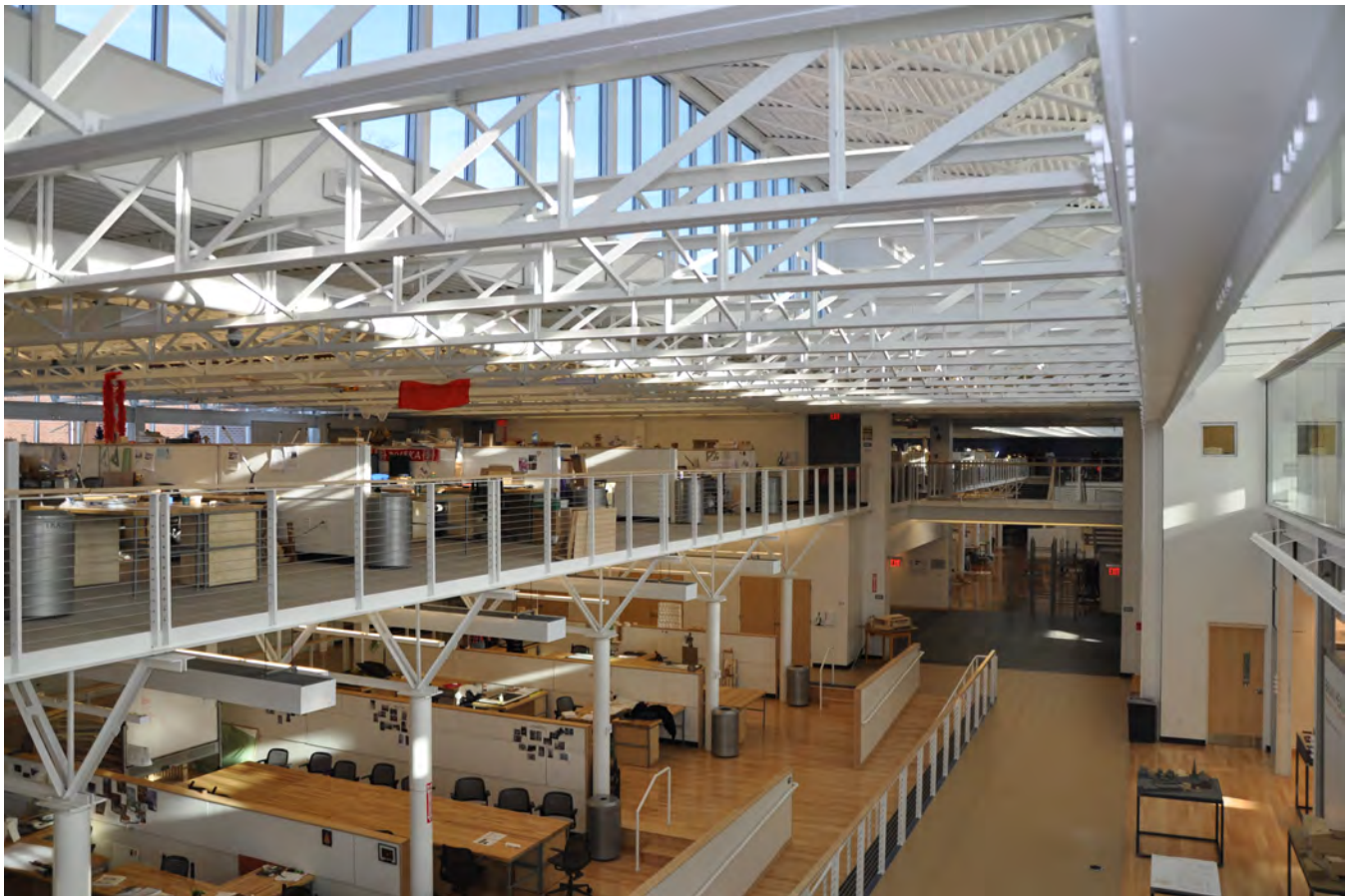


Marywood University School of Architecture
Architecture Program Report: Continuation of Candidacy

Bachelor of Architecture Degree



Submitted: May, 9, 2014

Table of Contents

Part I – Institutional Support and Commitment to Continuous Improvement

Section 1: Identity and Self-Assessment

I.1.1 History and Mission

I.1.1.A. University History	3
I.1.1.B. Accreditations and Approvals	4
I.1.1.C. University Mission Statement	6
I.1.1.D. University Goals	6
I.1.1.E. University Core Values	6
I.1.1.F. Program History, Rationale and Mission	7
Program's Benefit to the Institution	8
Institution's Benefit to the Program	17
Program Mission and Description.....	18
Relationship of Architecture and Interior Architecture Programs.....	19

I.1.2 Learning Culture and Social Equity

Learning Culture.....	20
Social Equity	21
Diversity of Students, Faculty and Staff	22
Harassment and Discrimination	23
Academic Integrity	23

I.1.3 Response to the Five Perspectives

The University's Strategic Plan and the Five Perspectives	23
I.1.3.A. Architecture Education and Academic Community.....	24
I.1.3.B. Architecture Education and Students	26
I.1.3.C. Architecture Education and the Regulatory Environment	27
I.1.3.D. Architecture Education and the Profession	27
I.1.3.E. Architecture Education and the Public Good	29

I.1.4 Long-Range Planning

I.1.4.A. Objectives for Continuous Improvement	31
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I.1.5 Self-Assessment Procedures	32
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Section 2: Resources

I.2.1 Human Resources and Human Resource Development

I.2.1.A. University Policies	34
I.2.1.B. Architecture Program: Faculty	35
I.2.1.C. Architecture Program: Staff	46
I.2.1.D. Architecture Program: Students	47

I.2.2 Administrative Structure and Governance

I.2.2.A. University Administration	55
I.2.2.B. School of Architecture: Administrative Structure and Governance.....	56

I.2.3 Physical Resources	59
I.2.4 Financial Resources	67
I.2.5 Information Resources	48
Section 3: Institutional and Program Characteristics	
I.3.1 Statistical Reports.....	68
I.3.2 Annual Reports	68
I.3.3 Faculty Credentials	68
Part II:	
Section 1: Student Performance – Educational Realms and Student Performance Criteria	
II.1.1 Student Performance Criteria.....	69
Section 2: Curricular Framework	
II.2.1 Regional Accreditation	70
II.2.2 Professional Degrees and Curricula	70
II.2.3 Curriculum Review and Development	74
Section 3: Evaluation of Preparatory/Pre-Professional Education	74
Section 4: Public Information	
II.4.1 Statement on NAAB-Accredited Degrees	75
II.4.2 Access to NAAB Conditions and Procedures	75
II.4.3 Access to Career Development Information	75
II.4.4 Public Access to APRs and VTRs	76
II.4.5 ARE Pass Rates.....	76
Part III: Appendices	77
Appendix A ...General Core Requirements.....	77
Appendix B ...SPC/Course Matrix	78
Appendix C ...Course Outlines.....	79
Appendix D ...Faculty Credentials	105
Appendix E ... Faculty Resumés	115
Appendix F ... Building Plans & Sections	143
Appendix G ...Enrollments (Fall 2009- Fall, 2013)	147
Appendix H ...Marywood Middle States Accreditation Letter	148
Appendix I ... Response to Visiting Team Report	150
Appendix J ...Draft: ...Student Council Constitution.....	157
...Draft: ...Studio Culture Policy	159

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

I.1.1 History and Mission

I.1.1 A University History

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, Teresa 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. The idea, conceived by Mother M. Cyril Conway and endorsed by the Most Reverend Michael J. Hoban, D.D., bishop of Scranton, was realized by Mother M. Germaine O'Neill, who formally opened Marywood College in September 1915.

In 1917, the College was incorporated under the laws of the Commonwealth of Pennsylvania and approved to grant three degrees: Bachelor of Arts, Bachelor of Music and Bachelor of Science in Home Economics. Marywood became a charter member of the Middle States Association of Colleges and Schools in 1921.

Amendments to the first charter enabled the University to grant the degrees of Master of Arts (1922), Bachelor of Science in Education (1922), Bachelor of Science and Master of Science (1928), Bachelor of Science in Library Science (1937), Master of Social Work (1969), Bachelor of Social Work (1974), Master of Public Administration (1975), Bachelor of Science in Nursing (1978), Master of Business Administration (1980), Master of Fine Arts and Bachelor of Fine Arts (1981), Master of Arts in Teaching (1985), Master of Health Services Administration (1995), Doctor of Philosophy (1995), Master of Education, (2000), Doctor of Psychology (2000), and Educational Specialist (2005).

Marywood further was empowered to educate students as school librarians (1929), vocational home economics teachers (1936), guidance counselors (1938), public school psychologists (1942), and teachers of the mentally retarded (1948) and to grant graduate certificates in theology (1953).

The University Board of Trustees approved plans to open the region's first School of Architecture in Fall, 2008. The School of Architecture offers a pre-professional degree, Bachelor of Environmental Design in Architecture (B.E.D.A.), and two professional degree programs, the five-year Bachelor of Architecture (B.Arch.) and the six-year Master of Architecture (M.Arch.).

A revision of the bylaws was made in 1968, establishing a new Board of Trustees to include both religious and lay members as Marywood's governing body, while retaining ownership by the members of the corporation, namely, the congregation administrator and the other officers of the congregation.

During the 1960s, the graduate education activities of the College were formalized in the establishment of a Graduate School of Arts and Sciences and a School of Social Work.

From 1981 to 1990, the Gillet School extended Marywood's services in baccalaureate, non-degree and non-credit/continuing education at the undergraduate level.

Men have attended the graduate schools since their establishment, and have been enrolled in undergraduate programs since the 1970s.

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 fully coeducational, with residence opportunities for all students. At that time, non-credit and continuing professional educational programs were offered to a wide variety of publics through the School of Continuing Education, which replaced the Gillet School.

Marywood's continued growth brought another dramatic change in 1997, when the Pennsylvania Department of Education, recognizing the institution's academic excellence as well as its significant contributions in research, cultural activities, educational outreach, service and importance to the community, granted university status. Marywood College became Marywood University, which now consists of four colleges and one free-standing school: the College of Liberal Arts and Sciences; the College of Health and Human Services; the Insalaco College of Creative and Performing Arts (formerly called the Insalaco College of Creative Arts and Management); the Reap College of Education and Human Development; and the School of Architecture.

(Reference: <http://www.marywood.edu/academics/ugcatalog/overview.html#history>)

I.1.1.B Accreditations and Approvals

Regional . Marywood University is accredited by the **Middle States Commission on Higher Education**, 3524 Market Street, Philadelphia, PA 19104. Phone: 1-267-284-5000 The Commission on Higher Education is the unit 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.

Professional . The Master's degree in Physician Assistant Studies is accredited by the **Accreditation Review Committee on Education for the Physician Assistant**, 12000 Findley Road, Suite 240, Duluth, GA. Phone: 1-770-476-1224

The Graduate Art Therapy Program of the Department of Art is accredited by the **American Art Therapy Association, Inc.**, 5999 Stevenson Ave., Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-212-2238

The Didactic Program, Coordinated Program, and Internship and Distance Internship Programs in the Nutrition and Dietetics department are accredited by the **Commission on Accreditation for Dietetics Education, American Dietetic Association**, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606. Phone: 1-312-899-4817 ext. 5400

The Undergraduate Music Therapy Program is accredited by the **American Music Therapy Association, Inc.**, 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910. Phone: 1-301-589-3300

The Master's Program in Speech-Language Pathology is accredited by the **Council on Academic Accreditation, American Speech-Language-Hearing Association**, 10801 Rockville Pike, Rockville, MD 20852. Phone: 1-800-498-2071

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the M.B.A. and M.S. in Management Information System Degrees at the Graduate Level are accredited by the **Association of Collegiate Business Schools and Programs**, 7007 College Boulevard, Suite 420, Overland Park, KS 66211. Phone: 1-913-339-9356

The Athletic Training Program in the Health and Physical Education Department is accredited by the **Commission on Accreditation of Athletic Training Education**, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664. Phone: 1-512-733-9700

Counseling Programs in Elementary Counseling, Secondary School Counseling and Mental Health Counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs**, 5999 Stevenson Avenue, Alexandria, VA 22304. Phone: 1-703-823-9800 ext. 301

The Master's and Bachelor of Social Work degree programs in the School of Social Work are accredited by the **Council on Social Work Education**, 1725 Duke Street, Suite 500, Alexandria, VA 22314. Phone: 1-703-683-8080

Programs in Art and Design of the Department of Art are accredited by the **National Association of Schools of Art and Design**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Phone: 1-703-437-0700

Programs in Music are accredited by the **National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Phone: 1-703-437-0700

Programs for the preparation of elementary, secondary, K-12, and special education teachers and for the preparation of other school personnel including school psychologists, guidance counselors, principals, superintendents, librarians, reading specialists, speech and language pathologists, home school visitors, and supervisory personnel are accredited by the **National Council for Accreditation of Teacher Education**, 2010 Massachusetts Ave NW, Suite 500, Washington, DC 20036. Phone: 1-202-466-7496

The Graduate and Undergraduate Department of Nursing is accredited by the **National League for Nursing Accrediting Commission**, 61 Broadway, 33rd Floor, New York, NY 10006. Phone: 1-800-669-1656

The Doctor of Psychology (Psy.D.) program in Clinical Psychology is accredited as a doctoral program in clinical psychology by the **American Psychological Association (APA)**, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. Phone: 1-202-336-5979

I.1.1.C University Mission Statement

A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as leaders in service to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a diverse and interdependent world.

(Reference: <http://www.marywood.edu/academics/ugcatalog/overview.html#mission>)

I.1.1.D University Goals

1. Provide a values-based context for university experiences.
2. Foster an awareness and appreciation of the pluralistic nature of contemporary society.
3. Provide a supportive and welcoming environment to a diverse academic community.
4. Prepare people for socially responsible leadership roles.
5. Provide a challenging instructional program.
6. Inspire a sense of personal responsibility for responding to social justice issues.

(Reference: <http://www.marywood.edu/academics/ugcatalog/overview.html#goals>)

I.1.1.E University Core Values

1. **Catholic Identity.** A commitment to spiritual, ethical, and intellectual values in the context of faith community.
2. **Respect for Each Person.** Respect for the value of each human being, for diversity in the context of vibrant community, and for the earth and all creation.
3. **Empowerment.** Education to enable access and to empower the underserved to take a full role in the life of the broader society.
4. **Service.** Rooted in the deep belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.
5. **Commitment to Excellence.** The belief that the work of education has the capacity to forward the kingdom of God, in broad and varied ways, leads us to care passionately for the quality of the mission of Marywood.

(Reference: <http://www.marywood.edu/academics/ugcatalog/overview.html#core>)

I.1.1.F Program History, Rationale and Mission

History

In January, 2007, Sister Mary Reap, IHM, Ph.D., then the 10th President of Marywood University (1988-2007), requested that the Dean of the Insalaco College of Creative Arts and Management (today the Insalaco College of Creative and Performing Arts) form a small Exploration Committee to examine the feasibility of establishing a new School of Architecture at Marywood. Created in 1997, Marywood's College of Creative Arts and Management had been experiencing steady increases in enrollments, especially in the Art Department¹. Collectively, the demonstrated excellence of the program's faculty, the impressive output of the students in both the fine and applied arts, and the state-of-the-art facilities of the Insalaco Center for Studio Arts (opened in 2001) were strong indications that a new school of architecture might be an appropriate addition to the University's successful programs in this College. Importantly, there were then no schools of architecture in northeast Pennsylvania.

After its preliminary research, the College's Exploration Committee recommended a consultant be retained to explore various aspects of curriculum development, accreditation concerns, scheduling, facility needs, etc. Gregory K. Hunt, FAIA, an experienced architectural educator and the former dean of Catholic University's School of Architecture and Planning, was hired in this capacity by Dr. Peter Cimboric, Provost, with the approval of Sister Anne Munley, IHM, Ph.D., Marywood's 11th President. After visiting the campus, meeting with various constituencies (including the President, Provost, Vice President for Business Affairs, faculty, students, University administrators, and local practitioners) and researching procedural issues, Mr. Hunt produced a report, "Establishing a Professional Architecture Degree Program at Marywood University". Submitted to President Munley in January, 2008, this report became a guiding document for further efforts to establish a school of architecture at Marywood.

Mr. Hunt was then hired as a full-time Special Assistant to the Provost in 2008 (and was later named Founding Dean of the School).

Meetings involving members of the university administration, the Exploration Committee, and the Director of Physical Plant followed, and the local architecture firm of hemmler + camayd architects was engaged to work with the consultant to develop a space program and schematic design sketches for the renovation of the underutilized Health and Physical Education (HPE) Building in the heart of the campus. In April, 2008, a preliminary design concept and curriculum outlines were presented to the University President and Provost, followed by presentations to members of the Art Department and to the Academic Affairs Committee of the University's Board of Trustees. The Academic Affairs Committee enthusiastically endorsed both the concept and preliminary design for the new school, and supported the recommendation that the School of Architecture offer three different degree tracks: the B.E.D.A pre-professional degree; the five-year B.Arch. professional degree; and the M.Arch professional degree.

¹ From Fall, 2003 to Fall, 2007 UG and GR enrollments in the Art Department increased 18% ([Marywood 2007-2008 Factbook](#))

Upon further development of the building design by the architects and more defined degree curricula by the Special Assistant to the Provost, the Finance and Building and Grounds Committees of the Board met on July 21, 2008 and unanimously approved recommending to the full Board of Trustees the opening of a School of Architecture.

After several additional meetings with, and presentations to, the Faculty Senate, Art Department, Undergraduate Core Curriculum Committee, Undergraduate and Graduate Curriculum Committees, and a Faculty Forum, a final “Proposal for a New School of Architecture at Marywood University” was developed and presented to the University’s Board of Trustees on October 17, 2008, at which time the proposal for establishing a new School of Architecture at Marywood University was unanimously approved.

In the fall of 2009, after an extensive renovation of a portion of the former Health and Physical Education Building, one tenure-track architecture faculty member and two additional adjunct studio faculty were hired to teach the first cohort of Architecture students. In addition, the Interior Architecture program moved from the Insalaco College of Creative Arts into the School of Architecture and 49 students became the first cohort to enter Marywood’s new Architecture Program.

Program’s Benefit to the Institution

New regional professional school. Marywood’s School of Architecture and the Commonwealth Medical School in Scranton both opened in the fall of 2009. Together, these two schools and the professional programs, faculty and students they have introduced to the local communities and the region as a whole are undeniably significant to the growth and future of northeast Pennsylvania (plans to create a new law school at Wilkes University in nearby Wilkes-Barre have been temporarily suspended because of funding challenges within the current economy).

Environmental Stewardship. By founding the region’s first school of architecture, Marywood University has exercised creative vision, provided new educational opportunities, and has had a highly positive effect on the local economy. Furthermore, because of the School of Architecture’s strong emphasis on environmental stewardship throughout its program, the University has significantly enhanced its commitment to social responsibility, service, and the improvement of contemporary society.

LEED Certification. Phase I of our building renovation earned a LEED “Gold” Certification and has been an active “learning laboratory” for area faculty, students, professionals and the general public. With our “living roof”, rainwater harvesting systems, geothermal/passive cooling system, recycling program, and other sustainable design strategies employed throughout the school, we have already become an educational laboratory for scores of visitors, as several of our building’s sustainable design features are unique to northeastern Pennsylvania.

Due to the increased extent and higher cost of Phase II of the renovation of our building, completed for the opening of the Fall, 2011 semester, we were more limited in incorporating all of the same sustainable design features. However, we anticipate receiving a LEED “Silver” Citation for Phase II.

Increased University Enrollments. The original financial *pro forma* for the School of Architecture anticipated an initial cohort of between 20 and 30 architecture students. The entering class, however, numbered 49 Architecture majors. With the inclusion of the Interior Architecture/Design programs (graduate and undergraduate) that were moved to the School in 2009, total enrollments during the first year numbered 118 students. Below is a summary of total enrollments in the School from Fall, 2009 to Fall, 2013:

2009	2010	2011	2012	2013
118	154	198	237	248

The co-presence of both Architecture and Interior Architecture/Design) offers an enriching educational synergy involving two interrelated professions.

As indicated in various sections of this Report, the presence of the School of Architecture within the University has significantly increased the size and diversity of the student body, expanded the impact of the University in academic circles (national and international), and generated impressive revenue streams each year. From lectures and seminars to building tours and exhibitions, we have made a concerted effort to serve the community in a number of ways:

A. Public Lectures

Our School Lecture Series — opened to the public as well as the entire campus —have brought a number of educators and design professionals to the University and have been well attended by area design professionals, students and faculty.

