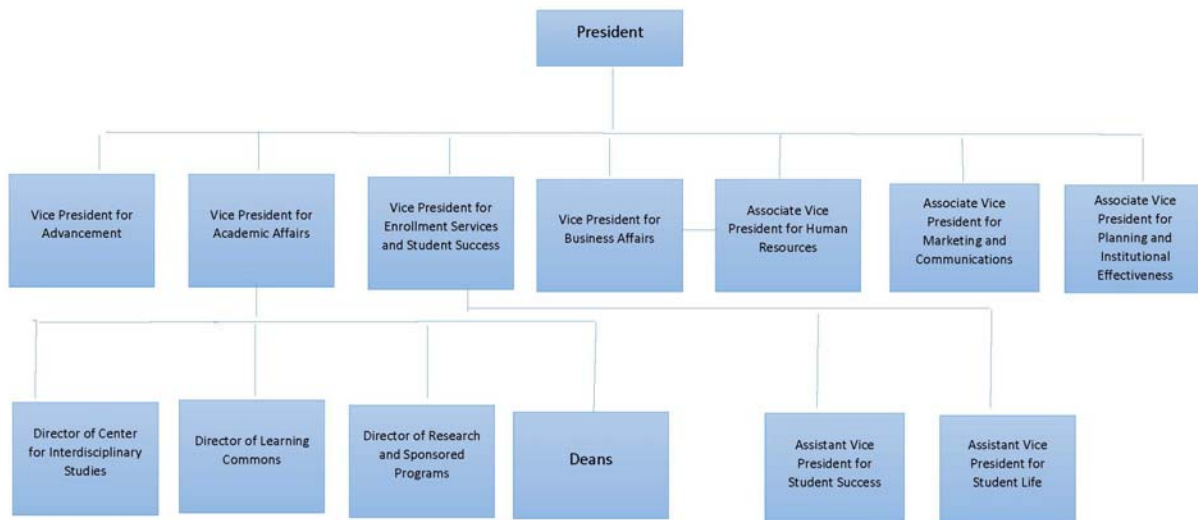
#### Projects

The SoA is planning a digital archive of canonical drawings and exemplary buildings and building details for immediate student/faculty reference. When stored in a central database, this archive should prove to be an important learning resource for the entire School.

Preparation is underway for a Recommended Readings reserve of texts and books within specific fields for our Architecture and Interior Architecture Programs.

### **I.2.5 Administrative Structure & Governance**

#### University Administrative Structure



Executive Officers of the University are: the President of the University, Vice President for Academic Affairs, Vice President for Business Affairs and Treasurer, Vice President for University Advancement, Vice President for Enrollment Services and Student Success, and the Secretary of the University and General Counsel.

President's Cabinet serves as the principal communication and governance link to the President of the University in the ordinary administration of the University. In addition to the executive officers the cabinet includes the Associate Vice President for Marketing and Communications, Associate Vice President of

Human Resources and the Associate Vice President for the Office of Planning and Institutional Effectiveness.

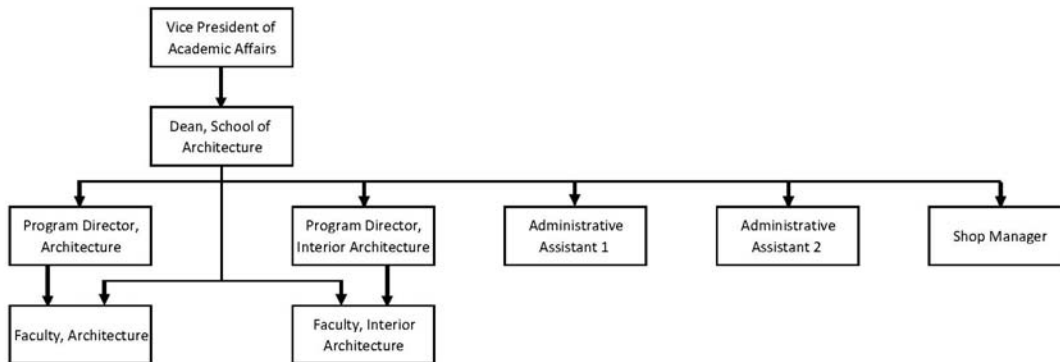
Administrative officers of the University consist of the academic deans of the of four Colleges (the Reap College of Education and Human Development, the Insalaco College of Creative and Performing Arts, the College of Health and Human Services, and the College of Liberal Arts and Sciences) and the dean of the free-standing School of Architecture.