One e-mail from a local resident who attended a lecture by Mira Nakashima — George Nakashima's daughter stated:

*I simply wanted you to know how much I enjoyed the presentation yesterday evening. Mira was delightful and how wonderful it is to see his legacy continue through his daughter and her incredible work. **Thanks to you and the department for making such events available to our community.***

2010 Spring Lecture Series

- *New Directions in American Housing* (2/8/10)
Michael Fifield, Professor, School of Architecture, University of Oregon, Eugene, OR
- *Physical Work* (2/18/10)
Timothy McDonald, Architect, Partner, Onion Flats, Philadelphia, PA
- *Maximum Power, or the Temptations of Survivalism* (3/11/10)
William Braham, Director of Design, School of Architecture University of Pennsylvania, Philadelphia, PA
- *Drawing Out the Interior* (3/18/10)
Ro Spankie, Senior Lecturer (Interior Design), School of Architecture and the Built Environment, University of Westminster, London, UK
- *Hand & Machine* (3/25/10)
Mark Bacon, Architect, Bohlin, Cywinski Jackson, Wilkes Barre, PA ; Adjunct Professor, School of Architecture, Marywood University, Scranton, PA
- *Drawing Desire* (4/15/10)
Matthew Mindrup, PhD., Assistant Professor of Architecture, Marywood University, Scranton, PA

2010 Fall Lecture Series

- *Small Architecture* (10/14/10)
Joe Gluba, Architect, Office of Small Architecture, Assistant Professor of Architecture, Marywood University, Scranton, PA
- *Lumenhaus* (10/21/10)
Robert Dunay, FAIA, Architect, Professor of Architecture & **Joseph Wheeler**, AIA, Architect, Associate Professor of Architecture, School of Architecture + Design, Virginia Tech, Blacksburg, VA
- *QB3: Recent Work* (11/11/10)
Kevin Angstadt, AIA, Architect, & Stephen Mileto, Architect, QB3 Architects, Philadelphia, PA
- *Commonplaces* (11/18/10)
Brian Healy, AIA, Brian Healy Architects, Boston, MA
- *Ballard Public Library* (12/2/10)
Robert Miller, FAIA, Principal, Bohlin, Cywinski, Jackson Architects, Seattle, WA

2011 Spring Lecture Series

- *Distillation* (2/24/11)
David Jameson, FAIA, Principal, David Jameson, Architect, Alexandria, VA
- *Healthcare Design: Towards a New Paradigm* (3/17/11)
Randy Guillot, Principal and Design Leader, OWP/P Cannon Design, Chicago, IL
- *Built in a Day?: Urban Making and the Theme Park City* (3/24/11)
James Eckler, Assistant Professor & Director, Architecture Program, School of Architecture, Marywood University, Scranton, PA
- *Play Rules* (4/7/11)
David J. Lewis, Principal, LTL Architects, New York, NY
- *Brilliant Simplicity: Research and Collaboration Leading to Design Innovation* (4/14/11)
Susan Szenasy, Editor-in-Chief, *Metropolis Magazine*, New York, NY

2011 Fall Lecture Series

- *Louis I. Kahn: The Eternal and the Circumstantial* (10/13/11)
Robert McCarter, Architect & Ruth and Norman Moore Professor of Architecture, University of Washington, St. Louis, MO
- *Drawing Home* (10/20/11)
Brian Healy, AIA, Principal, Brian Healy Architects, Boston, MA
- *Field Conditions* (10/27/11)
Terry Boling, AIA, Principal, Terry Boling Architects, Cincinnati, Ohio; Field Service Assistant Professor of

Architecture, School of Architecture and Interior Design, University of Cincinnati, Cincinnati, OH

- *Ambiguous Modernism* (11/3/11)
Eddie Jones, AIA, Principal, Jones Studio, Phoenix, AZ

2012 Spring Lecture Series

- *Harmony Within the Craftsman Home* (1/12/12)
Greg Vadney, Executive Director, Rahr-West Art Museum, Manitowoc, WI
- *Working Methods and Creation* (2/16/12)
Matthias Pliessnig, Furniture Designer & Sculptor, Philadelphia, PA
- *Craft and Life* (3/22/12)
Mira Nakashima, Vice-President & Designer, Nakashima Studios, New Hope, PA
- *Recent Work* (4/12/12)
Kendall Wilson, FAIA, FIIDA, LEED AP +BD&C, Principal, Envision Design, Washington, DC

2012 Fall Lecture Series

- *Current Work* (10/11/12)
Matthew Kreilich, AIA, Principal, **Snow Kreilich Architects**, Minneapolis, MN
- *Foldout Drawing: A Projective Drawing for Fabric Forming* (10/18/12)
Kentaro Tsubaki, R.A., KT Studio. Assistant Professor of Architecture, Tulane School of Architecture, New Orleans, LA
- *Seeking Timelessness* (11/1/12)
Joseph Tattoni, AIA, ikon.5 architects, Princeton, NJ
- *Searching for True* (11/8/12)
James Cutler, FAIA, Principal, **Cutler Anderson Architects**, Bainbridge Isle, WA

2013 Spring Lecture Series

- *Ordinary & Extraordinary* (1/31/13)
Larry Scarpa, FAIA, Principal, **Brooks + Scarpa**, Los Angeles, CA
- *Participatory | Ephemeral* (3/14/13)
Aki Ishida, LEED AP, Aki Ishida Architect PLLC, New York, NY
- *Material Process Product* (3/21/13)
Joseph Biondo, AIA, Design Principal, Spillman Farmer Architects, Allentown, PA
- *I'll get back to you on that...* (4/4/13)
Mark McInturff, FAIA, Principal, **McInturff Architects**, Bethesda, MD
- *Drawing to Design Workshop* (4/5/13)
Eric Jenkins, AIA., Associate Professor, School of Architecture and Planning The Catholic University of America, Washington, DC

Fall, 2013 Lecture Series

- *Serious Play* (9/26/13)
Nils Gore, Associate Professor School of Architecture, Design and Planning, University of Kansas, Lawrence, KS
- *Operational Interfaces*(11/7/13)
Matthew Spremulli, Associate Partner, Lateral Office Architects, Toronto, ON, Canada
- *Parametreconomics: Design Defense through the Computational Arsenal* (11/21/13)
Daniel Gillen, PhD., Associate Professor, University of California, Irvine, CA

Spring, 2014 Lecture Series

- *Spatial Justice, Social Responsibility and the Role of the Architect* (1/30/14)
Brian Loughlin, LEED AP, Chief Architect, Jersey City Housing Authority, New York, NY
- *Biomimicry* (3/27/14)
Kris Callori, Architect, LEEP AP, Principal, Environmental Dynamics Integrative Consulting, LLC, Albuquerque, NM
- *BroadAbroad* (3/26/14)
Franco Pisani, Architect, Professor of Architecture, Institute at Palazzo Rucellai, Florence, Italy

B. COMMUNITY INVOLVEMENT

Since the School began, we have been very actively involved in the community through a number of activities and events:

- Since 2012, the School of Architecture has been involved in the **Annual Northeast Pennsylvania Bridge Building Competition**- a regional competition established to encourage students (grade 9-12) to explore and consider careers in science, mathematics, engineering and technology. For each of the past three years, the School has provided one of the three professional judges to determine the recipient of the *Architectural Excellence Award*, has provided students to serve as “compliance judges”, and has funded the **Architectural Excellence Award**. To date, **14 Marywood Architecture students, Dean Hunt, and Kate O’Connor**, Assistant Professor, Architecture, and Tina Merli, PE, Adjunct Professor, Architecture, have participated in this important regional event (2012-2014).
- **“Toys for Children Project:** For the past four years, all first-year design studios undertake the design and production of a wooden toy during the final week of the fall semester. After drawing their designs, they produce their individual toys in the Woodshop. All toys are then donated to a local charity for distribution to area children as Christmas presents. To date, toys have been distributed to: *Friendship House* (2010), *United Neighborhood Center* (2011), *Scranton YMCA* (2012), and the *Fricchione (Daycare) Center* at Marywood University (2013).
- **Maria MacDonald**, Clinical Assistant Professor, Interior Architecture, assisted by **Joe Gluba**, RA, Assistant Professor, Architecture, and local architect **Michael Muller, AIA**, worked with a team of 10 Architecture and Interior Architecture/Design students to create an **installation for the annual Pages and Places Book Festival** in Scranton. The piece, titled “Argument in Space” was installed in the Scranton Cultural Center (Fall, 2010)

- Maria MacDonald worked with 12 senior Interior Architecture/Design students on the creation of **measured drawings and design alternatives for the interior of the Everhart Museum** in Scranton as a studio project. Several museum board members are involved in the project, and student design proposals were exhibited at the Museum in December (Fall, 2010)
- **Maria MacDonald**, Clinical Assistant Professor, Interior Architecture, **Stephen Garrison**, *per annum* Assistant Professor, Interior Architecture, and **Joe Gluba**, Assistant Professor, Architecture, teamed together to assist the **Scranton Ballet Theatre** with its annual performance of the **Nutcracker**.

Their project was the design and fabrication of a large Christmas tree (the centerpiece of the ballet) that is able to grow during the performance itself. Their project received financial support from Marywood University (Fall, 2010).

- Under the guidance of **Maria MacDonald**, Clinical Instructor, Interior Architecture and **Prof. James Eckler**, Assistant Professor & Program Director, Architecture, 12 students in Architecture and Interior Architecture entered a School of Architecture competition for the design of a **"Tree House" for a new Therapy Garden** at the local St. Joseph's Center- an IHM-sponsored mission providing assistance to intellectually-delayed individuals. The competition was held in October, 2011 over the fall break and was won by a team of two students, **Abbi Pfirman** (Third-Year, Interior Architecture) and **Ethan Jones** (Third-Year, Architecture). Working with a local structural engineer, their design was further refined, and the project was constructed in the summer of 2012.
- **Kevin Wyllie**, AIA, NCIDQ, LEED AP, Assistant Professor, Interior Architecture, and Director of the Interior Architecture Graduate Program, has been designated **a Faculty Group Leader for the Commonwealth of Virginia's Habitat for Humanity Chapter (2014)**; he will leading a group of ten Marywood University students to work on a Habitat project sponsored by the Holmes Presbyterian Church, in Charles County, VA. on the Eastern Shore. (5, 2014)
- The School of Architecture hosted a tour of its completed Phase II facilities for the **Northeastern Pennsylvania Chapter of the American Institute of Architects**. The tour was led by **Dean Gregory K. Hunt**, **FAIA**, and **David M. Hemmler**, AIA. Following the tour, attendees viewed the documentary film *Make No Little Plans- Daniel Burnham and the American City* in the Cloud Room. (11.10.11)
- **Prof. Kevin Wyllie** served as a **pro bono consultant for CLINIC (Catholic Legal Immigration Network Inc.)** in Washington, D.C. as the organization sought designs for new office space. (2013)
- Since the opening of our School, Dean Hunt has given numerous **presentations of the building's design and construction** to civic groups, educators, engineers, students and faculty. These gatherings have always stressed the sustainable design features of the Center for Architectural Studies as well as the ways in which the Center provides flexible learning spaces for architectural education.
- **Prof. Wyllie** is also a **pro bono consultant for the local Griffin Pond Animal Shelter**, advising the Shelter on facility upgrades and possible expansion. (2013)
- **Ruth Koelewyn**, Instructor, Architecture, , continues to serve on the Young Professionals Auxiliary Board of the **United Neighborhood Centers** in Scranton, PA. She is also serving on the **Planning Committee for the Iron Arts**

District, Lackawanna Heritage Valley organization in Scranton. In December, Ruth served as a judge for the “Holiday on the Square Art & Design Fair”, a juried art and design fair on Courthouse Square, Scranton, PA (2013-14)

C. Relationship with the Northeast Pennsylvania Chapter of the AIA

The Board of the Northeast Pennsylvania Chapter of the AIA (NEPA AIA) has established a \$6K AIA Scholarship Fund for architecture students from the Lackawanna Valley area, and these are now available to Marywood students (who compete with other architecture students from the region served by the Chapter). In 2012 and 2013, five Marywood Architecture students have received a total of \$8,000 in scholarship from this fund.

The School of Architecture has also worked with the NEPA AIA to help raise some of these funds by hosting a series of films for AIA members. These films/screenings have been held in the Cloud Room of the Center for Architectural Studies:

May 30, 2009	Gattaca	Amount raised: \$ 2,384
April 27, 2010	Visual Acoustics	\$ 2,075
2011	No film	
October 20, 2012	Incessant Visions (Mendelsohn)	\$ 1,425
October 21, 2013	Gehry's Vertigo	\$ 1,545

Scholarship Funds Raised: \$7,429

The NEPA Chapter also disseminates activities of the School to all of its members, especially our Lecture Series.

Faculty and Students. Inevitably, new schools of architecture in university settings introduce highly active, uniquely creative environments for design exploration; intense enthusiasm and commitment on the part of students; experimental teaching pedagogies and diverse research interests by faculty; and an underlying optimism toward the meaningful improvement of our built environment. Faculty and students have brought this and more to Marywood in the short time we have existed, and there is every indication that their work will continue to set exemplary standards of achievement.

These numerous events and activities have increased the exposure of the University to the public and have been used to showcase our building design as well as the work of our faculty, students and design professionals. Collectively, they demonstrate our commitment to be actively involved in civic engagement as well the education of the public in matters related to both our program and University mission.

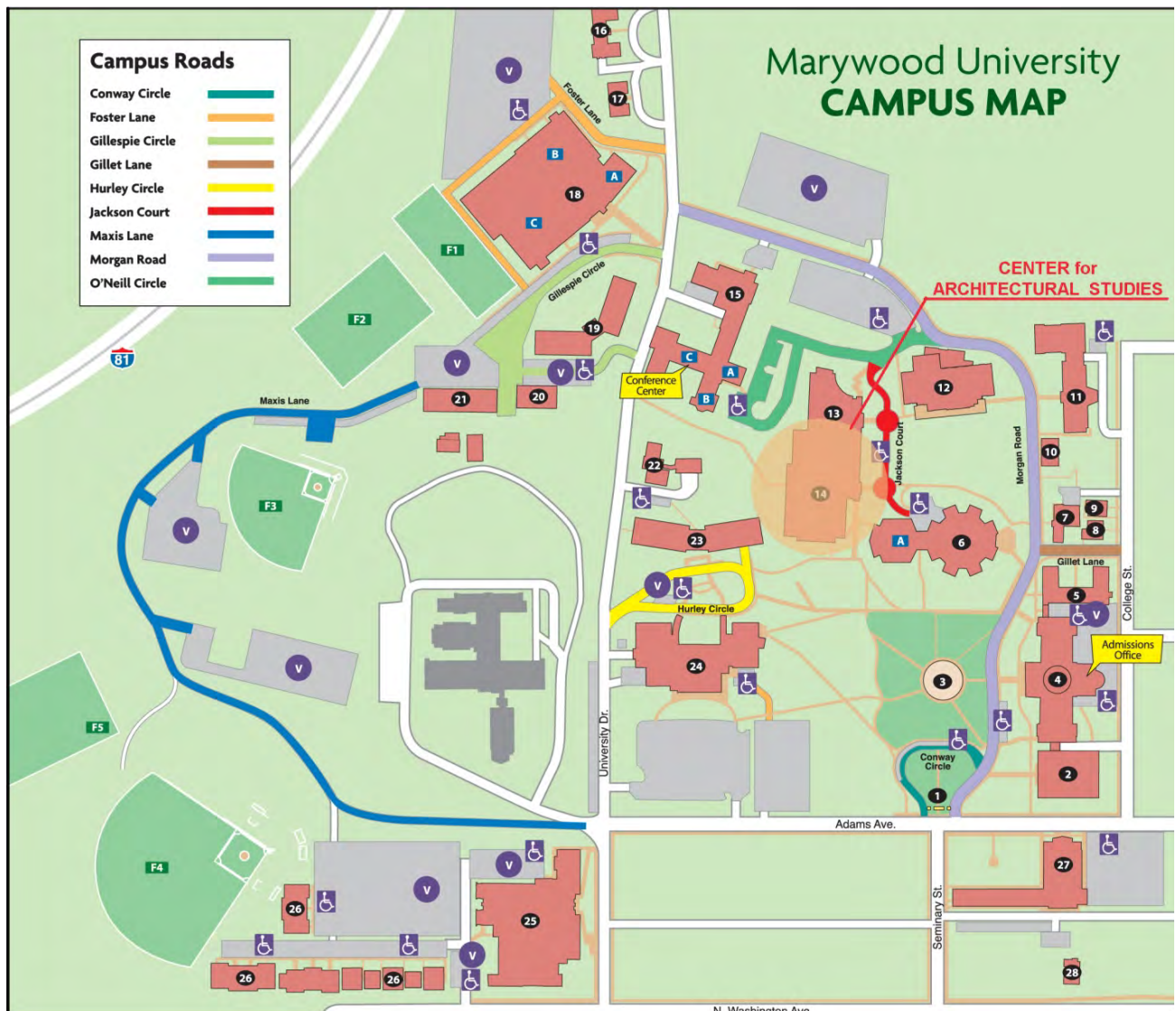
Interdisciplinary Collaborations. The proximity of the Center for Architectural Studies with the Insalaco College of Creative and Performing Art's Visual Arts Center has already produced collaborative events such as shared lectures and gallery talks (in the Mahady and Suraci Galleries). In the fall of 2011, we hosted an exhibition of artwork by one the College's faculty members in our first floor Hawk Gallery and will accommodate more such exhibits in the future. Our Foundation Design studios have also taken advantage of the College's Maslow

Collection Study Gallery (adjacent to our building) for one of their early studio projects (related to the work of artist Chuck Close) and some of our design studio projects have involved the input of Graphic Arts students and faculty to assess the graphic nature of student presentations. We expect to develop more collaborative projects, joint exhibitions and lectures by visiting artists and architects.

As we continue to expand the number of electives available to our students, we hope that more students will take advantage of the diversity of studio arts courses presented in the College of Creative and Performing Arts. In addition to courses in Art History, our students take courses in Painting, Photography, Ceramics, Printmaking and Graphics.

Although the University requires that all undergraduate take one 3-credit course in Fine Arts as part of its 44-credit Core Requirement, studio courses do not, unfortunately, fulfill this requirement. Our students, however, pursue such courses in order to gain increased creative skills in areas that they then bring to their individual studio design projects. The availability of these art studio courses therefore serves as an important learning resource for our students. As we begin our post-professional degree in Architecture in Fall, 2014, we will also be working with the Environmental Science Department in order to offer courses in Environmental Law, and Environmental Policy and Management.

The Center For Architectural Studies. Because of its location within the campus plan, the original Health and Physical Education Building (renovated to become The Center for Architectural Studies) traditionally served as a “shortcut” connecting the upper and lower levels of the campus. We elected to maintain this passage through the building both to recognize its historic role in campus circulation and to enable those passing through the building to observe students at work on their projects and to expose them to changing exhibitions of student work displayed along this place of passage (The Hawk Gallery).



Institution's Benefit to the Program

The University has clearly provided several benefits to the founding of the School, including its Mission and Core Values, its strong Liberal Arts Core Curriculum, and the success of the Art Program within the Insalaco College of Creative and Performing Arts.

Mission and Core Values. Marywood's *Mission Statement* stresses a values-based education, recognition of the pluralistic nature of contemporary society, and preparation for socially responsible leadership roles. In this sense, the University's *Mission Statement* is well formulated and articulated to serve a new architecture program. Students pursuing their studies at the School of Architecture are prepared to both understand and respect the important leadership roles they will assume as design professionals. Our curricula have been designed to reinforce the importance of this social responsibility. For our graduates to deal effectively with the many future challenges they will inevitably confront, our programs include study of the importance of the intellectual, cultural and historical antecedents of the discipline and their application to the needs of contemporary society.

Liberal Arts Core Curriculum. The School offers curricula that are both values-based and professional in their objectives and content. While students are exposed to courses necessary in their individual disciplines, their programs of study also include a **core 44-credit curriculum of Liberal Arts courses** to provide a well-rounded professional education. These core courses augment the student's professional studies and collectively furnish a broader context in which to better understand the societal role of the contemporary architect. With its long history of developing its core curriculum, the University provides a broad range of course offerings that benefit the education of liberally-educated architects (see discussion of core curriculum areas below).

Free-Standing School. As a free-standing professional school, The School of Architecture enjoys unique status within the University. With its unique studio culture, curricula, mission, and student-faculty working relationships, the School has introduced a different administrative structure in its governance, as well as new pedagogies and curriculum structures. As a free-standing school with its own dean and internal administrative structure, the School of Architecture has been able to be quite nimble and experimental in its early stages of growth and development — a distinct advantage in forging our educational premises and their ultimate maturation.

Conversion of an Underutilized Building. With the completion of a new athletic and wellness facility (the Mellow Center) in 2009, the former Health and Physical Education (HPE) Building no longer had to serve as the University's sole facility for athletics, and it was available for a new use. Although the HPE's swimming pool needed to remain online until the construction of a new Aquatics Center (completed in 2011), the University believed that the building's gymnasium, dance studio and other ancillary spaces might be suitable to house a new architecture program. Phase I of the HPE Building's renovation was approved by the Board of Trustees and was completed in the fall of 2009, opening as The Center for Architectural Studies.

The reuse of a solid, 1950's masonry-and-steel structure, centrally located on the University's campus and its transformation into a School of Architecture was highly appropriate for a program focusing on the principles of **environmental stewardship and sustainable design practices**. The University has been highly commended for funding a building conversion fittingly demonstrating the concept of *adaptive use* of an existing structure.