- Academic Council, consists of the Vice President for Academic Affairs (chair), the five academic deans, the Director of the Office of Research and Sponsored Programs, the Director of Library Services, and the Director of the Center for Interdisciplinary Studies. In December 2014, the Faculty Senate president was invited to sit on Academic Council. The latter addition allows for timely communication between administration and faculty on issues of import.

Meeting monthly, Academic Council serves as a forum for communication, mutual support and coordination among the academic deans and others directly responsible to the Vice President for Academic Affairs. The Academic Council is also a means for the Vice President for Academic Affairs to relate information from the President of the University or the President's Cabinet to the members. Further, the Council serves as an assembly for consideration of the advancement of part-time faculty.

- Deans Meetings, chaired by the Vice President for Academic Affairs, offer additional opportunities for communication and discussion of academic matters of mutual concern. The Deans are encouraged to contribute to the agendas of these meetings by submitting topics relevant to the University academic community as a whole. Deans also have monthly one-on-one meetings with the Vice President for Academic Affairs to discuss any issues of common concern that may arise. The Vice President for Academic Affairs and/or deans can invite/request other member of the campus community to attend meetings to speak on timely issues (e.g. enrollment management).

#### School of Architecture Administrative Structure



Dean: Unlike the University's Colleges, the School of Architecture has programs rather than departments. While there are many similarities between departments and programs, this structure gives the Dean's Office more in-depth administrative responsibilities related to the governing of the Architecture Program. Additionally, given its recent founding, the Program's lack of senior faculty creates a situation where the Dean, an architectural educator, holds significant leadership responsibilities.

The Dean of the School of Architecture is the chief academic and financial officer of the School of Architecture and the Architecture and Interior Architecture programs, and is responsible to the Vice President for Academic Affairs for the proper functioning of these areas and the implementation of University policies. This structure allows for significant interweaving of the programs in the form of shared resources, such as courses, faculty expertise, classroom and studio space, and technology. Additionally, the Dean, with the input of the Program Directors, is responsible for:

- Student support activities;

- External relations, including the School's Lecture Series, Visiting External Reviewers, liaison to local and state professional and other organizations (such as the American Institute of Architects), alumni, and the summer high school camp 'Design Your Future';
- Accreditation requirements and visits for the School's programs;
- Recruitment, retention, and development of the School's faculty, including annual faculty evaluations
- Course scheduling and staffing
- Community college articulation agreements and partnerships;
- School and its programs' websites and social media platforms;
- Student recruitment.

Program Director: The Architecture Program Director advises and assists the Dean on issues related to Architecture Program governance, instruction, faculty affairs, external communications, and program equipment needs. The Program Director receives two course releases per year (one each semester) to accommodate this workload. Specifically, the responsibilities of the Architecture Program Director includes:

- advising and assisting the Dean:
  - preparation for program accreditation visit;
  - development and implementation of Program's outcomes assessment;
  - scheduling of courses;
  - determining teaching assignments;
  - student recruitment;
- mentoring faculty;
- coordinating content and ordering of Architecture Equipment and Supply Kits for entering students;
- updating computer specifications for required student laptops and software;
- developing and implementing procedures for assessing transfer credits for program courses;
- archiving student work for accreditation review.

Faculty: Architecture Program Faculty serve on University and School standing and ad-hoc committees, hold other service positions, advise students, and hold office hours.