Building Awards

The two-phase conversion of the University's former Health and Physical Education Building to the Center for Architectural Studies, home of the School of Architecture, has won the following awards:

- **2009 Award of Excellence**, Northeast Chapter of the AIA, for Phase I (hemmler + camayd, architects)
- In its citation, the Design Jury noted: ***This project solves so many goals within a spirited whole. The solution is an open textbook about sustainability, stewardship, reuse of fabric and awareness of choice. A lot was achieved for a modest budget. We especially applaud the abundance of natural light, the flexibility of the studios and the clear distinction between what is old and what is new. Well done....***
- **2009 "LEED Gold" Certification**, US Green Building Council (USGBC) for Phase I (School of Architecture)
- **2009 Pride and Progress Award**, Greater Scranton Chamber of Commerce for Phase I (Marywood University's School of Architecture)
- **2011 Honor Award**, Northeast Chapter of the AIA, for Phase II (hemmler + camayd, architects)
- **2012 Honor Award**, AIA Pennsylvania, for Phase II (hemmler + camayd, architects)
- **2012 Merit Award**, Professional Design Awards Program, Society of American Registered Architects, for Phase II (hemmler + camayd, architects)

Benefit to Area Practitioners. From the beginning, the local architectural community has strongly supported the addition of this School in the region. Area practitioners will employ our graduates as intern architects and they have already proven to be an excellent source of experienced adjunct faculty to teach in the School. We have been well-supported by area practitioners. Joint programs with the NEPA Chapter of the AIA, invitations to practitioners to participate in our design critiques, the hiring of local architects as Instructors, part-time student employees, and seminars for professionals are only some of the many benefits we have brought to this area.

Program Mission and Description

Opened in 2009, Marywood's School of Architecture is the University's newest professional school and the first school of architecture established in northeast Pennsylvania. The School was established to further the University's mission of service and excellence in education by preparing its graduates to make significant contributions to improving the quality of our built and natural environment. The cornerstone of our various degree tracks is the firm belief that all design professionals must address the earth's diminishing natural

resources, build sustainably, and confront our present and future environmental challenges with creative effectiveness.

Above all, we strive to educate individuals that will assume leadership roles in the creation of inspiring, socially-responsible, and sustainable interiors, buildings and communities for all citizens.

Nationally, population shifts, increasing numbers of aging seniors, burgeoning healthcare needs, environmental degradation, industrial and commercial growth, and outmoded transportation infrastructure pose mounting challenges to the design professions—but most especially to architects.

By continuing Marywood's tradition of serving the underserved, the School of Architecture's primary mission is to produce graduates prepared to help the citizens of this region and beyond to deal more effectively with these contemporary conditions and their physical and environmental challenges.

Consistent with the University's tradition of educating students to live responsibly in an interdependent world, Marywood's School of Architecture has been created to produce a new generation of architects —

environmental stewards who will assume major responsibilities for the built environment of the region, the nation, and the world.

Architects shape the physical environments in which we live, work, worship, play and shop. They design physical worlds that directly impact people at many different scales and in many different contexts — interiors, houses, buildings, plazas, and streetscapes, as well as consumer products, graphics and digital environments. As licensed practitioners, they are entrusted with the health, safety and welfare of those they serve. Architecture, then, is a profession that is explicitly bound to social responsibility and societal well-being.

Architects must be educated to think critically, to assess holistically, to synthesize comprehensively, and to design with environmental responsibility. The School's programs — in both Architecture and Interior Architecture/Design — recognize that architecture, both as a discipline and as a profession, engages the realms of art and science. Buildings and physical spaces created by architects involve design and aesthetics, along with laws of gravity, environmental systems, and the requirements of constructability. Architects design unique and inventive realities that emphasize spatial organization, proportion and beauty, while also addressing materials, budgets, codes and structural/environmental systems.

Within Marywood, a university with a strong Liberal Arts Core Curriculum for all undergraduate students, the School of Architecture is the newest professional school and one whose program has been developed to take full advantage this Liberal Arts tradition while equipping its students with knowledge of the profession and the skills needed to contribute meaningfully to its advancement.

Relationship of Architecture and Interior Architecture Programs

While this plan to achieve *Continuation of Candidacy status* focuses on the B.Arch. professional degree in architecture, it is also important to note that the placement of the Interior Architecture Programs (B.FA./I.A. and M.A./I.A.) in the School of Architecture has prompted us revise our curriculum to take advantage of this co-existence. For example, students in both undergraduate degree tracks pursue the same first three Foundation Design Studios. Interior Architecture students are also required to take some of the same courses required for the B.Arch. degree, including Architectural Mathematics (MATH_150), Introduction to the Designed Environment (ARCH_111), History of Architecture I and II (ARCH_113 & ARCH_123), and Digital Media I and II

(ARCH_124 & ARCH_214). Students in both Architecture and Interior Architecture may also take certain courses in both degree programs as program electives. Examples include: Lighting Fundamentals (IARC_215) and Building Assemblies (ARCH_313).

As the Architecture program continues to accept new cohorts, we would like to develop cross-program design studio projects to better reflect the working relationship of these two disciplines within professional practice. Additional linkages between Architecture and Interior Architecture/Design may also be explored at the graduate level of these respective disciplines.

I.1.2 Learning Culture and Social Equity

Learning Culture

The learning culture we have posited in the School of Architecture is based on the belief that architectural education must seek, generate, examine and transfer knowledge with breadth and imagination. We believe that the Design Studio remains the fulcrum of an architect's education— a “creative laboratory” structured to foster hypothesis, testing and synthesis. It is the place of individual and group exploration, of research and discovery, and the testing of ideas, theories, and concepts. At Marywood, the design studio is positioned to be a **center of holistic learning**.

It is here that students research and analyze precedents and case studies, assess building sites, examine building programs, test design approaches and ultimately present their conclusions in the form of physical design proposals. We stress the importance of craft in whatever the student undertakes; we support the idea of students employing both the pencil and the computer as tools of discovery, exploration, and presentation; and we stress the importance of the “material imagination” in the design process, acknowledging that materials and their properties constitute an important creative wellspring for architects.

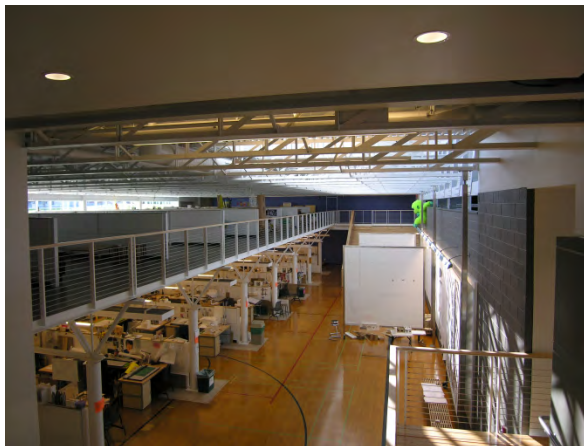
Because these concepts are so omnipresent, they constitute, and continue to shape, our Studio Culture. Faculty and students actively take part in the genesis of these concepts and will continue to be actively involved in their evolution. Learning and understanding come from trial and failure as much as from the validation of the expected.

Through a sequence of studio projects, students develop means of critical thinking and a design process that enables them to effectively address various design issues — from problem-solving and aesthetics to building assemblies and environmental systems.

We aspire to create an educational environment based on the notion of **quilted knowledge** — the idea that individuals learn most effectively when concepts – abstract and otherwise - are woven together with their meaningful applications. Where possible, classroom learning and studio learning should be integrated and interdependent. Thus, we strongly believe that learning is both sequential and cumulative – quilted as in interwoven and interrelated. Ultimately, it is the obligation of the student to make meaningful connections between knowledge and its ultimate application. Faculty may strive to enable such connections, but these are typically most effective when they are self-generated and structured through individual student initiatives and awareness.

We continue to design and configure our learning environments based on optimism, engagement, and innovative pedagogies. Our diverse faculty members are committed to creating studio environments in which individual design explorations are nurtured, “out-of-the-box” thinking is encouraged, and student self-discovery is paramount.

Central to our learning culture is the innovative, dynamic nature of The Center for Architectural Studies—a facility that clearly demonstrates the advantages of adaptive use rather than ground-up building on a university campus when circumstances warrant it. The Center has been functioning as a highly versatile learning environment for our students and our faculty.



For a more detailed description of this learning environment, please see Section I.2.3 *Physical Resources* (p.49).

Social Equity

One of the University’s core values is **Respect for each Person—respect for the value of each human being, for diversity in the context of a vibrant community, and for the earth and all creation.**

The School of Architecture provides 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. Students, staff and faculty with mobility or documented learning disabilities are accommodated as the need arises (example: extra test-taking time or individual environments for test-taking; learning facilities have ADA-compliant bathrooms and classroom seating, etc.). These accommodations are organized and monitored by the **University's Office of Student Support Services**.

In the context of the University's mission, Catholic identity, and core values, the Student Life Division complements the University's academic goals by engaging students through an integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development (see: <http://mymarywood.com/home/student-life/>).

Diversity of Students, Faculty, and Staff

The University's **Office of Diversity Efforts** at Marywood University has two objectives:

- To promote an **appreciation for diversity** on campus
- To assist the local community in **addressing diversity concerns** and developing intercultural awareness

This office works to ensure that students, faculty, and staff are prepared to function effectively as members of diverse local, national, and global communities. It is committed to promoting diversity awareness and sensitivity to human differences.

The University values the contributions made by diverse groups, which benefit the personal, academic, and professional growth of members of the Marywood community. Its institutional commitment is to create opportunities for all members of the Marywood community to interact with understanding, tolerance, and respect for others. The Office of Diversity Efforts organizes eight to ten events each year, from celebrations of various cultures to efforts to address problems like racism and sexism. Our programs range from musical, theatrical, and scholarly presentations to diversity training sessions for area professionals.

These efforts are enhanced by collaborations with regional organizations such as the Lackawanna Bar Association, the African American Arts Alliance, the Lackawanna County Diversity Coalition, and regional colleges, universities, and school districts. (see <http://www.marywood.edu/diversity/>)

Because it is so new, the School of Architecture has yet to formulate a *Strategic Plan* to guide the School's overall growth and development. When such a plan is formulated, it will address the issue of diversity related to student admissions and faculty/staff hiring. We have hired one female pro rata faculty member (50% appointment) who will join the School of Architecture starting in the fall 2012 semester.

Harassment and Discrimination

Anytime a member of the Marywood University community believes s/he has been the victim of or witness to discrimination, harassment, or assault by any member of the University community on University property or any property controlled by the University, there specific procedures are in place and are to be followed. Any

individual who believes s/he has been subject to discrimination on the basis of disability should file a grievance consistent with Marywood's Disability Grievance Procedures. Confidentiality is expected of all persons involved in the process.

(Reference: <http://www.marywood.edu/facultyhandbook/detail.html?id=179189&crumbTrail=Civil%20Rights%20Policy&pageTitle=Faculty%20Handbook:%20Civil%20Rights%20Policy>)

These University policies are described in the **Calendar and Student Handbook** distributed to all incoming students. The University has a Title IX Coordinator to oversee related policies and procedures dealing with harassment and discrimination. (see: <http://www.marywood.edu/studenthandbook/letter-from-vp.html>)

Academic Integrity

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

(Reference: <http://www.marywood.edu/policy/detail.html?id=167071&crumbTrail=Academic%20Honesty&pageTitle=Policies%20and%20Procedures%20Manual:%20Academic%20Honesty>)

All students are expected to know and adhere to the University's Academic Honesty Policy. All course syllabi are required to include the definition of cheating and plagiarism. This policy is described in the **Calendar and Student Handbook** distributed to all incoming students.

I.1.3 Response to the Five Perspectives

The University's Strategic Plan and the Five Perspectives

The School of Architecture's degree programs have been created to align fully with the University's *2010-2015 Strategic Plan*. (see: <http://www.marywood.edu/policy/preliminaries/strategic-plan.html>)

The Plan cites the major goals and accompanying objectives that should guide each academic unit in its individual academic plans and outcomes. It is most appropriate, therefore, to address the Five Perspectives with consideration of this *Plan*. The *Plan's* overarching goals specifically address three areas: academic and physical infrastructure; exposure to a culturally diverse, global educational experience; and the alignment of resources to focus on environmental stewardship.

The specific institutional goals of the Plan are as follows:

Goal 1: Create both academic and physical infrastructure to provide a learning environment that enables students to succeed academically and professionally.

A. Enhance the quality of the Marywood educational experience.

- B. Enhance and promote Marywood University's academic reputation.
- C. Continue to expand research opportunities for faculty and students.
- D. Improve physical environment for delivering instruction, conducting research, and accommodating alternative learning styles

Goal 2: Create a culturally diverse and global educational experience to educate students to live responsibly in a diverse and interdependent world.

- A. Increase the number of culturally diverse students, faculty and staff.
- B. Enhance curriculum to reflect the current global perspective.
- C. Develop more sensitive and positive attitudes and behaviors toward cultural diversity by faculty, staff and students, including attention to providing a welcoming and supportive campus.
- D. Increase opportunities for study abroad and other cultural exchange experiences for students and faculty.

Goal 3: Align resources to achieve institutional goals, with a focus on environmental stewardship.

- A. Improve information services and access for students, faculty, staff, and external audiences.
- B. Improve financial position through revenue enhancement activity.
- C. Improve the quality and efficiency of infrastructure.
- D. Align human resource initiatives to institutional goals.
- E. Create a campus-wide initiative to implement Sustainable Design Practices in all building and campus maintenance and operation, building renovations, and new construction.

As our degree tracks develop, the number of students, faculty and staff increase, and our facilities grow, these goals will remain central to our ability to address NAAB's Five Perspectives. Each academic unit (School and Colleges) submits a *Report to the Board of Trustees* outlining the ways in which its programs are actively aligning with the goals of the University *Strategic Plan* (these are submitted in October, January and April of each year). These Reports provide good "progress checks" for each academic unit's activities relative to the goals of the Plan.

A. Architecture Education and the Academic Community

Following the AAUP belief that membership in the academic profession carries with it special responsibilities, Marywood's **Faculty Handbook** includes a *Statement of Professional Ethics* setting forth standards assumed by members of the teaching profession. (I) The *Statement* covers a range of subjects, including encouraging the free pursuit of learning in their students; maintaining high standards of scholarly and ethical standards of their discipline; practicing intellectual honesty; avoiding discrimination against, or harassment of, colleagues or students; maintaining critical self-discipline; fostering honest academic conduct; and serving students as intellectual guides and counselors.

(see: <http://www.marywood.edu/facultyhandbook/detail.html?id=174427&crumbTrail=Tenure&pageTitle=Faculty%20Handbook:%20Tenure>)

Each full-time, tenure-track member of our Architecture faculty is expected to engage in **Teaching, Scholarship and Service**.

A. Teaching. Teaching remains a highly important factor in matters of rank and tenure at the University, and student Course Evaluations at the end of each semester are of great importance in evaluating teaching effectiveness.

In 2008, revisions to the expected workload of each University faculty member reduced the typical course load from 24 credits/year to 21 credits/year. This course load reduction was initiated to enable faculty to engage in more scholarly work and creative work. For the Architecture faculty, this typical course load equates to one 6-credit design studio and one 3-credit course per semester, or 18 credits per year - a teaching load comparable that of Art faculty members teaching drawing, painting, sculpture, and other such studios plus 3-credit courses (due to the 12-hour contact time required for teaching a 6-credit studio).

B. Scholarship and Creativity. *All members of the faculty must be persons of scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in training students in scholarly methods, and their participation and leadership in professional associations and in the editing of professional journals. Attainment may be in the realm of scientific investigation, in the realm of constructive contributions, or in the realm of the creative arts.*

(Reference: <http://www.marywood.edu/policy/detail.html?id=172977&crumbTrail=Evaluation%20of%20Faculty%20Members&pageTitle=Evaluation%20of%20Faculty%20Members>)

When appropriate, faculty members are encouraged to engage students in such activities in order to expand their awareness of the role of scholarship and creativity in the profession they will enter. This is particularly important when grants for faculty research are obtained. At the graduate level, we believe that student research projects, for example, can serve as effective means for the generation of new knowledge within the academy.

Service. It is expected that each member of the faculty engages in service to the department, the University and the community beyond the University. Service remains one of the best means of engaging faculty and students in socially-responsible projects directed toward assisting others.

In addition, engagement in professional organizations and civic organizations or events is highly encouraged in the School of Architecture and across the University.

Annual Evaluations. (II)

Full-time and *pro rata* faculty members are required to submit a **Faculty Activity Report** outlining his/her activities during the calendar year. These annual reports of all full-time and *pro rata* faculty include activities related to teaching performance and effectiveness; research and scholarship; and service to the department (or program in this case of our School), the University and the Community. This evaluative process serves as the basis for decisions related to annual merit raises, as well as to promotion and retention.

Holistic Education of Architects

The Learning Community. (III) Because our programs are based on both values-based and professional content, we have attempted to create an academic community that is **holistic** in outlook; **practical** through the acquisition of relevant skill sets (conforming to NAAB's *Student Performance Criteria*); and **cognizant** of the importance of a liberal arts education within a professional program. Again, the student's core curriculum and the designated courses they must take within their respective degree tracks enable our programs to prepare well-rounded, engaged individuals who have an increased awareness of the important societal roles that the contemporary architect may assume when entering the profession.

Community Engagement. (IV) Along with the University's firm belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.

As an educational institution, Marywood's culture strongly supports the idea of faculty and student engagement with the community. At Marywood, Campus Ministry, student clubs, and graduate and undergraduate organizations are committed to engaging students in community projects from food drives and service-learning projects abroad to working with local orphanages and Habitat for Humanity building projects. From the very beginning, architecture students understand the value of such projects to citizens and the community:

B. Architecture Education and Students

One of the primary goals of Marywood's current *2010-2015 Strategic Plan* is the creation of a culturally diverse and global educational experience that will educate students to "live responsibly in a diverse and interdependent world". Again, required liberal arts core courses in history, sociology, foreign language, world literature, environmental science, along with courses in the history of architecture and the history and theories of urban form, will introduce students to global perspectives and cultural diversity.

Study- Abroad. (V) The School's Study-Abroad Florence Program (commenced in Spring, 2012) places students in a foreign setting (with classes given at The International Studies Institute (ISI) housed in Alberti's Palazzo Rucellai) that is educationally and culturally enriching. The Study-Abroad portion of the curriculum has been designed so that students will have opportunities to take courses unique to their foreign experience while being pertinent to their growth and maturation as architects and designers. In time, the Study-Abroad experience for our students will most likely expand to other venues in other geographic locales.

To date, 76 students (Architecture and Interior Architecture) have been studying in Florence (spring, 2012 through Spring, 2014); of these 51 students have been Architecture

New Ideas, Places. (VI) As a new School, we are very aware of the importance of student exposure to ideas, designs, viewpoints and projects occurring beyond the confines of the campus. Because our programs are not located within a large urban area, we are committed to bringing people and ideas to the Marywood campus while we also introduce our students to new urban/cultural experiences.

Our many exhibitions, guest critics, visiting faculty, field trips, and yearly public lectures constantly expose our students and faculty to new points of view, other cities (New York, Baltimore, and Philadelphia thus far), different building designs, differing theoretical positions, and a wide range of professional achievements.

Together, they heighten the students' awareness of urban and building designs, as well as the type and breadth of professional challenges and opportunities they will encounter upon graduation.

C. Architecture Education and the Regulatory Environment

In September, 2009, when our School first opened, staff from the NCARB visited the School and gave a presentation to faculty and students on major issues affecting architecture education, the IDP process, and state licensing procedures. Because our first cohort of freshman students had literally just entered the School, the workings of the IDP program seemed quite complex to the students. Assistant Professor Margaret McManus has assumed the role of the School's IDP Coordinator.

(VII) The transition from internship and licensure within the context of regulatory environments will be addressed mainly in the fifth year of study, when all students in the B.Arch. professional degree track will take ARCH 462, *Professional Practice*.

Building codes, zoning issues, ADA concerns, etc. are first introduced in 3rd-year design studios. With the the 4th-year studios- which culminating in the Comprehensive Building Studio in the spring semester, we will directly reinforce student exposure to these regulatory mechanisms in our studio projects, making them an integral concern for all building designs. As students take on design projects of greater size and complexity in the design studios, they must internalize a variety of regulatory forces in order to understand their impact on building design, safety and performance.

Courses such as ARCH 420, *The Comprehensive Building Studio*, ARCH 422, *Building Assemblies*, and ARCH 451, *The Art and Craft of Building*, will provide additional opportunities for students to be exposed to the diversity of building regulations (U.S. versus foreign, for example) and their impact on building and urban design.

Our curricula are designed to prepare our graduates for both the IDP and eventual licensure. At each year of their schooling from the second year on, we strongly encourage our students to work with practicing architects during their summers. While many students have been attempting to do so, the current economy has not provided many opportunities for their employment in firms.

D. Architecture Education and the Profession

Accelerated Change. (VIII) Forces including global economics; digital fabrication; computer applications for design, project delivery and management; the advent of mega-scale urban building projects, etc. are rapidly altering the landscape of conventional architectural practice. Rapid model prototyping (means) and custom standardization (end), along with other such developments in the industry, will continue to alter facets of practice at what will most likely be exponential rates. Accordingly, the content of many of our professional courses will have to be flexible to provide the most current knowledge to our students. This will be a challenge for those of us in education—but one that also holds much promise for the academy.

Collaboration. (IX) To fully absorb these rapid changes and to most effectively respond to their impact on the profession, our students must be prepared to work collaboratively. Collaborative learning and doing expands the capacity to absorb, to analyze, and to respond most effectively. In studio settings, collaborative undertakings by students often fail, owing to the students' frequent preference to work alone and not share authorship. In light of the collaborative realities of the profession, we feel that this rationale must now be questioned, the academy must challenge the notion of sole authorship in order to appropriately prepare students for contemporary practice. Collaborative undertakings (including case studies and studio mural productions) are undertaken by our students as early as the first semester of studies.