- University Committees on which Architecture Faculty serve include:
  - Emeritus Committee
  - Policy Committee (at-large)
  - Election Committee (chair)
  - Technology Advisory Committee
  - Summer Marywood Planning & Advisory Council
  - UG Curriculum Committee
  - Faculty Development Committee
  - Instructional Effectiveness Committee
  - Policy Committee
  - Faculty Sub-Committee, Middle States Commission on Higher Ed
  - Enrollment Effectiveness Task Force
  - UG Honors Program Board
  - Centennial Community Engagement Committee
  - Conduct Board
  - Retrenchment Committee
- School Committees: Committees perform work for the Faculty. Standing Committees address areas of faculty responsibility that require on-going work. They are established through amendments to the Bylaws. Ad-Hoc Committees address areas of faculty responsibility that require work intermittently or for short periods of time. Ad-Hoc Committees may be established by the Faculty or the Dean. All committees may invite non-members to meetings for input. Standing Committees may establish subcommittees with members from within and/or outside the standing committee.
  - Curriculum Committee: Responsible for maintaining curricula that are current and relevant to the disciplines and professional practices of the School's programs, and are responsive to the University's requests, mission and goals, the School's mission, vision and goals, and accreditations' requirements. The Committee proposes and reviews curricular changes, new

- courses, and changes to existing courses, and makes recommendations to the Faculty for action. Additionally, the Committee will review academic policies and regulations of the School and make recommendations to the Faculty for action. Lastly, the Committee assists faculty members with the preparation of new course proposals and/or course change forms, completes other forms as required for the Committee's work and directs all forms to the University for review and approval.
- Faculty Mentorship Group: Responsible for mentoring faculty members in their teaching, scholarship and service activities through a range of presentations, workshops and discussions. The intent of the group is: (1) to provide advice to faculty members to develop, focus and sustain productive and meaningful work in the areas of teaching, scholarship and/or service; (2) to foster community through a shared experiences of faculty work; and (3) to advise tenured and tenure-track faculty about Marywood University's tenure and promotion process.
  - Technology Committee: Responsible for maintaining and advancing digital media and fabrication equipment and software that is current and relevant to the disciplines and professional practices of the School's programs, and is responsive to the University's requests and goals, the School's mission and vision, and accreditations' requirements. Additionally, the Committee makes recommendations to the Curriculum Committee on course offerings and content of courses associated with digital media and fabrication equipment and software. The Committee proposes and reviews changes in digital media and fabrication equipment and software, changes in policy and procedures for the use of digital media and fabrication equipment and software, as well as makes recommendations to the Faculty and Dean for action. The Committee coordinates the use of digital media and fabrication equipment and software, and records and reports all malfunctions and coordinates repairs.
  - Ad-Hoc Committee: Examples of recent ad-hoc committees:
    - Faculty Search
    - Recommended Reading List
    - History/Theory Sequence
  - School Service Positions:
    - School Archivists: There are two School Archivists, one for the Interior Architecture Program and one for the Architecture Program. Archivists are responsible for coordinating and assisting the Faculty with the collection, cataloging, and archiving of student work. School Archivists are also responsible for developing policies and procedures relative to archiving, in consultation with the Faculty. Archivists serve three-year terms and may be reappointed.
    - Social Media Coordinator: The Social Media Coordinator is responsible for the development, maintenance and output of social media, such as Facebook, Instagram, Twitter and others in consultation with the Faculty and Dean. The Social Media Coordinator serves a three-year term and may be reappointed.
    - Graphics Coordinator: The Graphics Coordinator is responsible for the development, maintenance and output of graphic related items, such as posters and brochures, in consultation with the Faculty and Dean. The Graphics Coordinator serves a three year term and may be reappointed.
    - Year Level Coordinators: Year Level Coordinators facilitate and assist year level instructors to coordinate logistical issues, such as exam and project scheduling, and respond to established curricular obligations such as learning objectives. Year Level Coordinators serve one-year terms and may be reappointed.
    - Lectures Coordinator(s): The Lectures Coordinator(s) are responsible for organizing, scheduling, and implementing the School of Architecture Lecture Series in consultation with the Faculty and Dean. The Lectures Coordinator(s) serves a one year term and may be reappointed.
    - Library Liaison: The Library Liaison is responsible for developing and coordinating the School's collection with the University's librarians. The Library Liaison also oversees the in-house collection and is responsible for developing and proposing policies and procedures relative to its use, in consultation with the Faculty. The Library Liaison serves a three-year term and may be reappointed.
    - AIAS Faculty Advisor/ NCARB Licensing Advisor (combined position): The AIAS Faculty Advisor/NCARB Licensing Advisor serves as a mentor to the AIAS student chapter and provides



guidance to AIAS officers and members. The AIAS Faculty Advisor/NCARB Licensing Advisor is also responsible for informing the Architecture program student body about the Intern Development Program through informational pamphlets, presentations, workshops and other activities. The AIAS Faculty Advisor/NCARB Licensing Advisor serves a three-year term and may be reappointed.