Environmental Stewardship. (X) As we continue to witness the effects of global warming, diminishing fossil fuel reserves, air and water pollution, water scarcity, and other environmental challenges world-wide, architects have a particularly important leadership role to assume.

Buildings, for example, remain the largest single consumers of electric power in the U.S. The American Institute of Architects – the national organization of licensed architects in the U.S. - is committed to the idea of carbon-neutral buildings by 2030 (thereby significantly reducing air pollution- a known cause of global warming). Indeed, the notion of designing buildings capable of generating more energy than they consume is presently being pursued by some architects and designers. Household and institutional re-cycling of waste materials, the use of motion sensors to extinguish lights in unused offices, and the utilization of geothermal cooling systems and photovoltaic roof panels at various scales are quickly becoming “standard energy-saving” approaches in our buildings.

Teaching Professionals. (XI) A major objective of our programs is to actively engage local practitioners in the studios and classrooms. Their involvement both exposes students to the ideas and skill sets of practicing professionals and brings their perspectives and experience directly to the students. Concurrently, the practitioners we have engaged in our programs are stimulated and gain new insights from both students and other members of the faculty. It is a creative and reciprocal relationship. Local practitioners, along with a number of regional and national practitioners, have also served as invited jurors for design reviews throughout the academic year, and the School has created a budget line to cover expenses for visiting critics from out-of-town.

Special faculty meetings involving full-time faculty and adjunct faculty are held each semester and provide opportunities for discussions focusing on student learning, project formulations, class assignments, etc. Adjunct faculty are provided with a shared office space adjacent to full-time faculty offices.

The Center for Architectural Studies. (XII) Awarded LEED “Gold” Certification by the USGBC (US Green Building Council), the new School of Architecture has employed a number of sustainable design features in its design. The dean, faculty, and students of the School continually share information on these features with area professionals, students and members of the public through building tours and public presentations.

Mission Statement. (XIII) Marywood University’s “Mission Statement” reveals a strong commitment to shaping the lives of students so that they become “leaders in service to others” and to preparing them for socially responsible roles within society.

To differentiate Marywood’s architecture program from that of other competing institutions, we are focusing on **environmental stewardship**⁵ as a pivotal educational concept in our programs—one that we feel permeates the mission, ethos, and pedagogy of the school.

University 2010-2015 Strategic Plan. As noted previously, Goal III of the University’s *2010-2015 Strategic Plan* states: **Align Resources to achieve institutional goals, with a focus on environmental stewardship**. Importantly, the concept of environmental stewardship is to permeate the University as a whole. It should be noted that Marywood University is a member of the USGBC. It is also a member of the Association for the Advancement of Sustainability in Higher Education (AASHE). The Dean of the School serves on the Steering Committee of the local chapter within the Central Pennsylvania Chapter of the USGBC.

E. Architecture Education and the Public Good

(XIV) With the University’s goal that students become leaders in service to others and the profession’s expectation that architects are responsible for the health, safety and welfare of those that they serve, students (and faculty) of the School of Architecture have a clear mandate to serve the public good. Through our emphasis on community service, we strongly advocate student participation in projects that serve local organizations, civic institutions, and communities that seek the guidance and expertise of the students and faculty of our School. However, in cases when these entities request that the School provide essentially free “architectural services”, we refrain from undertaking such projects. Students and faculty of the School must undertake such projects only as “learning projects” and not in competition with local professional firms.

By being involved in appropriate projects, students should become inspired to become active and engaged citizens within their community. This kind of civic engagement will ultimately permeate our school as a professional and academic “value” when our faculty develop studio projects or class assignments in this particular light. Civic engagement should become an expectation in our School, for it so aptly embraces the University’s Mission and its emphasis on service leadership.

LEED Accreditation. (XV) Taken in the fifth year, ARCH 452, LEED Accreditation is a 3-credit required course focused on the various subjects of the GA (Green Associates) exam. We emphasize the importance of LEED accreditation for emerging professionals and their responsibilities to the public related to sustainable design practice in general. We believe that students will want this accreditation as an advanced credential when they enter office practice and pursue licensure.

⁵ As defined by the Innovation Action Council of the United States Environmental Protection Agency:

Environmental Stewardship is the responsibility for environmental quality shared by all those whose actions affect the environment.

Everyday more than 300 million Americans make countless choices that can impact our environment. By being an active environmental steward you can reduce those impacts and make a difference in the kind of world we live in today and pass to future generations.

(Reference: <http://www.epa.gov.stewardship>)

The NAAB Five Perspectives. The diagram below summarizes the relationship between student learning goals and development and the NAAB's Five Perspectives. The Roman numerals in each of the "NAAB Five Perspectives" columns refer to those in the preceding text sections.

Summary: Responses to the Five NAAB Perspectives	NAAB Five Perspectives				
Opportunities for Student Learning and Development Related to the Five Perspectives	A. Education and the Academic Community	B. Education and Students	C. Education and the Regulatory Environment	D. Education and the Profession	E. Education and the Public Good
	1. Foster commitment to the principle of environmental stewardship	I XII XIII		X	IV X
	2. Pursue a values-based, holistic curriculum	I II	III, V VI	IX	IV XIV
	3. Understand factors causing accelerated change within the profession		VIII		
	4. Acquire the knowledge and skills needed for professional licensure		XV	VII VIII	
	5. Develop an appreciation for new ideas and challenging viewpoints	III	VI	XI	

I.1.4 Long-Range Planning

Within our University setting, the School of Architecture adheres to the *University Mission*, the *2010-2015 Strategic Plan*, and other campus-wide planning processes. Each College and the School of Architecture must submit a *Board Report* to the University's Board of Trustees three times each academic year (in October, January, and April).

The purpose of these periodic reports is to have each academic unit succinctly outline those specific activities that address the goals and objectives of the University's *2010-2015 Strategic Plan*:

- GOAL I:** Create both academic and physical infrastructure to provide a learning environment that enables students to succeed academically and professionally.
- GOAL II:** Create culturally diverse and global educational experience to educate students to live responsibly in a diverse and interdependent world.
- Goal III:** Align resources to achieve institutional goals, with a focus on environmental stewardship

Since the current *University 2010-2015 Strategic Plan* is an outgrowth of the *University Mission*, the Board Reports serve as an ongoing means of demonstrating each academic unit's progress toward fulfilling the goals and objectives of the *Strategic Plan*. At the same time, if a unit's resources, for example, do not permit achievement of institutional goals, this non-alignment can be specifically addressed when annual unit budgets are being considered. Board Reports are prepared by individual deans and department chairs (program directors in the case of the School of Architecture), and they become an internal means by which a program may evaluate its alignment with the *Strategic Plan* through its various actions and achievements.

Objectives for Continuous Improvement

Our objectives for continuous improvement will focus on the following:

1. Assessment and modification of our curricula as enrollments increase, new faculty are hired, and NAAB requirements are realized
2. Alignment of our program goals with those of the *University Mission* and *Strategic Plan*
3. Maintenance of currency of knowledge and requisite faculty expertise to meet the educational challenges arising from changes in the building industry, regulatory requirements and the complexion of the profession as a whole
4. Assessment of how well our students are being prepared for their professional roles as environmental stewards

School Strategic Plan. In response to the last NAAB Report, we will be developing a DRAFT of a School Strategic Plan during the Summer of 2014. its own internal Strategic Plan. This will have the active participation of students and faculty and should be based on the objectives for continuous improvement noted above. Our intention is to submit a DRAFT PLAN for faculty and student discussion in mid-fall, 2014.

Advisory Board. The School will form an Advisory Board consisting of individuals who can bring creative thinking and proposals relevant to the *School Strategic Plan* and our objectives for continuous improvement. This Board, for example, could examine new relationships between the academy, the profession, and the community and

generate creative goals and objectives so that our programs examine their ultimate directions and impact broadly, meaningfully, and creatively.

Data and Information Sources. The University's Office of Planning and Institutional Research continually tracks information on *Fall Headcount and FTE Enrolled by College, Fall Headcount Enrollment by College and Ethnicity, Headcount Enrollment by College and Gender*, etc.

While this and other institutional data related to attrition rates, for example, is helpful, we are also interested in tracking information such as: the nature of internal transfers; why external transfers are coming to our program; why our students are leaving the program, etc. This University can be useful, but we also need to know more of the reasons the statistics are the way they are for it to be of maximum utility to our planning.

Recruiting and Admissions. In the area of student recruiting and admissions, we would like to track the geographic range of student inquiries, as well as the ratio of inquiries to conversions. In addition, we need to be more proactive in improving our Website and learning more about its effectiveness in the recruiting process. The University Admissions Office continues to do an excellent job recruiting for our degree programs, and we must stay actively involved in the process. Given the workloads of our faculty, this is a demanding challenge of increasing complexity.

Outcomes Assessment Process. As the University develops campus-wide strategies through its *Outcomes Assessment Program* (it now has a new Director of Program Assessment), we will be in a better position to have annual assessments of Program Learning Outcomes. As will be described in Section I.1.5, *Self-Assessment Procedure* of this Report, we feel we are making progress in our internal outcomes assessment process. We feel we are now better prepared to undertake such a process.

NAAB APRs. Finally, our *NAAB Annual Program Reports* will enable us to generate information and provide us with a means by which we can effectively track the nature and effectiveness of our own program goals and objectives.

I.1.5 Self-Assessment Procedures

From the start, we have been focusing on public relations, student enrollments, faculty recruitment, curriculum development, and extensive building renovation. Collectively, these have been intense action modes to get the School up and running. We are still developing an *Outcomes Assessment Process* as part of a University-wide endeavor. With this APR-IC and because an overall institutional self-assessment process is currently being formulated in response to a request by the Middle States Commission on Higher Education (the Institution's accrediting body), the School of Architecture has developed *Preliminary Assessment Matrix* for its B.Arch. program.

We are now better positioned to assess how our programs are progressing toward their goals and how effectively our own objectives relative to our curriculum goals have been formulated. This will be an on-going process, and one that needs to consider additional revisions to our curriculum. The School is always considering potential changes to how we do what we do, and when we do it. Of particular importance, we want to ensure that students understand and value the relationship between courses and studios and the interconnections between knowledge areas as they move from year to year.

A **Preliminary Assessment Matrix** outlining the B.Arch. Program's curriculum goals, anticipated outcomes, and means of assessment is presented below:

School of Architecture: Curriculum Goals, Outcomes, and Assessment Matrix

Goals	Subject	Course	Assignment	Assessment	Average Grade Target	Scored by	Who Collects Data	When Collected	How Analyzed	Dissemination
Goal #1	Critical Thinking	ARCH 110, 111, 113, 120, 123, 124, 210, 214, 220, 224, 310, 313, 320, 410, 420, 450, 451, 452, 453, 460	Design Proj. Exam Presentation Paper	Rubric Answer Key Rubric Rubric	"B" 83-86%	Instructor	Instructor	End of Semester Fall, Spring	Periodic Review % Score Periodic Review Chart	Faculty Mtg.
Goal #2	Representation	ARCH 110, 111, 120, 124, 210, 220, 214, 310, 320, 410, 420, 450, 460	Design Proj. Paper	Rubric Rubric	"B" 83-86%	Instructor	Instructor	End of Semester Fall, Spring	Periodic Review	Faculty Mtg.
Goal #3	Integration	ARCH 210, 220, 310, 320, 410, 420, 450, 452, 460	Design Proj. Presentation	Rubric Rubric	"B" 83-86%	Instructor	Instructor	End of Semester Fall, Spring	Periodic Review	Faculty Mtg.
Goal #4	Technical Skills & Systems	ARCH 310, 312, 313, 320, 322, 410, 411, 420, 421, 450, 451, 460	Design Proj. Presentation Exam	Rubric Rubric Answer Key	"B" 83-86%	Instructor	Instructor	End of Semester Fall, Spring	Periodic Review % Score	Faculty Mtg.
Goal #5	Prof. Responsibilities	ARCH 410, 420, 462	Design Proj. Exam	Rubric Answer Key	"B" 83-86%	Instructor	Instructor	End of Semester Fall, Spring	Periodic Review % Score	Faculty Mtg.
Goal #6	Societal Responsibilities	ARCH 113, 123, 452, 453	Exam Paper	Answer Key Rubric	"B" 83-86%	Instructor	Instructor	End of Semester Fall, Spring	Periodic Review	Faculty Mtg.

This Matrix is based on the current *NAAB Student Performance Criteria (SPC)* and the courses that specifically address them in our B.Arch. curriculum (Please see **APPENDIX B**), along with course outcomes, the assignment to be assessed, and the means of assessment (rubric, answer key, etc.). It also includes the average targeted grade, how the data gets analyzed, and so forth. For purposes of this Matrix, we have grouped the *SPC* into six categories in order to have them relate to our program goals. These categories are:

- **Critical Thinking**

- Representation
- Integration
- Technical Skills and Systems
- Professional Responsibilities
- Societal Responsibilities

Individual Course Assessments. As part of our assessment process, we have also looked at each course offered over the first four semesters of the program (the first two years) and have listed the following for each course:

- Catalog Description
- NAAB Student Criteria Addressed
- Course Goals
- Learning Outcomes
- Assessment Rubric
- Grade Distribution

These Course Forms will become the basis for the assessment process we will begin this fall semester.

Grading Patterns. As part of our assessment process, we have collected data on the grade distribution the Architecture courses. Aware of the potential problems associated with grade inflation, we will track these distributions for all of courses in the B.Arch. track.

Student Course Evaluations. These evaluations continue to be very important factors in rank and tenure considerations for full-time faculty; the re-hiring and rank advancement of part-time (adjunct) faculty; and merit raise considerations. They form a substantive part of each faculty member's annual *Faculty Activity Report (FAR)*. Student course evaluations provide opportunities for students to comment on strengths and weaknesses of the teacher and the course material, organization and relevance.

Student Program Assessment. We are presently exploring the possibility of having each fourth-year, fifth-year and sixth-year student participate in a program assessment process at the completion of their respective years. This idea will be a major topic of discussion for a future faculty meeting, most likely in the Fall.

This should provide us with an additional lens through which to view program curricula in their entirety so that we may address any curriculum shortcomings (as well as noted strengths) that have not been recognized.

Use of Assessment Results. Ultimately, these various means of assessment will enable us to observe teaching effectiveness, to note the appropriateness of course assignments, to gather data related to grade inflation, and to gather pertinent information relevant to the *NAAB Student Performance Criteria*.

Collectively, these self-assessment activities will be very useful in informing our curriculum development, and the goals of our long-range planning.

Part One (I): Section 2— Resources

I.2.1 Human Resources and Human Resource Development

I.2.1A University Policies

EEO/AA Policy Initiatives. Marywood University is an Equal Opportunity and Affirmative Action Employer. All *Applications for Employment* at Marywood include the following statement:

Marywood University is an equal opportunity employer that does not discriminate on the basis of race, creed, religion, sex, national origin, age, disability, liability for service in the United States Armed Forces, ancestry, or any other characteristic protected by federal, state or local law in the administration of any of its educational programs or activities; including admissions, or with respect to employment.

Marywood University will make a reasonable accommodation to known physical or mental limitations of a qualified applicant or employee with a disability unless the disability would impose an undue hardship on the operation of the University.

(Reference: <http://www.marywood.edu/about/employment/info.html>)

Faculty Appointment, Promotion, and Tenure.

For Appointment Policies and Procedures, see:

<http://www.marywood.edu/facultyhandbook/detail.html?id=178816&crumbTrail=Contractual%20Agreements%20with%20Faculty%20Members&pageTitle=Faculty%20Handbook:%20Contractual%20Agreements%20with%20Faculty%20Members>

For Rank and Tenure Policies and Procedures, see:

<http://www.marywood.edu/policy/detail.html?id=166948&crumbTrail=Administrators%20with%20Rank%20and%20Tenure&pageTitle=Policies%20and%20Procedures%20Manual:%20Administrators%20with%20Rank%20and%20Tenure>

I.2.1B Architecture Program: Faculty

During the summer of 2009, the Founding Dean of the School of Architecture conducted a national search for the first tenure-track member of the architecture faculty. This process also involved the input of two full-time (*per annum*) faculty in the Interior Architecture/Design Program—the degree program that was moved to the School of Architecture when it opened.

With the hiring of our first tenure-track faculty member in Architecture, and two adjunct faculty members, we welcomed our first cohort of 49 Architecture freshmen in fall, 2009. Because of the nature of the curriculum, our staffing needs were then limited to the Foundation Design studios, as all other (Core curriculum) courses were taught by faculty in the college of Liberal Arts and Sciences. One of the full-time faculty who had been teaching in the Interior Architecture/Design Program also taught one of the sections of the Foundation Design Studio.

In the summer of 2010, two additional tenure-track architecture faculty were hired, along with additional adjunct faculty, to teach Design Studios and courses in Digital Media. For the current 2011-2012 academic year, we have increased the number of adjuncts to teach both design studios and courses. We are currently in the process of hiring two new full-time, tenure-track faculty member – one for the 4th-year, and one for M.Arch. post-professional to teach in the Architecture Program. Importantly, these new faculty hires will enable us to reduce faculty advising loads (currently excessive), increase our presence on University committees, and heighten our involvement in regional, national and international conferences. These new positions again

demonstrate the University Administration's strong financial commitment to the School as we structure new educational opportunities for our students. We are presently completing a search for two new tenure-track faculty and will therefore have seven full-time, tenure-track faculty.

As our students require professional courses in *Structures*, *Environmental Systems*, and *Building Assemblies*, we will continue to add adjunct faculty members to teach these courses (unless they are covered by full-time or *pro rata* faculty).

Because our original *pro forma* was based on an incoming class of 20-30 freshmen Architecture students and we enrolled 49 students in Architecture for our inaugural class, our revenue stream has been more than what was anticipated. Consequently, institutional resources for our program (in addition to monies spent on Phase I and Phase II of our building renovation) have been strong and consistent.

Faculty Workloads. Tenure-track faculty in the School of Architecture typically teach one 6-credit design studio and one 3-credit course each semester. Six-credit studios (all above the first year) meet three afternoons per week, for an equivalent of 12 hours/week. We have created a studio structure in which faculty engage students in one-on-one tutorials, small group discussions, and studio-wide pin-ups to review work. This structure has spawned active student engagement in the exchange of ideas, resulting in students becoming involved participants in their education. The Director of the Architecture and Interior Architecture Programs are each given a course reduction in recognition of their additional administrative workload.

With courses such as ARCH 312 and 322, *Structures I and Structures II*, we have switched to smaller classes meeting twice a week in order to promote more versatile and effective teaching/learning options for teachers and students. We will continue this format in later courses such as *Environmental Systems I* and *Environmental Systems II* in the 4th year.

Faculty Development. The University maintains a **Faculty Development Fund** to support faculty development activities. Once a faculty member submits an application for funding, it is reviewed by a Faculty Development Committee, and funding (in varying amounts) may be awarded if the faculty proposal is deemed meritorious. Individual academic units typically augment these awards from department funds. 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.

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

Financial support for faculty projects (particularly those involving research with students) is also available through the **Marywood University Planning Advisory Council (MPAC)** and through the Office of Research and Sponsored Programs.

Faculty Activities. Despite our small size, both full-time and part-time faculty have been highly productive with regard to Teaching, Scholarship and Service. Although Marywood is not a Research I University, our faculty have worked diligently to attend and present papers at conferences, to publish, apply for grants, participate in community service projects, and undertake research through their own professional work.

Presentations, publications, conference attendance and visiting design critic roles at other institutions by faculty of the School of Architecture enhance the University's reputation while providing opportunities to share research and scholarship and bring educational/professional viewpoints to a variety of audiences at local, regional, national and international venues. Of note, many of the presentations made by our faculty describe experiments in pedagogy and present the work of Marywood students to national and international audiences.