- Student Council Advisor: Student Council Advisor serves as an invited member of the Student Council and acts as the liaison between the School's administration and student body. The Student Council Advisor shall be the Dean or his/her designate.
- Faculty Meetings: Faculty meet as required to manage the business of the School (usually five meetings per semester, including extended start-of-semester and end-of-semester meetings). The Dean, or his/her designate, shall call and preside over meetings. Tenured, tenure-track, clinical, per annum and pro rata faculty members are required to attend faculty meetings. Adjunct faculty members are invited to attend but are not required. The Dean is responsible for recording and distributing the minutes of meetings to the Faculty, and for maintaining an official record of the minutes.
- Staff Meetings: School of Architecture staff (Dean, Program Directors, Administrative Secretary and Department Secretary) meet on a biweekly basis to discuss upcoming reports, deadlines, student issues, course scheduling and agendas for faculty meetings.
- Student Council: The School of Architecture Student Council's purpose is to be the voice for the student body. Student Council representatives are elected once a year, in mid-April. Student representatives are nominated by the student body, one per studio year (for example, first year architecture has one representative elected). The Student Council is a liaison between the student body and the faculty. The student council also works with the Dean to write official documents needed for the student body, such as the Studio Culture Policy and the MUSOA Student Survival Guide. The student council has recently taken on the challenge of facilitating team work and comradery among the School of Architecture students.

### **II.1.1 Student Performance Criteria**

#### Description of the Pedagogy and Methodology of Realm C

ARCH 410 and ARCH 420 are both taught as "Integrative Studios" that challenge students to synthesize a wide range of urban, social, and technological issues. Stressing design as research, ARCH 410 is team taught as a self-driven integrative urban ecology studio in which students work collaboratively to propose a complex and multi-scalar project (making informed decisions along the way regarding design problems to address, site and program selection, and phasing strategies) that synthesizes a semester long investigation into a socially-driven urban problem. Conversely, ARCH 420 is team taught as an integrative building studio in which students propose a highly resolved project of medium to high complexity that simultaneously integrates structure, enclosure, building and zoning codes, environmental systems, sustainability, and life safety. To achieve this level of integration, this studio is supported with outside consultations from structural engineers, mechanical engineers, code consultants, and landscape architects. Both ARCH 410 and ARCH 420 are coordinated with Environmental Systems 1 and 2 in order to reinforce the relationship(s) between the formal requirements of design and the technical requirements of building.

#### Assessment of Student Work:

Student work is evaluated in two broad categories: the student's process and investigation; and the completeness, craft, clarity of presentation, and degree to which the final submission responds to stated project goals. These two categories operate through six areas of assessment, which are weighted based on course goals and outlined in "Grading Policy" and "Assessment" sections of course syllabi. These six areas are:

- Knowledge of content presented in class
- Proficiency with techniques presented in class
- Inquiry and investigation of architectural principles through process
- Clarity of spatial, formal, and material ideas

- Completeness of assignments
- Craft in the products developed for each project

Students receive a mid-term and a final grade that assesses their standing in the class. It is each individual instructor's prerogative to provide any additional grades or assessments throughout the semester. The following grading scale is used in the architecture program.

**A** = 94-100%   **B+** = 87-89%   **C+** = 77-79%   **D+** = 67-69%   **F** = 0-59%  
**A-** = 90-93%   **B** = 84-86%   **C** = 74-76%   **D** = 60-66%  
          **B-** = 80-83%   **C-** = 70-73%

- A.** Outstanding work that **far exceeds expectations** of the course and demonstrates superior understanding of the content presented.
- B.** Good work that **exceeds expectations** of the course and demonstrates above average understanding of the content presented.
- C.** Average work that **meets expectations** of the course and demonstrates adequate knowledge of the content presented.
- D.** Poor work that **does not meet minimum expectations** of the course and demonstrates a lack of understanding of content presented.
- F.** Failing work that is **unfinished, off topic, or doesn't adequately resolve issues** or problems presented. It demonstrates little or no understanding of content presented.