A. Grants, Awards and Publications:

- **Russell Roberts**, AIA, Instructor, Architecture has been chosen to receive the **2013 Gottfried Csala Volunteer Award from the Wyoming Valley Chapter of Habitat for Humanity**, "given to an individual who has made an outstanding contribution to Habitat during the past 12 months by volunteering their technical, business or professional knowledge" (Spring, 2013)
- **Brian Szymanik**, Visiting Assistant Professor of Practice, **received the 2013 Young Architects Award from the Philadelphia Chapter of the American Institute of Architects**; "the award is presented annually to a registered architect between the ages of 25 and 39, who displays excellence and promise of future merit in design excellence, practice, education, or service". (2013)
- **Dean Gregory K. Hunt**, FAIA, Professor of Architecture, was named the **2009 William C. Noland Medalist**, the highest honor bestowed upon a member of the Virginia Society of the American Institute of Architects. "The award recognizes architects who have established a distinguished body of accomplishments, sustained over time, which spans a broad spectrum of the profession and transcends the scope of normal professional activities." (11.6.09)
- **Kevin Wyllie**, Assistant Professor, Interior Architecture and Director of the Interior Architecture Graduate Program, **received a grant from the Illuminating Engineering Society (IES)** to attend a *Teachers of Lighting Workshop* in Peachtree City, GA. (6. 14-16. 2013)
- **Kevin Wyllie**, Assistant Professor, Interior Architecture and Director of the Interior Architecture Graduate Program, also received a \$2,000 *Murray Award for Research and Development* from Marywood in June to develop design prototypes for his "Coyote Wall System". (6, 2013)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, and Dr. Ulrike Altenmüller, Assistant Professor of Architecture at the School of Architecture at Drexel University, Philadelphia, PA., co-published their **translation of Bruno Taut's 1919 seminal essay, "The City Crown,"** in the Fall issue of the peer- reviewed **Journal of Architectural Education (JAE)** (2009)
- **Gregory K. Hunt** was appointed to the **Board of Directors of the Scranton Public Library** by the Greater Scranton Chamber of Commerce. He has also been appointed **Chair of the Library's Building Committee** (April, 2012)
- **Joe Gluba**, Assistant Professor, Architecture, was awarded an **\$8,000 Marywood University Research Grant (RIF)** for his proposal **Using Design to Integrate Solar Panels Into Architecture**. The project is investigating the integration of photovoltaic panels into existing architecture. Troy Varner, a Third-Year Architecture student assisted Prof. Gluba with this research. (Fall, 2011)

- **Prof. Gluba** received an additional **\$3,000 Marywood University Research Initiation Fund Grant** (RIF) for 2012-2013 to continue his **Solar Leaves Project** research (Fall, 2012)
- **Maggie Mcmanus**, M.Arch., Assistant Professor, Architecture, has been appointed to serve a three-year term on **the Board of the Northeast Pennsylvania Chapter of the American Institute of Architecture**. (2013-16)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, and **Joe Gluba**, Assistant Professor, Architecture received an **\$1,800 grant from the Lackawanna County Department of the Arts and Culture** to their installation, "Reconstructing Scranton", installed in a vacant storefront in downtown Scranton for a *First Friday* event. (Spring, 2012)
- **Joe Gluba**, Assistant Professor, Architecture, had his architectural design work featured in the new book Mobile Architecture, recently published by Damdi Publishing Co., Seoul, South Korea. (Spring, 2011)
- **James Eckler** Assistant Professor, Program Director, Architecture, published his book Language of Space and Form: Generative Terms for Architecture (John Wiley and Sons) (4, 2012)
- **James Eckler** Assistant Professor, Program Director, Architecture, co-authored the book Introduction to Architecture, with noted textbook author Francis D.K. Ching; (Hoboken, NJ; John Wiley and Sons, 2012); Prof. Eckler served as both co-author and editor for this publication.
- **Matthew Mindrup**, PhD., Assistant Professor, Architecture, is editing a publication *The Material Imagination: Reveries on Architecture and Matter* ; this forthcoming anthology of writings is currently being reviewed by Ashgate Publishing for a 2014 publication date (2013)
- **Kate O'Connor**, Assistant Professor, Architecture, had her paper, **"When Pigs Fly: A HAUS for Duncan and Nugget"**, published in the Proceedings of **2012 National Conference on the Beginning Design Student** at Pennsylvania State University, College Station, PA (3, 2012)
- **Michael Muller**, RA, Adjunct Instructor, Architecture, and **Ruth Koelewyn**, Adjunct Instructor, Architecture, are members of the **Pop-Up Studio**, recipient of a **\$2,250 grant from the Lackawanna County Department of Arts and Culture** for the creation of interactive artworks in downtown Scranton. (1. 2012)
- **Kevin Wyllie**, AIA, Assistant Professor, Architecture/Interior Architecture has been appointed a **CIDA site visitor** to evaluate professional Interior Architecture standards for certification of Interior Architecture/Design programs. (4, 2012)
- Photographs of **Kevin Wyllie's** professional commercial Interior Architecture work were published in **Space Planning for Commercial Interior Design**, a major professional publication by Marylou Baker, AIA. (5, 2012)
- **Brian Szymanik** was engaged by the American Institute of Architects (AIA) National Component as a consultant to perform an environmental scan of the membership and leadership of the AIA on behalf of the Institute's Strategic Alliances and Initiatives Unit in Washington D.C. The scope of work for this effort culminated in a

White Paper that details the AIA's official position for the National Architectural Accreditation Board's (NAAB) 2013 Accreditation Review Conference (ARC). (1, 2013)

- **Patrick Martin**, *per annum* Instructor, Architecture, co-authored and co-presented (with Prof. Joe Gluba) a paper, "*Full-scale Making with a Focus on Process rather than Product*" at the **National Conference on the Beginning Design Studio** held at Temple University, Philadelphia, PA. (4.11-13.13)
- **Brian Szymanik**, AIA, LEED AP, NCARB, Visiting Assistant Professor of Practice, Architecture; Principal, MAKE. architecture and planning, Philadelphia, PA, had an article, "NKCDC Rebrands and Redefines East Girard Street" published in *Flying Kite Media*, Philadelphia. (9.24.13)

B. Faculty Paper Presentations

- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, presented his paper, "Re-exposing the Cultural Cosmos through Assemblage in Architecture", at **the 2009 Southwest American Collegiate Schools of Architecture (ACSA) Conference** in Albuquerque, New Mexico (10, 2009)
- **Dean Gregory K. Hunt**, FAIA, M.ARCH., Professor of Architecture, lectured at **Wilkes University**. The lecture, entitled "Ethical Building", was presented to Dr. Ellen Raineri's classe in Social Responsibility and Business Ethics in the Jay Sidhu School of Business and Leadership. (3.19.10)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, presented his paper entitled "Drawing Desire: Edifying Fractures in the Design of the Valser Therme" at the **2009 "Interstices Under Construction Symposium: The Traction of Drawing"**, held at the University of Auckland, New Zealand (11.15.09)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, delivered his peer-reviewed paper "Drawing Desire: Edifying Fractures at the Valser Therme" at the **2010 "Constructing Imagination" Conference** held at Virginia Tech's Washington-Alexandria Center in Alexandria, VA. (1, 2010)
- **James Eckler**, Assistant Professor, Program Director, Architecture, presented a paper, **Imperatives of Craft: Making in Beginning Design as it Prefigures Urban Response** (co-author: Karl Wallick, Assistant Professor at the University of Wisconsin, Milwaukee) at the **EAAE/ARCC: Cities in Transformation International Conference on Architectural Research**, Milan Italy (double blind peer review) (6.9.12)
- **James Eckler**, Assistant Professor, Program Director, presented a blind peer-reviewed paper, **The Unplanned City: Preserving Place through Urban Making**, at the **2012 ACSA International Conference - Change: Architecture, Education, Practices**, held in Barcelona, Spain (6.9.12)
- **James Eckler**, Assistant Professor, Program Director, presented a double-blind peer-reviewed paper (co-author: Karl Wallick, Assistant Professor at the University of Wisconsin, Milwaukee), **Imperatives of Craft: Pedagogies for Emerging Technologies** at the **2012 CHANGE, Architecture, Education, Practices ACSA International Conference** held in Barcelona, Spain (6.9.12)
- **James Eckler**, Assistant Professor, Program Director, presented a blind peer-reviewed paper (co-author: Karl Wallick, Assistant Professor at the University of Wisconsin, Milwaukee), **Thinking**

Manually, Working Digitally, at the CHANGE, Architecture, Education, Practices **2012 ACSA International Conference** held in Barcelona, Spain (6.9.12)

- **James Eckler**, Assistant Professor, Program Director presented a paper (co-authored with **Stephen Garrison**, *per annum* Assistant Professor, Interior Architecture), ***Making and Inquiry: Cultivating Process for the First Year Student***, at the End of/ In the Beginning: Realizing the Sustainable Imagination at the **2012 National Conference for the Beginning Design Student**, Pennsylvania State University, College Station, PA (3, 2012)
- **Gregory K. Hunt**, M.Arch., FAIA, Dean and Professor, Architecture, presented a lecture, ***Mid-Century Modernism*** on July 28th at **The National Building Museum** in Washington, D.C. This was concluding lecture in the Museum's Summer Lecture Series entitled *Three Movements in Architecture*. (7.28.12)
- **Matthew Mindrup**, PhD., Assistant Professor, Architecture, presented a paper, "Bauhaus Exercises on the Material Imagination" (blind peer-reviewed) at ***The Immaterial Materialities: Materiality and Interactivity in Art and Architecture Conference*** hosted by the University of Technology Sydney, in Sydney, Australia. (11.28-30,12)
- **Brian Szymanik**, AIA, LEED AP, NCARB, Visiting Assistant Professor of Practice, Architecture, made a presentation, ***"The Future of Architecture Practice + How Education Should Respond: Findings and Suggestions from an Environmental Scan of the Institute"*** in Preparation for the NAAB's 2013 ARC "(Accreditation Review Conference) (12.30.12)
- **Brian Szymanik** made a presentation, ***"The Future of Architectural Practice + How Education Should Respond"***, at the **Leadership Assembly of the American Institute of Architects** in Seattle, WA. (8.9.12)
- **Dean Gregory K. Hunt**, FAIA, Professor of Architecture, was one of three Keynote Speakers at the **Second Annual Faculty Symposium** sponsored by the Institute for Public Policy & Economic Development and held at Marywood University (4.2.09)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, presented his paper, ***"The Mertz Mill and the Cathedral of the Future"***, at the **2010 Creating & Making Forum** held at the University of Oklahoma. (11/2010)
- **James Eckler** Assistant Professor, Program Director, Architecture, presented a paper (co-author: Karl Wallick, Assistant Professor at the University of Wisconsin, Milwaukee), ***Rationalization and Reconciliation***, at the **2011 National Conference on the Beginning Design Student** in Lincoln, NE (3, 2011)
- **Dr. Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, presented his paper, ***"Assembling the Architectural Imagination: The Changing Role of the Physical Model as Nexus Between Architect and Idea"***, at the **2011 Association of Collegiate Schools of Architecture (ACSA) Conference** in Houston, Texas. (10.7-10.9, 2011)

- **Joe Gluba**, Assistant Professor, Architecture, presented a paper, “*Designing at the Scale of Individual Experience*”, at the **2012 IE (Interior Educators) International Conference** in London, England (3, 2012)
- **James Eckler** Assistant Professor, Program Director, Architecture, co-presented the paper, “***Making and Inquiry- Cultivating Process for the First Year Student*** ” at the **2012 National Conference on the Beginning Design Student** held at Penn State University, College Station, PA.; co-presenting was **Stephen Garrison**, *per annum* Assistant Professor, School of Architecture, Marywood University, Scranton, PA. (3, 2012)
- **James Eckler** Assistant Professor, Program Director, Architecture, presented a paper (co-author: Karl Wallick, Assistant Professor at the University of Wisconsin, Milwaukee), “***Rationalization and Reconciliation***”, at the **2011 National Conference on the Beginning Design Student** in Lincoln, NE (3, 2011)
- **Kate O'Connor**, Assistant Professor, Architecture, presented a paper, “***Sustaining Through Design Curriculum***”, at the **2011 National Conference on the Beginning Design Student** in Lincoln, NE (4, 2011)
- **Matthew Mindrup** Ph.D., Assistant Professor, Architecture, was the **Keynote Speaker at the 2011 Poetics of Construction International Conference**, held in Shanghai, China. The title of Dr .Mindrup’s presentation was “***Drawing and the Resistance of Fractures at the Valser Thermae***”. (11.5 – 11.7, 2011)
- **Dean Gregory K. Hunt**, FAIA, Professor of Architecture, presented a lecture, ***Museums as Civic Architecture: A Global Perspective***, as part of the University of Scranton’s Schemel Forum. Scarnton, PA. (10.25.11)
- **Dean Gregory K. Hunt**, FAIA, Professor of Architecture, presented a lecture, ***Ethical Building***, as part of the 10th Annual Forum and Conference on Ethical Leadership and Corporate Responsibility held at Marywood University (3, 2012)
- **Matthew Mindrup** Ph.D., Assistant Professor, Architecture, presented his paper, “The Mertz Mill and the Cathedral of the Future” at the **2010 Creating_Making Forum** held at the University of Oklahoma, Norman, OK (11, 2010)
- **James Eckler**, Assistant Professor, Director, Architecture, presented a paper titled “***Digital Serendipity: Making and the Digital Hand***” at the **2013 National Conference on the Beginning Design Student** hosted by Temple University, in Philadelphia, PA (April 10-12); the paper has been co-authored with **Reagan King**, Adjunct Faculty, Architecture and Interior Architecture (4.10-12,13)
- **Stephen Garrison**, *per annum* Assistant Professor, Interior Architecture, presented a refereed paper titled “***Making and Inquiry: Craft Pedagogy for Beginning Design***”, co-authored with **James Eckler**, Assistant Professor, Director, Architecture. The paper was presented at an international conference in Nottingham, England. (4.5.13)

- **Joe Gluba**, M.ARCH., LEED AP, R.A., Assistant Professor, Architecture, presented a paper at the **National Conference on the Beginning Design Student** hosted by Temple University, in Philadelphia, PA. (4.10-12.13)
- **Brian Szymanik**, Visiting Assistant Professor of Practice, presented a paper, "Planning for the Future of Education and Practice" at the 2013 National AIA Convention in Denver, CO. (6.21.13)
- **Dean Gregory K. Hunt**, FAIA, Professor, Architecture, presented a lecture, "*Mid-Century Modern: Design for Modern Living*" as part of the University of Scranton's **World Affairs Luncheon Seminars** sponsored by the Schemel Forum. (3.21.13)
- **Kevin Wyllie**, M.ARCH., AIA, NCIDQ, LEED AP, Assistant Professor, Interior Architecture, and Director of the Interior Architecture Graduate Program, presented a lecture titled "*Finding Reverse To Go Forward: Learning to Question Fashion Before We Build*" at The George Mason School of the Arts on February 28. The lecture was part of the School's Spring lecture Series, *Visual Voices*.
- **James Eckler**, M. ARCH., M. Sc., Pedagogy, Assistant Professor, Architecture and Director of the Architecture Program, co-authored and co-presented a paper titled "**Actions: the Making of Place**" at the **National Conference on the Beginning Design Student** hosted by Temple University, in Philadelphia, PA.; the paper was co-authored and co-presented with **Reagan King**, Instructor, Architecture. This paper was also published in the Conference Proceedings, *Digital Serendipity: Making and the Virtual Hand*. (4.11-13.13)
- **Kate O'Connor**, M.ARCH., Assistant Professor, Architecture, presented a paper, "Footloose : A Transformation of Space" at the "**Knowing by Designing**" **International Conference** held at the Saint-Lucas School of Architecture in Ghent-Brussels, Belgium). (5.22-23.13)
- **Matthew Mindrup**, PhD., Assistant Professor, Architecture, has had his paper, "The Merz-Mill and the Cathedral of the Future", published in **Interstices 14**, a peer-reviewed paper submission. (11,2013)
- **Brian Szymanik**, AIA, LEED AP, NCARB, Visiting Assistant Professor of Practice, Architecture; Principal, MAKE. architecture and planning, Philadelphia, PA, made a presentation entitled "**Corridor Realities**" at the **Good Design is Good Business Conference** as part of the Design Philadelphia Festival. His presentation addressed his firm's design of commercial corridors. His presentation was sponsored by AIA Philadelphia, the Community Design Collaborative, and the Philadelphia Chamber of Commerce. (Fall, 2013)
- **Patrick Martin**, *per annum* Instructor, Architecture, and **Andrew Doyle**, Instructor, Architecture, co-wrote and co-presented the paper, "**Material Assemblies : Alternative Methods for Active Assimilation**" at the **2014 National Conference for the Beginning Design Student: Materiality: Essence and Substance** at the Illinois Institute of Technology, Chicago, Il. (4.6.14)
- **Kate O'Connor**, Assistant Professor, Architecture, and **Margaret McManus**, M.Arch., LEED AP, NCARB, RA, Assistant Professor, Architecture, co-authored and co-presented the paper, "**Inducing Ingenuity: The Cardboard Catwalk**", at the **2014 National Conference for the Beginning Design Student: Materiality: Essence and Substance** at the Illinois Institute of Technology, Chicago, Illinois, (4.5.14)

- **Kate O'Connor** presented a paper ***"Social Responsible Architecture- Humanity Revisited"*** at the ***2014 Annual Conference of the Humanities, Research and Education Association*** in Washington, D.C. The paper presented a Marywood class project constructed by students in the Structures I class. (4.14.14)
- **Brian Szymanik**, M.ARCH., AIA, LEED AP, NCARB, Visiting Assistant Professor of Practice, Architecture; Principal, MAKE. architecture and planning, Philadelphia, PA, presented a lecture, ***"Make No Small Plans..."*** at Temple University's Tyler School of Art for the Architecture Program's Spring 2014 Lecture Series (March 27, 2014).
- **Kate O'Connor**, Assistant Professor, Architecture, exhibited a poster, ***"Footloose: A Transformation of Space"*** (double-blind peer-reviewed) at The 2013 National Conference on the Beginning Design Student at Temple University, Philadelphia, PA (4, 2013)
- **Margaret McManus**, Assistant Professor, Architecture, co-authored and co-presented a paper (with **Kate O'Connor**, Assistant Professor, Architecture), ***"Inducing Ingenuity: The Cardboard Catwalk"*** at the ***Eighth International Conference on Design Principles and Practices***, held in Vancouver, BC (1.17.14)
- **Miguel Calvo Salve**, Assistant Professor, Architecture, presented a paper, ***"Restoration/Reconstruction. Small Historic Centers in the Midst of Change"*** at the ***EEAE IV 9th International Masonry Conference*** held in Rome, Italy (10, 2013)
- **Kate O'Connor**, Assistant Professor, Architecture, delivered a paper, ***"Architecture as a Vessel: Exploring Design with Diptych and Entourage"*** at the ***2013 National Conference on the Beginning Design Student*** , Tyler School of Art, Temple University, Philadelphia, PA (4, 2013)

C. Other Faculty Activities

- **Joe Gluba**, Assistant Professor, Architecture, continued his ***"Solar Leaves" funded research project***; importantly, the project involves a research position for 4th-year Architecture student Eric Schnell. (Spring, 2012)
- **Dean Gregory K. Hunt, FAIA** served as a ***Guest Design Critic*** for the First-Year Design Studio Project Reviews at Drexel University's School of Architecture (4.27.09)
- **Brian Szymanik**, AIA, Visiting Assistant of Practice, was engaged by the American Institute of Architects (AIA) National Component as a consultant to perform an environmental scan of the membership and leadership of the AIA on behalf of the Institute's Strategic Alliances and Initiatives Unit in Washington D.C. The scope of work for this effort culminated in a ***White Paper*** that details the AIA's official position for the ***National Architectural Accreditation Board's (NAAB) 2013 Accreditation Review Conference*** (ARC). (2013)
- **Brian Szymanik**, AIA, Visiting Assistant of Practice, Architecture, continued his research work for the American Institute of Architects (AIA) National Component on behalf of the Institute's Strategic Alliances and Initiatives Unit in Washington DC. His research focuses on material related to the National Architectural Accrediting Board's (NAAB) 2013 Accreditation Review Conference. (Spring, 2012)

- **Brian Szymanik**, AIA, Visiting Assistant of Practice, Architecture, **served as a Focus Group Moderator** of "What is the Future of Architectural Practice + How Should Education Respond?" Panel at the **AIA Knowledge Leadership Assembly** held in Seattle, WA. (8. 9-10, 2012). He also moderated a panel focusing on the same topic at the **2012 AIA National Convention** in Washington, D.C. (5. 17-5.19, 2012)
- **Brian Szymanik** ,AIA, Visiting Assistant of Practice, Architecture served as **Co-Host** of an AIA National June 2012 Twitter Chat (@AIANational) Washington D.C. (6.6.12)
- **Patrick Martin** also served as a **Guest Design Critic** at the Columbia University GSAPP for the *Intro to GIS* course (4, 2013); he was also a **Guest Design Critic** at NJIT's **College of Architecture and Design** for Design Studio VI (4, 2013); and he served as a **Guest Instructor** at Norwich University's School of Architecture for the Sketch Studio held in Quebec City. (5.19-26.13)
- **Prof. Szymanik** served as **Guest Design Critic** at Temple University's Tyler School of Art's Advanced Architectural Design Graduate Design Studio (12. 3.13.)
- **James Eckler** served as a **Guest Design Critic** at the M.Arch Summer Studio (first year graduate students) at the School of Design, Department of Architecture, University of Pennsylvania, Philadelphia, PA (8.19.12)
- **Brian Szymanik** AIA, Visiting Assistant of Practice, Architecture made a presentation to the **Board of Directors of the American Institute of Architects**, "The Future of Architectural Practice + How Education Should Respond: Findings and Suggestions from an Environmental Scan of the Institute in Preparation for the NAAB's 2013 ARC." in Santa Fe, NM. (9.15.12)
- **Kevin Wyllie**, AIA, NCIDQ, LEED AP, Assistant Professor and Director of the Interior Architecture Graduate Program, has been appointed for a one-year term to serve as a **writer for the 2014 NCIDQ Exam (2013)**
- **Brian Szymanik's firm** was cited in an article, "When a Street Becomes a Neighborhood", by the Local Initiatives Support Corporation (LISC), in Philadelphia, PA, <http://www.lisc.org/content/article/detail/21313>
- **Kate O'Connor**, Assistant Professor, Architecture, was a participant in a **Service Learning Conference** held at Wilkes University, Wilkes-Barre, PA (11.19.13)
- **Kevin Wyllie**, AIA, NCIDQ, LEED AP, Assistant Professor and Director of the Interior Architecture Graduate Program Interior Architecture, **served as one of three team members on a CIDA (Council for Interior Design Accreditation) Team Visit** to Kansas State University over four days to evaluate renewed accreditation of the School's Interior Architecture Program (Fall, 2013)
- **Kate O'Connor**, Assistant Professor, Architecture, was a **Guest Design Critic** at the Graduate Housing and Development Studio at Columbia University's School of Architecture (Summer, 2012)
- **Kate O'Connor**, Assistant Professor, Architecture, was a **Guest Design Critic** at the Third-year Housing Studio at the New Jersey Institute of Technology's School of Architecture (Fall, 2012)