A High-Pass project is one that has received an "A" or "A-" based upon criteria outlined above, and demonstrates a high level of understanding and/or ability related to NAAB SPC content. A Low-Pass project is one that received a "C+", "C" or a "C-" and demonstrates a limited understanding and/or ability related to NAAB SPC content.



## II.2.1 Institutional Accreditation

Marywood University is accredited by the Middle States Commission on Higher Education. The Commission on Higher Education is an independent corporation of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations abroad.

[http://www.msche.org/institutions\\_view.asp?idinstitution=287](http://www.msche.org/institutions_view.asp?idinstitution=287)



June 23, 2006

Sister Mary Reap, IHM  
President  
Marywood University  
2300 Adams Avenue  
Scranton, PA 18509

Dear Sister Mary:

At its session on June 22, 2006, the Middle States Commission on Higher Education acted:

To reaffirm accreditation, to commend the institution for progress to date and for the quality of the self study report, and to request a progress letter, due April 1, 2008, documenting implementation of an organized and sustained assessment process for general education, including direct evidence of student achievement of learning outcomes. The Periodic Review Report is due June 1, 2011.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at [www.msche.org](http://www.msche.org). Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*, which can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Marywood University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Ms. Linda A. Suskie, Executive Associate Director.

Sincerely,

Peter F. Burnham  
Vice Chair



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**  
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
[www.msche.org](http://www.msche.org)

## STATEMENT OF ACCREDITATION STATUS

**MARYWOOD UNIVERSITY**  
2300 Adams Avenue  
Scranton, PA 18509  
Phone: (570) 348-6211; Fax: (570) 340-6014  
[www.marywood.edu](http://www.marywood.edu)

**Chief Executive Officer:** Sister Mary Reap, IHM, President

### INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 1866 Undergraduate; 1297 Graduate  
**Control:** Private (Non-Profit)  
**Affiliation:** Roman Catholic Church  
**Institution Type:** Master's I  
**Degrees Offered:**  
**Distance Learning:** Yes

**Accreditors Approved by U.S. Secretary of Education:** American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE); American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation; Association of Collegiate Business Schools and Programs (ACBSP); Commission on Accreditation of Allied Health Education Programs (CAAHEP); Council for the Accreditation of Counseling and Related Educational Programs (CACREP); Council on Social Work Education (CSWE); National Association of Schools of Art and Design (NASAD), Commission on Accreditation; National Association of Schools of Music (NASM), Commission on Accreditation; National Council for the Accreditation of Teacher Education (NCATE); National League for Nursing (NLN) Accrediting Commission

**Other Accreditors:** Accreditation Review Commission on Education for the Physician Assistant; American Art Therapy Association; American Music Therapy Association In April 2006, Marywood will host a site visit seeking initial accreditation from the American Psychological Association.

### Instructional Locations

**Branch Campuses:** None

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Learning** - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance learning courses.



November 18, 2011

Sister Anne Munley, I.H.M.  
President  
Marywood University  
2300 Adams Avenue  
Scranton, PA 18509

Dear Sister Anne:

At its session on November 17, 2011, the Middle States Commission on Higher Education acted:

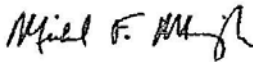
To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2015-2016.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at [www.msche.org](http://www.msche.org). Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

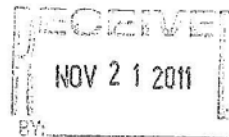
Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Marywood University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Ellie A. Fogarty, Vice President.

Sincerely,



Michael F. Middaugh, Ed.D.  
Chair



The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

**II.2.2 Professional Degrees & Curriculum**

The School offers the Bachelor of Architecture degree as its sole NAAB accredited program. The table below indicates the total number of credits earned for the program and its distribution of credit hours for general studies, required professional studies, and optional studies.

	Courses	Credit Hours
General (University Core) Studies	17	49
Required Professional Studies	26	101
Optional (Elective) Studies	5	15
TOTALS	48	165

The University offers the following minors. In 2015, two Architecture students graduated with minors, one in Art History and one in Business.

Accounting	Design (Int Architecture/Des)	Latino Studies
Advertising	Design (Photography)	Mathematics
Art	Digital Med/Broad Prd (Broad)	Multimedia
Art History	Digital Med/Broad Prod (Corp)	Music
Art Therapy	Early Childhood Education	Nutrition and Dietetics
Astronomy	Education	Painting
Biology	English	Philosophy
Business	English (Literature)	PreLaw
Chemistry	English (Writing)	Psychology
Coaching	Environmental Science	Psychology (Clinical Pract)
Comprehensive Social Science	Exercise Science	Public History
Computer Science	Fitness Professional	Public Relations
Counseling and Development	Forensic Accounting	Religious Studies
Criminal Forensics	French	Science
Criminal Justice	Health & Physical Education	Sociology
Dance/Movement	History	Spanish
Deaf Studies	Jazz Music	Spanish for Professionals
Design (Graphic Design)	Journalism	Special Education
Design (Illustration)	Justice and Peace Studies	

The minimum number of semester credit hours required for each semester and in total are noted in the table below:

	FALL	SPRING	TOTALS
First Year	15	18	33
Second Year	18	18	36
Third Year	18	18	36
Forth Year	15	15	30
Fifth Year	15	15	30
Totals	81	84	165



Off-Campus Programs:

The Architecture Program offers a Florence Study Abroad opportunity to student through *International Study Institute* (ISI; <http://isiflorence.org/>). Students may elect to study for a full semester (four months) in Florence, Italy.

Courses:

Students enroll in 12-15 credit hours, including Design Studio, Italian Language & Culture, and one or two elective courses.

- The Design Studio's projects and assignments are developed in collaboration with a long standing ISI faculty member and the Architecture Program Director to ensure that program objectives and learning expectations correspond to matching studios in the Architecture Program. The Architecture Program continues to strengthen the relationship between the content offered abroad and that offered on campus. To this end, architecture faculty and administration visit the Florence program annually, and in some instances each semester, and ISI's studio faculty member visits Marywood University.
- The Language & Culture course fulfills Marywood University's foreign language requirements. Marywood's Core Curriculum requires two semesters of foreign language. Marywood's Foreign Language Department has evaluated ISI's Language & Culture course and accepts it as one of the two required language courses.
- ISI offers numerous elective courses. Students may fulfill a required Fine Arts elective (as evaluated by the Art Dept.) or an Architecture Program Elective (as evaluated by the School of Architecture). Fine Arts offerings that count toward Marywood's Core are in areas of Art History, and include, but are not limited to: *Special Topics in Art History: Michelangelo*, and *Special Topics in Art History: Leonardo*. Other courses are available to students and can be approved upon request of Marywood's Art Department. Architecture Program Electives include, but are not limited to: *Special Topics: Villa & the Garden*, *Architecture in Context: City, Spaces, and Urban Design*, as well as any studio art course that may be offered during the semester in which the student attends.

Facilities:

The International Studies Institute consists of two buildings, Palazzo Rucellai and Palazzo Bargagli, both in the bustling heart of Florence.

- ISI occupies the main floor of Palazzo Rucellai, a historic residential landmark designed in the mid-fifteenth century by Leon Battista Alberti, eminent Renaissance humanist, scholar, and architect..
- Palazzo Bargagli was constructed as a patrician residence in the fourteenth century and modernized in 2009. The palazzo is located on Lungarno delle Grazie, one block away from the National Library and a stone's throw from beautiful Piazza Santa Croce. The upper floors house studios and computer lab dedicated to Marywood University School of Architecture.

Studios are equipped with desks, internet, lecture space, and critique space/pin-up locations. The ISI has several large-format plotters for student use and has researched the acquisition of laser cutters and other similar fabrication equipment for our students.