- **James Eckler**, Assistant Professor, Program Director, Architecture and **Joe Gluba**, Assistant Professor, Architecture represented the School of Architecture at **Leadership Lackawanna's STEM** (Science-Technology-Engineering-Math) **Career Day** for high school students at the Scranton Cultural Center (5.7.12)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, had four of his collages exhibited at the **2010 Constructing Imagination" Conference** held at Virginia Tech's Washington-Alexandria Center in Alexandria, VA (1.2010)
- **Joe Gluba**, Assistant Professor, Architecture, attended the **99th ACSA Annual Conference** in Montreal, Canada, where he attended several presentations related to digital fabrication, the subject of his on-going research. (3.3.11)
- **Stephen Garrison**, *per annum* Assistant Professor, Interior Architecture, attended the **Annual Interior Design Educators Council (IDEC) conference** in Atlanta, Georgia and participated in workshops related to our Interior Architecture/Design programs' potential for applying for CIDA accreditation academic year. (Fall, 2010)
- **Stephen Garrison**, *per annum* Assistant Professor, Interior Architecture, had one of his paintings selected by jury process for the **2010 NEPA Biennial Regional Juried Art Exhibition**. Prof. Garrison's work was also exhibited at the University of Scranton (Fall, 2010)
- **James Eckler**, Assistant Professor, Program Director, Architecture, was a **Guest Design Critic** for the Foundation Architecture Design II (Second-Year) Studios at the Tyler School of Art, Architecture Department, at Temple University in Philadelphia. (6.9.12)
- **Dean Gregory K. Hunt**, FAIA was invited by the Honorable Thomas I. Vanaskie, United States Court of Appeals for the Third Circuit of Pennsylvania, to present **remarks at an event honoring Peter Q. Bohlin, FAIA**, the 2010 recipient of the Gold Medal of the American Institute of Architects, the profession's highest honor. The event was held in the United States District Courthouse in Scranton, one of Mr. Bohlin's major civic projects (Spring, 2010)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, **reviewed the publication Bauhaus to Ecohouse: A History of Ecological Design** by Peder Anker (Louisiana State University Press) for HNet Academic Announcements (2010)
- **Dean Gregory K. Hunt**, FAIA, Professor of Architecture, was a panelist at the **2009 Go Green Business Summit**, a program hosted by the Greater Scranton Chamber of Commerce and held in Marywood University's Nazareth Hall Student Center. (11.17.09)
- **Dean Gregory K. Hunt**, FAIA worked with University Trustee Mary Ellen McDonough to assist the **Divine Mercy Parish in Scranton** in defining potential uses for three non-operational church properties and the disposition of their religious artifacts. (Spring, 2010)
- **Dean Gregory K. Hunt**, FAIA, Professor, Architecture served as a juror for the Architectural Excellence Award given at the **2012 Northeast Pennsylvania Bridge Building Competition** in Dickson City, PA. The Award was

sponsored by Marywood's School of Architecture. **Tina Merli**, P.E., Adjunct Assistant Professor in the School of Architecture, also served as a judge for the Award. (2, 2012)

- **James Eckler**, Assistant Professor, Architecture, served as a **Guest Design Critic** for First Year Design Studio projects at the University of Cincinnati School of Architecture, Cincinnati, OH. (Fall, 2011)
- **Joe Gluba**, Assistant Professor, Architecture, and **Ruth Koelweyn**, Instructor, Architecture, have been appointed to the Young Professionals Auxiliary Board of the **United Neighborhood Centers of Northeastern Pennsylvania** (Fall, 2012)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture was a **Guest Design Critic** on the Fifth Year Thesis reviews at The Penn State University School of Architecture, University Park, PA (12.8.12) ; as a **Guest Design Critic** (Diploma Reviews) at The Bartlett School of Architecture, London, UK (12.14.12) ; and as a **Guest Design Critic** (Second-year Design Studios) at The University of Westminster School of Architecture, London, UK. (12.15.12)
- **Joseph Gluba**, RA, LEED Green Associate, Assistant Professor, Architecture, was a **Guest Design Critic** on the Architecture Thesis Design Reviews at Temple University in Philadelphia on April 21st. (4.21.12)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture served as a **Guest Design Critic** for third-year final reviews at the Pennsylvania State University. (4.23-24.13)

Greater Expectations Program. In the spring semester of their first year of service at Marywood, all tenure-track faculty are required to participate in a 14-week "Greater Expectations" program for three hours per week.

Faculty from various University departments (many from the Reap College of Education and Human Development) hold workshops and seminars on subjects ranging from "Writing Across the Curriculum" and "Outcomes Assessment Procedures" to "Improving Student Critical Thinking Skills".

New faculty are given a one-course reduction to participate in this faculty development program. This experimental program has been funded with MPAC money.

Additional opportunities for faculty development include:

- the annual submission and review of *Faculty Activity Reports* with the Dean
- participation in computer workshops given by University Office of User Support Services (these are given throughout the academic year, including the summer, and provide presentations on: the Microsoft Office Suite; web page development tools; specialized art, business, education, music and science software; SPSS (the statistical package); and Moodle and other teaching programs.

I.2.1C Architecture Program: Staff

Administrative Assistants. While the search for our first tenure-track faculty member in Architecture was underway, we opened a search for an Administrative Assistant who would serve as the initial staff person in the School. She currently serves as the Dean's Assistant, but has also assumed many clerical responsibilities to serve

all faculty and students in the School. With completion of Phase II of our building conversion, growing enrollments, and increased faculty in the School, we now have a new first-floor front office supervised by a secretary/receptionist, a recent hire to expand our staff support for both students and faculty. In addition to this receptionist, we may soon need an additional administrative assistant to serve our two Program Directors as enrollments grow and we add more faculty.

Shop Manager. Our shop facilities are now three times as large as they were before the completion of Phase II of our building renovation. With this increase in space and accompanying equipment, along with a growing student body, the Vice-President for Academic Affairs supported our hiring a new staff person to serve as Shop Manager/Technician.

Because we encourage student use of the shop facilities as an important means of design and material investigation, student use of these new spaces has increased significantly, requiring more stringent oversight, safety procedures and training on individual machines. Hired over the past summer, our new Shop Manager has been a major addition to our School. As this year's 3rd-year design studios have pursued a Design-Build project in the fall, this new staff hire is timely. However, as mentioned in the NAAB's Report issued after its first visit for candidacy, we need to consider hiring a second person to monitor the shop and extend its hours of operation to safeguard increased shop safety.

I.2.1D Architecture Program: Students

Student Admissions. Most students enrolling as first year students do so in the fall semester, are recent secondary school graduates, and apply for admission between the completion of the junior year in high school and before completion of the senior year (usually in the fall of their senior year). Marywood has rolling admissions and applications may be made at any time, but consideration of an application received after March 1st is influenced by the space available in the class and in the residence halls.

Applications for admissions to the School of Architecture are sent directly to the University's Office of Admissions. The following materials are required for admissions:

- An official transcript, including the candidate's class rank when possible
- One letter of recommendation from the candidate's guidance counselor. Additional letters from teachers, friends, family members, or other individuals familiar with the candidate's background/work are welcomed
- Official scores from the College Board's SAT or from the American College Testing Program's ACT. The candidate should take the SAT or ACT in the spring of their junior year and/or in the autumn/winter of the senior year
- An official report of the scores from the General Education Development Test (GED) if applicable

If the primary language of the candidate is not English and previous formal education was not in English, an official score report of the Test of English as a Foreign Language (TOEFL) or the English language Testing System (IELTS) is required. For additional admissions procedures, see <http://mymarywood.com/home/apply.html>. For general admissions to graduate programs, please see:

<http://gogradmarywood.com/home/applying/applying-masters.html>

The Office of Admissions does invite prospective students to visit the campus. Although it does not require an admission interview, it strongly encourages them. Most prospective students for the School of Architecture choose to visit the campus and tour the School with a member of our faculty. Given the nature of our new facilities and our programs, such a visit is typically very beneficial with regard to our enrollments.

Architecture Program Admissions and Matriculation Requirements. For entering freshmen, a minimum SAT score (Math and Critical Reading) of 1000 and a QPA of 3.0 (on a 4.0 scale) are generally required for admission to the B.E.D.A. program. A portfolio of creative work may be submitted, but it is not currently required for entering first-year students.

A minimum QPA of 2.50 is required in any of these degree tracks for any student to be in good academic standing. In addition to fulfilling general admissions requirements, **candidates seeking admission to the School of Architecture must meet special admissions standards that have been established since the School was founded.** These include: minimum SAT scores of 500 in both Critical Reading and Math, a GPA of 3.0, and an academic ranking in the upper half of their high school class.

Transfer students. Students who have demonstrated satisfactory performance at another college or university may apply for admission as a transfer student. Academic courses presented for transfer must be assessed by the School's Director of the Architecture Program in the case of students seeking an Architecture degree, or the Director of the Interior Architecture/Design Program in the case of students seeking an Interior Architecture/Design degree.

In these cases, the Program Directors assess the course content and objectives when reviewing those courses for which transfer credits are being requested. 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 who wish to transfer into the B.E.D.A. degree track from another program within Marywood or from other institutions must have a 3.0 overall QPA on a minimum of 12 credits. If accepted, the student must complete a "Change of Major" form available from the Office of Academic Records. Individuals holding Associate Degrees that wish to enter the B.E.D.A. degree track must have a 3.0 overall QPA on a minimum of 12 credits, submit a portfolio of their design work, and meet with the Director of the Architecture Program. Placement within the B.E.D.A. program depends on the applicant's transcripts and portfolio; course credits are approved for transfer only if they are considered to be equivalent to those required by the School of Architecture's curriculum.

Guest Critics. The importance of introducing students to different critical perspective on design reviews throughout each semester cannot be underestimated. We have therefore invited a number of professionals, "studio project clients", and faculty from a variety of schools for our mid-semester and final design reviews.

The following individuals have served as Guest Design Critics from Fall, 2012 through Spring, 2014:

- Alessandro Ayuso, Architect and PhD. Student at The Bartlett, London, UK
- Juan Ruescas Baztán, Assistant Professor of Architecture, Stuckeman School Penn State University
- David Becker, RA, Db Architects, Philadelphia, PA
- Ronda Beemer, IIDA, Quandel Construction, Scranton, PA
- Nathaniel Belcher, Director and Professor of Architecture, Penn State University, State College, PA
- Joseph Biondo, AIA, Spillman Farmer Architects, Bethlehem, PA
- Douglas Bohn, Architect, Williams Kinsman Lewis Architecture, Wilkes Barre, PA
- Terry Boling, Prof. in Practice University of Cincinnati School of Architecture and Interior Design, Principal Terry Boling Architect, Cincinnati OH
- Dave Boniello of Simplex Industries, Scranton, PA
- Steven Brower, Professor of Art, Marywood University, Scranton, PA
- Brian Burke, AIA, DeAngelis Architectural Services, Mamaroneck, NY
- Alexander Camayd, AIA, founding principal in the firm of Hemmler + Camayd Architects, Scranton, PA
- Everald Colas, Architect and Associate Director at Grimshaw Associates, New York, NY
- Anthony Colestock, Crabtree, Rorhbaugh, & Assc. Harrisburg, PA
- Melissa Colestock, G&C Fab-Con, LLC. Flemington, NJ
- Wendy Cox, Visiting Assistant Professor of Architecture, Middlebury College, Middlebury, VT
- Michele Dempsey, AIA, LEED AP. Dx Dempsey Architecture, Scranton, PA
- Paul Emmons, Virginia Tech, Blacksburg, VA
- Patrick Endler, AIA, Borton-Lawson Firm, Wilkes-Barre, PA
- Alexandra Fazio, RA, Associate at Cecil Baker + Partners, Philadelphia, PA
- Randy Galiotto, Architect, Spillman Farmer Architects, Bethlehem, PA
- Laura Gillette-Mills, Hemmler & Camayd, Scranton, PA
- Vince Griffin, Structural Engineer, E D Pons & Associates, Wilkes Barre, PA
- Thomas Grbenik, MLA Harvard University, Landscape Architect and Central PA Community Design Center founder and practitioner, Lewisburg, PA
- Jane Greenwood, Architect, Kostow Greenwood Architects, New York, NY
- Michael Hanley, Executive Director of United Neighborhood Centers of NEPA, Scranton, PA
- Collyn Hinchey, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA
- Gabe Hodge, Associate, Bohlin Cywniski Jackson Architects, Wilkes-Barre, PA
- John Humphries, Professor, Miami University School of Architecture, Miami, OH
- Sue Jenkins, Professor of Art, Marywood University, Scranton, PA
- Dave Johns, Structural Engineer, Highland Associates, Clarks Summit, PA
- Leo Karasinski, AIA, Karasinski Architecture, Wilkes Barre, PA
- Kyle Kinsman, AIA, Founding Principal Williams Kinsman Lewis Architecture, Wilkes-Barre, PA
- Ruth Koelewyn, Adjunct Instructor, Marywood University, Scranton, PA
- Jodi LaCoe, Professor Penn State University School of Architecture, State College, PA
- A.J. Lello, Mechanical Engineer, Highland Associates, Clarks Summit, PA
- Richard Leonori, AIA, principal, Hemmler + Camayd, Architects, Scranton, PA
- Jonathan Loiselle, AIA, Vice President at The Palumbo Group, Scranton, PA
- Denise Luikart, Highland Associates, Clarks Summit, PA
- Tim Macy, Architect, FXFowle Architects, Washington, DC
- Joseph Marcellus, Burkavage Design Associates, Clarks Summit, PA
- Christine Medley, Professor of Art, Marywood University, Scranton, PA
- John Meza, Professor of Art, Marywood University, Scranton, PA

- Thomas McLane, Landscape Architect, McLane Associates, Scranton, PA
- Judi Monk, Principal Shade Studio, Highland Park, NJ
- Michael Muller, Associate at Dx Dempsey Architecture, Scranton, PA
- Katsuhiko Muramoto, Associate Professor of Architecture, Penn State University, State College, PA
- Jill Murrin, Elm Street Manager at United Neighborhood Centers of NEPA, Scranton, PA
- Robert Nagley, Civil Engineer, Civil Design Partners, Moscow, PA
- Richard Pedranti, Principal Richard Pedranti Architect, Milford PA
- Robert Petrie, Assistant Professor of Architecture at Syracuse University, Syracuse, NY
- Joseph Rominski, Principal Joseph Rominski Architects, Scranton, PA
- Heather Kubic Skapyak, Design Manager, Benco Dental, Pittston, PA
- Nicholas Snyder, AIA, Senior Associate, Bohlin Cywniski Jackson Architects, Wilkes-Barre, PA
- Jim Sullivan, Undergraduate Chair, LSU School of Architecture, Baton Rouge, LA
- Michael Swisher, 1st year coordinator, UNC:Charlotte School of Architecture, Charlotte, NC
- Robert Svez, Assistant Professor, Syracuse University, Syracuse, NY
- Michael Thomas, Geisinger Health Systems, Wilkes Barre, PA
- Theresa Thomas, Associate, Bohlin Cywniski Jackson Architects, Wilkes-Barre, PA
- Andrew Thurlow, Architect, Thurlow Small Architecture, Pawtucket, RI
- Victor Yu-Juei Tzen, Assistant Professor of Architecture at Syracuse University, Syracuse, NY
- Michael Wallace, Zoning Officer, Scranton Zoning Board, Scranton, PA
- Karl Wallick, Co-Chair Architecture Program, University of Wisconsin, Milwaukee School of Architecture, Milwaukee, WI
- Larry Walsh, Structural Engineer, Marywood University, Scranton, PA
- Mark Webber, Professor of Art, Marywood University, Scranton, PA
- Todd Wescott, Architect, Burkavage Design, Clarks Summit, PA
- Sam White, Architect, Williams Kinsman Lewis Architecture, Wilkes Barre, PA
- Richard Williams, AIA, Principal Richard Williams Architects, Washington, DC
- Daniel Willis, Professor of Architecture, Penn State University, State College, PA
- Adam Wise, Architect, Bohlin Cywniski Jackson Architects, Wilkes Barre, PA
- Kristen Wolfe, Burkavage Design Associates, Clarks Summit, PA
- Terry Wyllie, Director of Architecture at BOB Architecture, Richmond, VA

Student Support Services. *In keeping with Marywood's mission, Catholic identity, and core values, the University's Student Life Division complements the University's academic goals by engaging students through and integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development.*

(See <http://cwis.marywood.edu/Disabilities/disabilityservices.html>)

Architecture students have a number of support services ranging from in-house advising and CAD LAB facilities to campus-wide University services, including computing facilities, the Learning Resources Center, the Career Services Office, the Center for Student Activities and Leadership Development, the Counseling/Student Development Center, and the Student Government Association.

Academic Advising. All students in the School of Architecture are assigned an academic advisor at the beginning of their studies at Marywood. Architecture faculty serve in this capacity and have the responsibility of assisting students with programs of study which will meet student needs, interests and capabilities as well as all program requirements in the student's selected degree track.

Faculty advisors meet with students each semester to develop their schedules of courses prior to registration for the forthcoming semester. In addition, faculty advisors play an important role in providing direction, support and referrals for specialized assistance when appropriate. Additional academic advising support is available to international students and students with disabilities.

When possible, we advocate the idea of having students retain the same advisors from the time they enter until the time they graduate.

Public Exhibitions:

Our Panel Gallery and other spaces are ideal venues for exhibitions and continue to draw people to our The Center for Architectural Studies. To date, we have had the following exhibitions:

- ***Speculations: Drawing Out Possibilities In Architecture*** –architectural work by Alessandro Ayuso, Architect, New York, NY & Adjunct Faculty, Marywood School of Architecture – was the inaugural exhibition in the Panel Gallery of the Center for Architectural Studies; the exhibition focused on two points in the architect’s career: work done at Virginia Tech’s College of Architecture and Design and collaborative work with G.S.Squad and MAKE Design offices in New York City (October 23-November 23, 2009); reception and lecture: 11.11.09
- The Center for Architectural Studies was selected as the initial venue for the opening of the ***Witness to Hunger: A photographic exhibition*** organized by Drexel University in Philadelphia. The photographs, taken by 40 women with digital cameras, documented the daily struggle with hunger faced by many families in Philadelphia and Scranton (November, 2009). Hosted by Senator and Mrs. Robert Casey to raise public awareness of the experience of hunger, the exhibit then traveled throughout the Commonwealth of Pennsylvania
- The exhibition ***Brian Healy Architects: Home/Places for Living, Performance and Prayer***, curated by Dr. Matthew Mindrup, Assistant Professor, was held in the newly-completed Panel Gallery in the Center for Architectural Studies. Consisting of models, original drawings and production drawings by this important Boston architectural firm, On view from October, through mid-January in our new Panel Gallery, this exhibition features residential, institutional, and civic projects and has served as an excellent instructional tool for both faculty and students. The exhibition was curated by **Dr. Matthew Mindrup**, who had access to the architect’s extensive collection of drawings and models. (10-12, 2010)
- **John Meza**, Associate Professor of Art, Marywood University, exhibited his self portraits (***Self Portraits 1988-2011***) in the Hawk Gallery, The Center for Architectural Studies, (10.28.11 – 11.20.11)
- **Stephen Garrison**, *Per Annum* Assistant Professor, received an *Honorable Mention* for the painting he submitted to the “who we aren’t” juried exhibition held by the Union Street Gallery in Chicago, Ill. His painting was exhibited in the Gallery (2. 26- 3.16, 2014).
- **An exhibition of the professional work of Brian Szymanik**, Visiting Professor of Practice, Architecture, was presented in the ***"2013 Young Architect Award Winners' Recent Work Exhibition"*** at the Tyler School of Art Group Exhibition with Denise Thompson to celebrate the professional achievements of the two recipients of AIA Philadelphia 2013 Young Architect Award (4.15-5.15, 2014).

- **Brian Szymanik's** recent work was also presented in the **exhibition "On the Rise, 2014." at the AIA Philadelphia Center for Architecture** (highlighting the winners of the 2013 Philadelphia Emerging Architecture Prize and the 2013 Young Architect Award).