Other Degree Programs in the School of Architecture

The School of Architecture offers the following degrees other than the Bachelor of Architecture (BARCH):

- Bachelor of Environmental Design in Architecture (BEDA, Pre-Professional)  
The BEDA is a four-year pre-professional architecture degree program. The program's curriculum follows, course for course, the first four years of the BARCH. It is intended for students who wish to gain a master's-level professional degree at another institution or enter a related field. The BEDA graduates a very small number of students each year, as shown in the table below:

	BEDA	BARCH	Notes
2014	3	32	
2015	3	19	
2016	2	25	Projections

Prior to the upcoming academic year, 2016-17, students entering the University to study architecture enrolled in the BEDA program and then changed to the BARCH program in their third or fourth year. This change was administrative only and students did not 'apply' to the BARCH program. This enrollment process has been changed for students entering in this fall 2016, onward. Students will now enroll in the BARCH program. Any students who wish to graduate with a BEDA degree may change their degree program at any time.

- **Master of Architecture (MARCH, Post-Professional)**  
The MARCH is a one-year post-professional architecture degree program. This program is intended for highly self-motivated students who hold a professional degree in architecture.  
  
The School of Architecture's strategic plan includes a provision to change the nomenclature of this degree program to conform to NAAB requirements that reserve the Master of Architecture for NAAB-accredited degree programs. The School will undertake this change in spring 2017 with the following steps:
  - Review and assess nomenclature options (i.e. MS in Architecture, MA in Architecture): spring 2017
  - Propose to the University change in nomenclature: fall 2017
  - Institute new nomenclature: fall 2018
- **Bachelor of Fine Arts in Interior Architecture/Design (BFA, NASAD-accredited)**  
The B.F.A. is a four year curriculum that is intended for students who will pursue a career as an interior architecture and /or designer or advanced study in the field of interior architecture or architecture.
- **Masters of Fine Arts in Interior Architecture (MFA, NASAD-accredited)**  
The MFA is a one year curriculum intended for highly self-motivated students who seek advanced study in an area of Interior Architecture.

### **II.3 Evaluation of Preparatory Education**

Students who have demonstrated satisfactory performance at another college or university may apply for admission as a transfer student. All transfer students must meet Marywood's Core Curriculum requirements. For additional information, please see:

<http://www.marywood.edu/academics/ugcatalog/admission.html#transfer>)

Students transferring into the Architecture Program and seeking to transfer architectural coursework from another institution must submit transcripts, course descriptions, and a portfolio for review by the Program Director. Only those courses in which the student received a grade of 'C' or above will be considered for transfer.

For non-studio courses, a catalog course description that address the content and goals of an equivalent Marywood architecture course will be accepted for transfer. The content of the transfer course must coincide with the appropriate SPC as defined by the NAAB.

For studio courses, a portfolio review is required. The portfolio is assessed to determine the degree to which the work achieves the course objectives of an equivalent Marywood architecture studio, and to determine that appropriate NAAB SPC's are addressed. Portfolios that demonstrate the equivalent skills, knowledge, and NAAB SPC requirements will be accepted for transfer. In some instances, a course will not address the content of a Marywood course completely, in which case, courses may be combined together to meet the requirements of a Marywood architecture course.

### **II.4 Public Information**

#### **II.4.1 Statement on NAAB-Accredited Degrees**

Statement on NAAB-accredited degrees is posted on the School of Architecture Website at:

<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

#### **II.4.2 Access to NAAB Conditions and Procedures**

NAAB Conditions and Procedures are posted on the School of Architecture Website at:

<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

#### **II.4.3 Access to Career Development Information**

Career Development Information is posted on the School of Architecture Website at:  
<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

The University offers Career Services at: <http://www.marywood.edu/career/>.

#### **II.4.4 Public Access to APRs and VTRs**

NAAB APR's and VTR's are posted on the School of Architecture Website at:  
<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

#### **II.4.5 ARE Pass Rates**

The Program has yet to have graduates take the ARE. National Data on ARE pass rates are posted on the School of Architecture Website at:

<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

#### **II.4.6. Admissions and Advising**

Application and admission to the Architecture Program is coordinated by the University with an online application system. The portal to this online application system is at:

<http://www.marywood.edu/admissions/applying/index.html?audience=Undergrad>

General information on a host of admissions related topics is available at the University's Admissions Website: <http://www.marywood.edu/admissions/landing.html>. Included here is information on the cost of attending the University and financial aid opportunities: <http://www.marywood.edu/admissions/financial-aid/>

Admissions information directly related to the Architecture Program is located in the online Undergraduate Catalog at <http://www.marywood.edu/catalog/dept.html?id=14e84a8e-fa75-4c89-8fb3-ae2fff54b8b6>.

#### **II.4.7 Student Financial Information**

The University provides the following financial information to prospective students:

- Scholarship Information  
Marywood offers a variety of scholarships and grants designed to help students meet the cost of tuition.  
[http://www.marywood.edu/fin\\_aid/types-of-aid/scholarships/](http://www.marywood.edu/fin_aid/types-of-aid/scholarships/)
- Direct and Estimated Costs  
Direct/estimated costs for basic and other expenses.  
<http://www.marywood.edu/cashier/financial-facts/direct-and-estimated-costs.html>
- Net Price Calculator  
Designed to help estimate the cost of attending Marywood.  
<http://www.marywood.edu/admissions/calc.html>
- Office of Financial Aid  
Additional information on financing Marywood education.  
[http://www.marywood.edu/fin\\_aid/](http://www.marywood.edu/fin_aid/)
- Veterans Benefits  
Support to Military and Veteran students and their families.  
<http://www.marywood.edu/veterans/>

III.1.1 Annual Statistical Reports



MARYWOOD UNIVERSITY  
SCRANTON, PA 18509-1598  
TEL: (570) 348-6203  
FAX: (570) 340-6014  
EMAIL: INSTRES@MARYWOOD.EDU  
WWW.MARYWOOD.EDU

March 16, 2016

National Architectural Accrediting Board  
1101 Connecticut Avenue NW  
Washington, DC, 20036

To Whom It May Concern,

I am writing to verify that the statistical data submitted by Marywood University to NAAB through the Annual Report Submission system is accurate and consistent with reports sent to other national and regional agencies including the National Center for Educational Statistics.

Sincerely,



Kathleen Ruthkosky, Ph.D.  
Associate Vice President for Planning and Institutional Effectiveness

III.1.2 Interim Progress Reports  
Not applicable.

#### Section 4 Supplemental Material

The following material, or links to it, is available on The School of Architecture Website:

<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

- MU Academic Integrity  
<http://www.marywood.edu/studenthandbook/policies-and-procedures/index.html?id=247049&crumbTrail=Academic%20Honesty&pageTitle=Academic%20Honesty>
- MU Information Resource Policy  
<http://www.marywood.edu/contentAsset/raw-data/363a4740-f003-4370-9e68-b79d737e3dab/fileAsset>
- MU Equal Opportunity  
<http://www.marywood.edu/humanresources/>
- MU Human Resource Development (faculty)  
<http://www.marywood.edu/policy/detail.html?id=168909&crumbTrail=Sabbatical%20Leave%20for%20Faculty%20Member&pageTitle=Sabbatical%20Leave%20for%20Faculty%20Member>
- MU Human Resource Development (professional staff)  
<http://www.marywood.edu/policy/detail.html?id=163719>
- MU Tenure Promotion  
<http://www.marywood.edu/policy/detail.html?id=169350>
- MU Marywood Strategic Plan  
<http://www.marywood.edu/contentAsset/raw-data/a36fc573-56e7-4a5f-8b41-bb8d782940b3/fileAsset>
- SOA Strategic Plan  
<http://www.marywood.edu/contentAsset/raw-data/71399400-4c1b-435c-8453-64992f32bb95/fileAsset>
- SOA Faculty Bylaws  
<http://www.marywood.edu/contentAsset/raw-data/0e2ec4c0-92b8-4670-92c7-cf2b752eba42/fileAsset>
- SOA Diversity Plan  
<http://www.marywood.edu/contentAsset/raw-data/49dd7364-ddcc-4e14-ba32-5ec2fe1d011a/fileAsset>
- SOA NAAB Course Descriptions  
<http://www.marywood.edu/contentAsset/raw-data/66adf0bb-64f6-42d8-b2ff-5a0710bcc368/fileAsset>
- SOA Studio Culture Policy  
<http://www.marywood.edu/contentAsset/raw-data/decd1664-972a-427f-b573-a6ae815dcd65/fileAsset>
- SOA Self-Assessment  
<http://www.marywood.edu/contentAsset/raw-data/cc9c76ea-003c-4617-adde-7df89cea54/fileAsset>