School Events

In addition to our public lecture series, we make a concerted effort to organize seminars, panel discussions, films, conferences, and other such events for students, faculty, professionals and individuals in the allied disciplines:

- The School of Architecture hosted a presentation on the new **Accessibility Guidelines for the American Disabilities Act (ADA)** issued by the U.S. Department of Justice. Organized by Marywood alumnus **Gregory Marinelli**, Director of the Pocono Mountain City Center of the International Interior Design Association (IIDA), this spring program for the Chapter featured a presentation by Michael Love, Architect, who gave a comprehensive outline of the major revisions to the law that will impact architects, designers and contractors (March, 2010).
- A half-day **Seminar on Building Information Modeling**, sponsored by the Northeast Chapter of Professional Women in Construction and the AIA Northeastern Pennsylvania Chapter of the American Institute of Architects, was hosted by the Center for Architectural Studies. The seminar focused on new project delivery systems employing with new computer technology that serves architects, engineers, contractors and owners in the design and construction process. (3.17.10)
- The School of Architecture hosted a **lunch and conference** for area architecture and construction firms titled **"The Computer, the Office and the Student"** to explore the use of computer hardware and software in contemporary office practice; Continuing Education programs the School might offer to serve area offices; and the preparation of our graduates to meet future practice expectations. Area firms represented included DX Dempsey, Burkavage Design Associates, Sordoni Construction Services, hemmler + camayd, architects, and Bohlin, Cywinski Jackson (BCJ). (March, 2010)
- The School of Architecture sponsored a **Green Roof Seminar** presented by Carlisle Syn Tec for the NEPA Chapter of the American Institute of Architects (AIA) at Marywood (8, 2009)
- The **2011 Pennsylvania Planning Association's Annual Conference**, featuring a Mobile Workshop on Alternative Energy, was held at the Center for Architectural Studies. Presentations and building tours were given by **Steve Daiute**, Professional Engineer at Greenman-Pedersen, Inc. and **Dean Gregory K. Hunt, FAIA**. (10.17.11)
- **Patrick Martin**, per annum Adjunct Instructor, presented a paper, **Material Assemblies: New Mediums for Active Assimilation**, co-authored with **Andrew Doyle**, Adjunct Instructor, Architecture at **The 2014 National Conference on the Beginning Design Student**, at the Illinois Institute of Technology in Chicago, IL. (4, 2014)
- The Center for Architectural Studies served as the venue for **2012 IIDA (International Interior Design Association) Specifiers Showcase**, a trade show with industry representatives from over 30 manufacturers of

architectural products. This fourth annual showcase hosted 44 vendors and was attended by area professionals, faculty and students (Spring, 2012)

- **Prof. Harold Linton**, Director of the School of Art at George Mason University, a noted graphic designer and professor of design, **presented a lecture on *Portfolio Design*** to students and faculty. (4, 2012)
- Staff members from the ***National Council of Architecture Registration Boards*** (NCARB) visited the School of Architecture and presented significant factors affecting architectural education, the Intern Development Program (IDP), and state licensing procedures (9.17.09)
- **Ms. Margaret Serrato**, Workplace Strategist at **Herman Miller**, met with Interior Architecture students and presented the history of Herman Miller, focusing on the company's important contributions to the design and production of contemporary furniture and workplace systems. (11.30.11)

Brian Healy, AIA, Principal, presented a Gallery Talk to students and faculty related to the exhibition of his work ***Brian Healy Architects: Home/Places for Living, Performance and Prayer*** in the Center for Architectural Studies. (11.21.11)

- The School of Architecture, which serves as the ***Marywood Campus Center of the IIDA*** (International Interior Design Association) hosted a reception and design critique of the work of our Graduate Interior Architecture students. Faculty Advisor **Stephen Garrison**, *Per Annum* Assistant Professor, assisted the students in organizing this event. (3.28.13)

Area design professionals who participated were: **Joe Marcellus**, Architect, Burkavage Design Associates (BDA), Clarks Summit, PA; **Amy Scott**, Space Management Analyst, Prudential Financial, Scranton, PA; **Nina Magnani**, hemmler + camayd, Architects, Scranton, PA; **Catherine Lloyd**, Interior Designer, BDA, Clarks Summit, PA; **Nina Ciarla**, LEED Green Assoc., Geisinger Health System, Scranton, PA; **Tracy Westcott**, Senior Associate, LEED BD+C, Highland Associates, Clarks Summit, PA; **Todd Westcott**, Architect, BDA, Clarks Summit, PA; **Bill Burkavage**, Founder & Principal, BDA, Clarks Summit, PA.

Academic Support. User Support Services provides computing facilities, worldwide networking access, and related services in support of the University's commitment to providing high-quality, usable technology for its students (as well as faculty and staff). Several drop-in computer areas are located in the Learning Resources Center. Computer labs are networked (via high speed fiber optic links) to the central Academic Information Systems computer, which provides an Internet gateway as well as access to Marywood's online library catalog. Electronic mail, web-browsing, bulletin board services, and access to world-wide computer network resources are available to all regularly enrolled students. In addition to this technology infrastructure, there is a Help Desk that may be called at any time.

see: <http://www.marywood.edu/academics/ugcatalog/resources.html>;

see also: <http://www.marywood.edu/studenthandbook/services/>

Library Services (Learning Resources Center). Marywood's library collection includes more than 220,000 books and bound periodicals, over 28,000 distinct journal titles, and 50,000 non-print items. The library's web page contains links to over 55 subject-specific indexing/abstracting databases (including PsycInfo, ERIC, and ArtStor) and full-text databases such as EBSCOHost's Academic Search, Wilson Web, JSTOR, and LEXIS-NEXIS.

see: <http://www.marywood.edu/library/about-the-library.html>

Career Services Office. This office is available to both students and alumni/ae at any stage of their career path. The staff of this office assists students in making informed career choices, facilitates the transition from school to the work world, and assists with preparation of applications to graduate/professional programs.

Presentations, publications, and visiting design critic roles at other institutions by faculty of the School of Architecture enhance the University's reputation while providing opportunities to share research and scholarship and bring educational/professional viewpoints to a variety of audiences at local, regional, national and international venues.

Counseling/Student Development Center. This Center assists students with many challenges, changes and choices. The Center offers confidential individual personal counseling, personal growth groups, psychiatric consultation, and crisis intervention to help students deal effectively with important issues related to their academic and personal growth. Outreach educational sessions to enhance social, emotional, spiritual, intellectual, and vocational health are provided.

The Center for Student Activities and Leadership Development. This Center provides a wide array of programs, activities, and services to increase students' personal, intellectual, social and cultural development. Through involvement in activities, organizations, and programs, students have numerous out-of-class learning experiences and enhance the development of life-long leadership skills

Student Government. All undergraduates are members of the Student Government Association (SGA). This association organizes and promotes various activities and programs and offers opportunities for leadership experiences.

Student Organizations. Students in the School of Architecture have organized an Architecture Club and an Interior Architecture Club. Their major joint activity have been staging two *Beaux-Arts Balls*, held in the School of Architecture, and the first such balls ever held at Marywood. In the fall of 2011, Architecture students established an AIAS Chapter and selected a faculty advisor. As of this writing, the AIAS Chapter continues to organize small student events, such as visits to area offices and the Beaux-Arts Ball. When requested, the School will commit funds for the AIAS officers to travel to the organization's Annual Meeting in Washington, DC.

In addition to these internal organizations, students may become active members of literally dozens of other clubs on campus. If registered with the University, each club is eligible for funding from the University.

Student Council. In the Fall of 2013, the student body elected a Student Council to represent all students. School-wide elections were held, and representatives of each year and each program (Architecture and Interior Architecture) were elected. This 11-student Council was charged by the Dean to: 1.) draft a **Student Council Constitution** and 2.) draft a **Studio Culture Policy** (Please see Appendix J) These two documents have now been crafted and in the Fall of 2014, they will be vetted by the University Dean of Students and the faculty of the School of Architecture. These two documents represent significant additions to the important role that students should assume in the governance of our School. The Student Council will also be introducing a **mentoring program** whereby first-year students will be assigned **student mentors** from the fourth and fifth-year years.

Internship Placement. Because of our size and the close relationship between our faculty and students, faculty often work directly with students to assist them in obtaining office internships as a result of their office and

professional contacts. Workshops involving portfolio design, resumé preparation, and internships have been held by faculty and have benefited students searching for positions in architects' offices. All students are actively encouraged to document their design work frequently to have material with which to update their personal portfolios.

Field Trips. Because the School of Architecture is two+ hours away from New York City and Philadelphia, we have organized several field trips for our students. Whether to tour buildings, attend conferences, or to analyze project sites, these trips are always highly valued by both students and faculty:

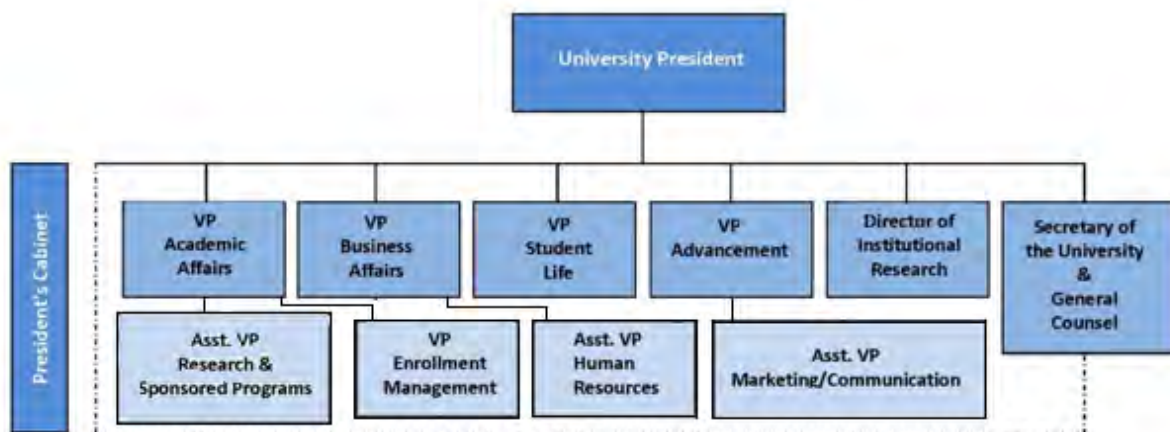
- **Maria MacDonald**, Clinical Assistant Professor, Interior Architecture and **Stephen Garrison**, *per annum* Assistant Professor, Architecture, accompanied 50 interior architecture and architecture students to Baltimore, Maryland **to attend NeoCon East** (Fall, 2010)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, organized a one-day **architectural field trip to Philadelphia** for approximately 75 students and three faculty (Fall, 2010)
- **Alessandro Ayuso**, Architect, Adjunct Faculty, and **Yuka Igarashi**, Instructor of Writing at Parsons (New School of Design), organized and led a **Drawing/Writing Workshop in Florence, Italy**. Nine architecture students participated (Spring Break, 2010)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, organized a one-day **architectural field trip to New York City** for approximately 70 students and four faculty (Spring, 2010)
- **Maria MacDonald**, Clinical Assistant Professor, Interior Architecture, and **Stephen Garrison**, *per annum* Assistant Professor, Interior Architecture, organized a **field trip** and accompanied the IIDA club, 47 students, to **NEOCON in Baltimore, MD**. (Spring, 2010)
- **Matthew Mindrup**, Ph.D., Assistant Professor, Architecture, organized a one-day **architectural field trip to New York City** for approximately 75 students and five faculty (Fall, 2011)
- **James Eckler**, Assistant Professor, Architecture, and **Kate O'Connor**, Assistant Professor, Architecture, organized and led an **architectural field trip to Chicago** with 11 students (Spring Break, 2013)
- **Maria MacDonald**, Clinical Assistant Professor, Interior Architecture, and **Stephen Garrison**, Assistant Professor, Interior Architecture, organized a field trip and accompanied 52 students in the School's IIDA club to **Knoll International in New York City** (Spring, 2013)
- **Stephen Garrison**, Assistant Professor, Interior Architecture, organized a one-day interior architecture and architecture **field trip to Philadelphia** for approximately 68 students and four faculty (Spring, 2014)

I.2.2 Administrative Structure and Governance

I.2.2.A University Administration

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 Student Life, and the Secretary of the University and General Counsel.

The President's Cabinet serves as the principal communication and governance link to the President of the University in the ordinary administration of the University:



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 free-standing School of Architecture. The Academic Council, consisting of the Vice President for Academic Affairs (chair), Vice President for Enrollment Management, Assistant Vice President for Research and Sponsored Programs, Director of the Learning Resource Center, Director of the Ph.D. Program in Human Development, the Director of Assessment, and the five academic deans, 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.

Semi-monthly Deans Meetings, chaired by the Vice President for Academic Affairs, offer additional opportunities for communication and discussion of academic matters of mutual concern.

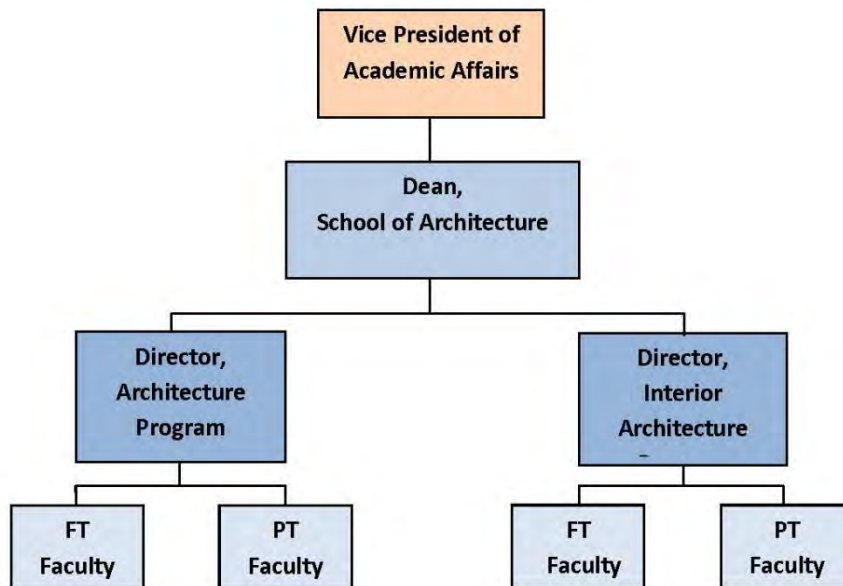
In addition to the five academic deans, these meetings are attended by the Vice President for Enrollment Management, and the Coordinator of Graduate Affairs. The Deans are encouraged to contribute to the agendas of these meetings by submitting topics relevant to the University academic community as a 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.

I.2.2.B School of Architecture: Administrative Structure and Governance

When the founding of a School of Architecture was being considered, it was deemed most advantageous to make the School of Architecture an independent academic unit with its own Dean. It therefore enjoys unique status within Marywood because of this administrative autonomy.

Governance. While each of the four Colleges has a Dean and various Department Chairs, the School of Architecture has a Dean of the School and two Program Directors— one for the Architecture Programs (the B.E.D.A., B.Arch. and post-professional degree tracks) and one for the Interior Architecture/Design Programs). (B.FA./I.A and M.A./I.A. degree tracks



Full-time and part-time faculty are typically assigned to one of the two programs, although there is currently some cross-over at the first year (one faculty member in the Interior Architecture Program teaches in the common Foundation Design Studio). As we hire tenure track faculty to coordinate the 4th and 5th year studios, we may encourage additional cross-overs to enrich our studio offerings. Because we do not have any Departments, we do not have Department Chairs.

Program Directors in the School of Architecture work directly with the Dean, assuming many (but not all) of the administrative duties of a Chair. The Dean of the School, as with the deans of the four Colleges, reports directly to the University's Vice President of Academic Affairs.

Program Director, Architecture. During the first year the School opened (2009-2010), the Founding Dean had no administrative assistance other than one administrative secretary. He was actively involved with recruiting, program presentations in the local community, curricula approvals from both the Undergraduate and Graduate Curriculum Committees, faculty searches, advising, assessing transfer credits, and the renovation of the building.

As enrollments increased, and two additional tenure-track faculty were added in the second year (2010-2011), it became clear that the Founding Dean could no longer effectively assume all of these responsibilities. In the spring of 2010, the Vice President for Academic Affairs agreed to the naming of an Architecture Program Director to take on a good portion of these responsibilities and this has been a very useful revision to the administrative structure of the School (an Interior Architecture Program Director was also named at this time).

Within the School, the **Architecture Program Director** has responsibilities pertaining to governance (assisting Dean with formation of school committees and long-range plans and policies, accreditation, outcomes assessment, catalog updates, etc.); instruction (course scheduling, program evaluations, laptop requirements, Architecture kits, transfer credits, etc.); faculty affairs (faculty recruiting, appointments, student retention, advising, etc.); external communications; and program equipment needs.

The Director of the Architecture Program (along with the Director of the Interior Architecture Program) receives one course release per semester- the same as that of a Department Chairperson in the other Colleges of the University. A complete outline of duties is listed below:

Department Governance:

- 1 _ Assisting Dean in establishing School committees;
- 2 _ Assisting Dean with formulating and implementing long-range Program plans, goals, and policies;
- 3 _ Assisting Dean in preparing for Program accreditation and evaluation;
- 4 _ Developing (with faculty) and monitoring Program Outcomes Assessment criteria and process;
- 5 _ Monitoring Program Library acquisitions;
- 6 _ Monitoring appropriate Program administrative responsibilities assigned to individuals and committees;
- 7 _ Reviewing and revising Architecture Program catalog copy and other Program publications;
- 8 _ Maintaining department records, such as student records and course syllabi, for Program students and faculty;
- 9 _ Monitoring adherence of Program course syllabi to University template.

Instruction:

- 1 _ Scheduling courses;
- 2 _ Assisting Dean in supervision of off-campus programs;
- 3 _ Assisting Dean in evaluating Architecture programs of study;
- 4 _ Reviewing coordinating the requisitioning of textbooks in Architecture courses and studios;
- 5 _ Coordinating (with Interior Architecture/Design Program director) content and ordering of Architecture Kits for entering students;
- 6 _ Coordinating (with Interior Architecture/Design Program director) computer specs for required student laptops and software;
- 7 _ Developing Frequently Asked Questions section of S.o.A. website related to Architecture;
- 8 _ Developing Frequently Asked Questions section of S.o.A. website related to laptop computer requirements;
- 9 _ Developing procedures for assessing transfer credits related to non-core courses;
- 10 _ Monitoring (with Interior Architecture/Design Program director) Shop policies, use, staffing and equipment needs.

Department Faculty Affairs:

- 1 _ Providing for the ongoing orientation of new faculty members in Architecture;
- 2 _ Assisting Dean in recruiting and recommending appointment of faculty members;

- 3 _ Assisting Dean with the evaluation of staff performance related to Architecture Program duties;
- 4 _ Assisting Dean in keeping faculty members informed of department, college, and University plans, activities, and expectations.

Student Affairs:

- 1 _ recruiting, selecting, and working for student retention;
- 2 _ Assigning and monitoring student academic advising and counseling in Architecture;
- 3 _ Working with student organizations related to Architecture Program.

External Communication:

- 1 _ Improving and maintaining the department's image;
- 2 _ Monitor and update S.o.A. website related to Architecture Program;
- 3 _ Initiating and maintaining liaison with external agencies and institutions related to Architecture Program.

Budget and Resources:

- 1 _ preparing Architecture Program reports when needed;
- 2 _ working with Interior Architecture/Design Program Director, ascertain equipment, resource /Program needs.

Professional Development:

- 1 _ Assisting Dean in fostering good teaching;
- 2 _ Assisting Dean in encouraging faculty member to participate in professional meetings at regional, national, and international levels;
- 3 _ Representing the Architecture Program at meetings of learned and professional societies;
- 4 _ Assisting Dean in encouraging faculty to gain professional licensure, LEED AP certification, etc.

Faculty Meetings. Until recently, we held faculty meetings on nearly a weekly basis. With the increased size of our faculty and the activity levels of our faculty, we have been meeting once per month on a regular basis. Given our present size, we are capable of arranging a faculty meeting on fairly short notice if any critical issues needing immediate attention arise.

I.2.3 Physical Resources

Background. Built in 1952, the original Health and Physical Education (HPE) Building was a large rectangular steel frame structure with solid masonry exterior walls and minimal fenestration.

The building was configured in three primary zones: a central service/office core with two double-height, column-free spaces—one a gymnasium, the other a swimming pool—arranged on either side. In the early 1980's, the building was expanded along its longest dimensions (east-west) to provide racquetball courts, dance studios, bleacher seating, and exercise rooms.

Building Renovation: Phase I. The Founding Dean of the School—originally retained by the University to study the potential for a new architecture school—agreed that the HPE Building could be appropriately renovated and transformed into a new School of Architecture. This idea was ultimately accepted by the University administration, approved by the University Board of Trustees and became reality in fall, 2009, when Phase I of the building’s renovation was completed and the new Center for Architectural Studies opened and received the School’s first cohort of students.

With the insertion of a second floor mezzanine supported by columns and long-span trusses and positioned to one side of the original gymnasium, the conversion of second floor workout areas into faculty offices, and the renovation of the former dance studios into shop facilities, Phase I was designed to be **a didactic environment for learning**. Exposed trusses, interior column footings and mechanical systems clearly display both structural and environmental components of the building. A green roof added above the shop areas; daylight harvesting by means of a clerestory surmounting a three-story-high central Learning Commons; rainwater harvesting for toilet flushing; a geothermal cooling system that uses sub-surface mine water; a unique passive cooling system; lighting controls with occupancy sensors; and the re-cycling of over 360 tons of construction material are the primary sustainable design features of Phase I.

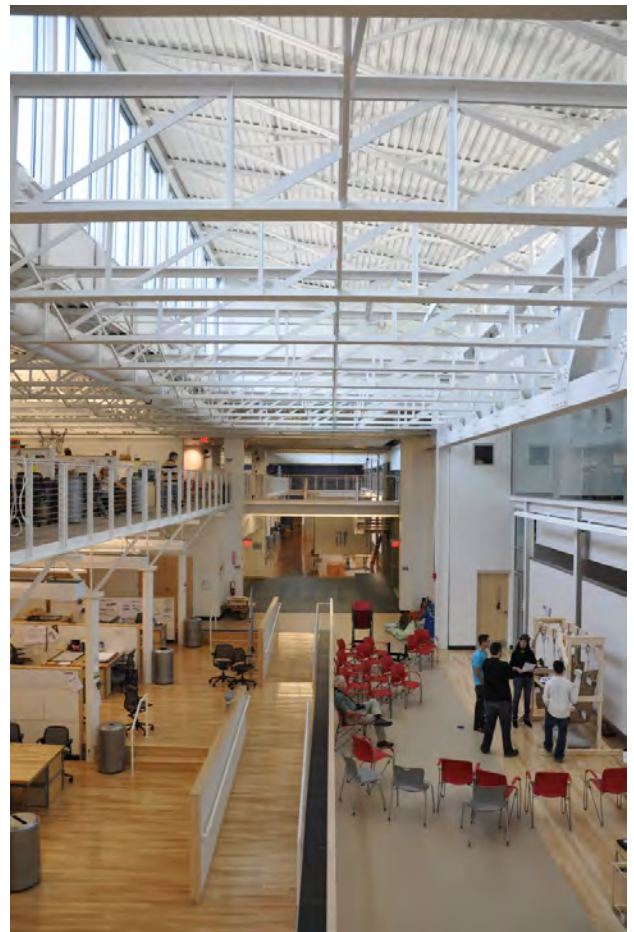
When completed, Phase I provided two levels of studio space (approximately 90 student desks per level), a 40-seat classroom, 70-seat lecture room, woodshop, learning commons, five faculty offices, a faculty conference room, and a second-floor “swing space” for model storage and small critique space.



Building Renovation: Phase II. Following the overwhelming success of the first two years of the program and the completion of the University's new state-of-the-art Aquatics Center on campus in 2011, the swimming pool portion of the former Health and Education Building became available for renovation in the spring of 2011. Phase II of the School of Architecture soon followed and was completed in the fall of 2011.

Phase II of our renovation added two more levels of studio space (accommodating approximately 130 desks), a small reference library (books and journals), flexible seminar/study spaces, showers for student/faculty use, two classrooms, expanded shop facilities, exhibition galleries, and five faculty offices. Phase II also includes a three-story-high central learning commons and uses the same clerestory design for the harvesting of daylight. As with Phase I, it has also been designed and detailed to reveal structure, mechanical systems, varying glazing systems, materials, etc. The entire west wall of the former pool is now glass and exhibits both curtain wall and point-glazing wall systems for teaching purposes. The openness of the building plan and section continues to foster an overall sense of sharing and community. There is a genuine sense of shared learning and collective exploration.

Importantly, this sense of community is evident to all who visit and pass through the Center for Architectural Studies.



Multivalent Space. Our physical facilities have been designed to be open and very flexible environments, embodying the concept ***multivalent space***. This concept provides for the flexible configuration of spaces by students, staff and faculty. Certain portions of the central spaces we have designated the “Learning Commons” may be easily subdivided by means of pivoting partitions with which students and faculty can re-configure space at will.

We have intentionally reduced the number of closed, partitioned spaces (other than faculty offices) so that there is a highly visible, open spatial environment that may be flexibly appropriated for diverse occupancies and uses (small discussions, private reading, group study, large gatherings), serendipitous design explorations, exhibitions, design critiques, etc.

From the beginning of their studies in The Center for Architectural Studies, we have encouraged students to feel that the building is their learning environment and not simply a segment of University real estate they happen to occupy. With this in mind, we also stress that *me* is not as important as *we*, and that with this sense of “ownership” comes a strong sense of personal responsibility. Students have fully accepted this sense of common responsibility.

Phases I and II of our building renovation have focused on the creation of a learning environment that 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 (a passive cooling system, living roof, and geothermal system, among others). Students, then, study and work in a “three-dimensional textbook”.

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 custom-made student 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. Within the building, we have two classrooms on the first floor (one of which is adjacent to the shop facilities and may be used for plaster casting (shop sink with plaster trap) and other demonstrations), along with the second floor “Cloud Room” which is flexibly used for lectures, seminars, workshops, critiques, or exhibitions. Other campus facilities provide space for our Lecture Series and for large lecture classes.

Shop Facilities. Throughout all years, the School of Architecture's curriculum has a deeply rooted commitment to **the act of making** (material fabrication) as a means of understanding material

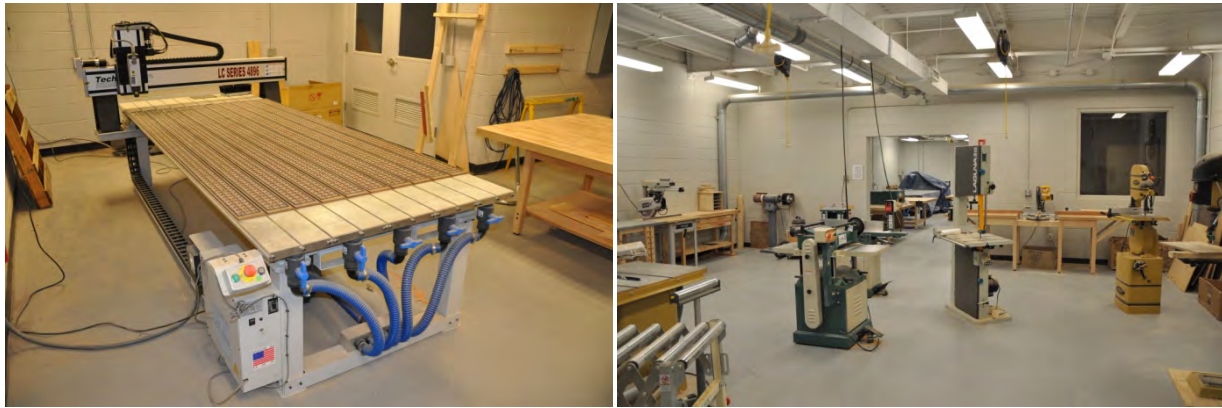
properties and their applications to design. The shop facilities extend the possibilities of the design explorations that might begin in the studio and/or the classroom. Studio projects are often formulated to involve the use of the Shop facilities to investigate material, form, connection, joinery, detail and space.

The Digital Media courses, for example, include instruction in the use the Shop's Laser Cutter, enabling students to better understand the interface between digital media and material fabrication. The materials currently used in the facility include plaster, wax, paper, concrete, wood, composite boards, cardboard, plastic, steel, aluminum.

Facilities include a:

- **Metal Shop** (Millermatic 252 MIG Welder; MIG for welding material from 22 gauge to 1/2" thick; metal band saw; drill press; metal abrasive wheel saw; and a welding table); we've recently added a Jet combination shear brake and roller for fabricating pieces of sheet metal up to 20 gauge and up to 30" in length. A 16-ton hydraulic pipe bender and a manual tubing roller; 4-1/2" angle grinder for deburring and a Jet 6" bench grinder and Wilton 6'1/2/ bench vise have also been purchased recently.
- **Wood Shop** (with a 10" SawStop table saw, vertical belt sander, polisher, wood mortise, drill press, 14" Powermatic band saw, 10" sliding compound miter saw, radial arm saw, wood planer, scroll saws, 18" open end drum sander, two 1" belt sanders; a spindle sander; and a *Techno CNC 3 axis mill* (3 horsepower; 48" x 96" bed; for milling wood or aluminum)
- **Digital Fabrication Room** (with an *Epilog Laser Cutter* (60 watt; 32" x 14" bed; cuts most material up to 1/4" thick) and a *Dimension UPrint 3d Printer* (ABS plastic printer; 8"x6"x6" build size)
- **Spray Booth (enclosed and ventilated)**
- **Sand Blasting Room** (with dust collector and compressor)
- We have also added a number of 18v. re-chargeable portable power tools.

All School of Architecture students are allowed access to the Shop facilities upon completion of a safety orientation and tool-specific training. The Shop is managed by a full-time shop technician who has a Bachelor's degree in Technology Education. He oversees safety training and skills development, and is responsible for machinery maintenance. An annual budget provides for tool replacement and maintenance. Due to the heavy demands being made on these facilities, we have found it necessary to increase the Shop hours, including nights and weekends.



Future Acquisitions: The Shop facilities have been designed and built to allow for the addition of a second laser cutter when the need arises. The Wood Shop assembly area was designed to allow for the addition of at least four large woodworking machines in the future. An existing rear patio outside of the shop facilities will be used for larger fabrication projects and offers a potential area for future shop expansion.

School Library. Phase II of the School's renovation includes a centrally-located reading/reference room located in between the graduate architecture studios and student lounge. The aptly named "Deep-End Reading Room" (so named because it is located over what was once the deepest end of the former swimming pool) is outfitted with ample daylight, reading chairs, worktables and shelf space to accommodate approximately 2,000 books and periodicals.



The School of Architecture continues its annual purchase of additional books and has expanded the University's *JSTOR* access to include the many scholastic architectural journals not covered by its current subscription. We have received donations of many books and periodicals from area professionals and friends of the School, and we hope to relocate a portion of the collection of architecture books and magazines housed in the main library in order to serve as a internal Reference Library for our students and faculty. These additional information resources will significantly enhance the instructional and research activities of the School's faculty and students.

With the addition of this repository of reference books within the School and its immediate access by students and faculty (we are presently working on a "check-out" procedure based on an honor system), key texts and other reference materials will be readily available for use

Please see **APPENDIX F** for plans and sections of The Center for Architectural Studies.

Potential Phase III. With the completion of Phase II, The Center for Architectural Studies can accommodate approximately 300 desks in flexible studio configurations. When funding becomes available, a future Phase III could add a 220-seat lecture hall in the space currently occupied by the former racquetball courts on the north side of the building. Alternatively, we could add more studio space by renovating this lower level portion of the building.

Preliminary model studies for this facility are illustrated below:



CAD Lab. The School's CAD Lab, located on the second floor of the adjacent Visual Arts Center, provides computing equipment and facilities necessary for students to explore virtual design. The 24-seat Lab operates with licenses for: *Adobe Design Suite CS5*; *Autodesk Educational suite 2012*; *Rhinoceros 3D*, *SketchUp*; *Bongo*; *Flamingo 2.0*; and *Microsoft Office*.

Output devices include:

- (2) *ipf 8300 Cannon imagoprograf* plotters (2400x 1200 dpi, 80GB hard drive, 12 color, 44" roll/sheet capacity)
- (2) *ipf815 Cannon imagoprograf* plotters (2400 x 1200 dpi, 160GB hard drive, 5 color, 44" roll/sheet capacity)
- (1) *Lexmark t-630 11x17 laser printer* (1200 dpi)
- (2) *Mustek ScanExpress A3* USB large format scanners (flat bed, 9600 dpi full-color scans, A3 Paper size scanning bed)

School Laptop Program. As of fall, 2013, the School of Architecture requires all first-year Architecture and Interior Architecture students to purchase their own laptops. This laptop initiative was undertaken with the conviction that computers function as important digital tools in the design process, and have become nearly as omnipresent as textbooks. As computer software becomes more varied and sophisticated—offering programs ranging from 2-D drafting and 3-D modeling to rendering and energy performance analysis—the computers required to run these programs demand certain specifications for optimal performance.

Our laptop program is similar to that in many schools of architecture and ensures that students will be suitably equipped with a flexible, portable means of basic computing in the classroom, dormitory and/or apartment, as well as in the studio to work digital-based design projects. We have also redesigned the student desk storage modules so that they have an adjustable shelf for the secure storage of a laptop. Each student workspace in the design studio is equipped with data ports for direct connection to the Internet and to the printers, scanners and plotters in the School's CAD Lab. The ease of mobility of individual laptops enables students to set up very quickly in a variety of environments.

see: <http://www.marywood.edu/architecture/laptop/faq.html>
also: <http://www.marywood.edu/architecture/laptop/how-to-order.html>

Importantly, we do not believe that the computer should ever eliminate the important role of hand drawing/sketching in the design process. While the computer has enormous capabilities and has become an essential tool in contemporary architectural practice, we also believe that the craft of hand drawing is invaluable in design exploration, discovery and understanding.

In the end, design inquiry must be a reflective process that engages a number of stimuli, sequences, methods and iterations. Accordingly, our curricula support the use of both hand and digital tools for design and presentation.

I.2.4 Financial Resources

Revenues generated by the School have been exceeding expenses by a significant amount. As mentioned previously, enrollments in the Architecture Program have also far exceeded the targets in our original *pro forma*. We are confident that the interest in our programs will continue to grow and that enrollments will continue to increase accordingly (particularly with transfer students).

As illustrated in **APPENDIX G**, we have developed revenue and expense projections for the periods 2011-2013 through 2014-2015. By the 2014-2015 academic year, we expect our enrollments to be approximately 250-60 students (for both Architecture and Interior Architecture).

We have not yet generated any endowment for the School, nor have there been any funded scholarships designated specifically for students in the School of Architecture. With time, we would like to pursue endowments and scholarships specifically targeted for our students.

Given the current state of the overall economy, the positive cash flow indicated in our financial projections is highly encouraging and one of the primary reasons that we have been able to complete the renovation of the HPE Building so quickly.

I.2.5 Information Resources

LIBRARY RESOURCES

Marywood University's Learning Resources Center lies adjacent to the School of Architecture (SOA) and houses the Library, User Support Services, Academic Computing, and the Radio & Television Studios. Here, architecture students have access to classrooms, public computers, study carrels, a common area for group work and a café. They also have access to eight faculty librarians as well as a liaison librarian designated to support the Architecture program and provides both group and individual instruction.

There are currently 1,587 print books in the architecture section of the library collection and approximately 100 eBooks on architecture.

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. The students are also provided a curated guide (Libguide) to image collections freely accessible on the web.

Since the opening of the School of Architecture in September, 2009, the University has purchased 716 new books (including many specifically ordered by the dean and the faculty), received donations of over 125 books from local practitioners, received a number of architecture periodicals from a regional library, and added 11 new annual magazine subscriptions (see below) to the library collection.

The Interlibrary Loan consortium provided 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 are sent directly to the students email in about one business day.

In time, we would like to build a digital archive of drawings of canonical 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.

Please see **Section I.1.3** for information on the library space recently completed within the School.

Plans for the design and construction of a new University Learning Commons near the current library are currently underway, with completion expected in 2015, the Centennial Anniversary of the founding of Marywood University. (see: <http://www.marywood.edu/library/about-the-library.html>)

As noted in **APPENDIX G**, our School budget allocates Library funds for the acquisition of books, journals, CDs and DVDs for student/faculty use. The University Library's acquisition procedures encourage faculty to submit requests for new book purchases directly to Library Acquisitions to support faculty research and subject focus. School of Architecture faculty have been very aggressive in this regard.

Part One (I): Section 3— Institutional and Program Characteristics

I.3.1 Statistical Reports

Our 2013 Annual Statistical Report was submitted to the NAAB in Fall, 2014

I.3.2 Annual Reports

This APR for **Continuation of Candidacy Status** is an extension of our initial **Report for Candidacy**. We have taken this approach with the idea that a new School of Architecture should clearly explicate the steps it has taken to achieve full accreditation. Our Initial Accreditation Visit will be in 2016, and we favor the notion that the NAAB should be able to comprehend the various steps we have taken toward this important end. The process is a continuum- one that is presumed to be comprehensive, forward, and reactive at the same time. Whatever revisions we have made in our curriculum or academic procedures have been undertaken with optimism and the desire to expand our program intelligently, sensitively and productively.

I.3.3 Faculty Credentials

As of the end of our fifth year (spring, 2014), we have five tenure-track faculty teaching in the Architecture Program, as well as *per annum, pro rata* (half-time) and adjunct faculty.

Each tenure-track faculty member was hired after a national search and each brings particular expertise and skill sets to the Program. From publications to conference presentations, architectural practice to teaching experience, these individuals have varying research interests and philosophies of pedagogy. Collectively, they share the fundamental credos of the School (environmental stewardship, the importance of materiality and making, and the benefits of hybrid presentation media among them). Next fall, we will be adding two additional tenure-track faculty members.

A **Matrix of Faculty Credentials** may be found in **APPENDIX D** (it lists all studios and courses taught from Fall, 2009 through Spring, 2014). Faculty resumés are included in **APPENDIX E**.

Part Two (II): Section I: Student Performance- Educational Realms and Student Performance Criteria

II.1.1 Student Performance Criteria

Section I.1.5 (*Self-Assessment Procedures*) of this APR-IC outlines the relationship between NAAB's *Student Performance Criteria*, our internal assessment process, and how we plan to have each course address these procedures. **APPENDIX B** illustrates which specific criteria are addressed by each course within the Architecture Program. As can be seen from this matrix, we have linked several criteria to individual courses—principally in the design studios—because we do not favor the notion of having each course address only one or two criteria. Our belief is that when knowledge/skills are relegated only to the “best fit”, students may have a tendency to segment, or “silo”, what they learn in order to conform to the criteria without making connections to other learning modalities or contexts. The concept of “quilted knowledge” referred to earlier in this Report is our goal. Requiring certain studios to address a number of interrelated performance criteria may tax the faculty (as well as the students), but we feel that this approach is ultimately of benefit to the students, as it is based on their abilities to synthesize and apply knowledge and concepts. We believe that the **integration of student learning criteria**—most especially in the design studio—is the primary objective of this approach.

With reference to NAAB's differentiation between **Ability (A)** vs. **Understanding (U)**, we are also suggesting that some performance criteria might be nuanced in such a way that they may move between the two qualifiers; in other words, whereas a student may have to exhibit the Ability to do something, a course or studio may introduce the fundamental nature of the particular criteria, but only in the sense of “Awareness” or “Understanding”. Again, these nuances may be very important to a student's growth and maturation.

University Core Curriculum. When our curriculum was originally developed, we were required to meet the University's Core Curriculum requirements, then set at 66 credits.

Because of the NAAB's 32 Student Performance Criteria, our initial curriculum had to “double dip” in some core courses in order to meet the requirements of both the Core Curriculum and the NAAB SPC while keeping the B.Arch. degree at a total of 165 credits.

This process involved a good deal of educational compromise for our initial curriculum, particularly with respect to the availability of non-Program electives not covered in Core subject areas.

In 2010, significant revisions to the University's Core Curriculum reduced the Core from 66 credits to 43-46 credits (43 credits if incoming students are academically qualified to take only one semester of a foreign language because of previous experience with a language).

Deciding factors to pursue this substantial reduction included the ability of students to develop minors or to double major. In addition, it was felt that this change would be advantageous to transfer students from other institutions. To date, thirteen of our 250 students in Architecture are pursuing minors, and these are based solely on their individual interests. Given the dense academic load taken by most of our students, there is little space in the professional curriculum for this to occur.

The 46 credits (typical for the Architecture students) taken in the Core fulfills the NAAB's 45-credit non-architecture *General Studies* requirement. In addition, we added additional General Electives to the curriculum with the revised Core and continue to examine the curriculum in order to have increased Free Electives available to our students.

Curriculum Outline.

The curriculum for the B.Arch. professional program is shown on pp. 72-73

These outlines indicate required Core Courses, credits per course, credits taken each semester by year, and total credits for the respective degrees.

Part Two (II): Section 2—Curricular Framework

II.2.1 Regional Accreditation

Marywood University is currently accredited by the Middle States Association of Colleges and Schools (MSACS). A document attesting to this fact is included as **APPENDIX-H**

II.2.2 Professional Degrees and Curricula

To best serve the students of the region, the University elected to offer a four-year, pre-professional **Bachelor of Environmental Design in Architecture (B.E.D. A.)** degree (135 credits), along with a five-year **Bachelor of Architecture (B. Arch)** degree (165 credits). Additionally, the School offers a six-year, post-professional **Master of Architecture (M.Arch)** degree (190 credits). The decision to offer three different degree tracks was deemed to be the most versatile option for the new School, as it provided the greatest range of choices for future students.

In the fall semester of the fourth year students choose which degree track they wish to pursue. Individuals successfully completing the four-year pre-professional degree track may choose to graduate with the B.E.D.A. degree. Students electing to enter the professional degree track (B.Arch) must submit a project portfolio of their design studio work from each of the previous three years and have achieved a minimum QPA of 2.5. Students whose design portfolio and academic record demonstrate that they are prepared to meet the rigors of advanced professional study will be admitted. Those qualified for the B.Arch. track must satisfactorily complete an additional two semesters (30 credits), earning a total of 165 credits.

Our B.Arch. degree track has been based on the idea that students complete their first four years in the B.E.D.A track and then decide whether or not to apply for the five-year B.Arch. degree. In other words, it is essentially an “internal” 4+1 degree. Those electing to exit with the four-year pre-professional degree receive a Bachelor of Environmental Design in Architecture degree.

The content for the B.E.D.A. curriculum has essentially been developed to serve as the first 80% of a five-year B.Arch program. In this way, graduates departing the School with their four-year degree will be well prepared to pursue later graduate studies should they chose to do so. The curriculum content has also been structured to include 46 credits of Liberal Arts to both fulfill Marywood’s excellent Liberal Arts Core Curriculum requirements as well NAAB’s requirement for Liberal Arts courses. This has admittedly been a challenge for our curriculum planning, but we strongly support the importance of the Core Curriculum in preparing our students for future practice. Marywood’s Core Curriculum exposes students to ethical, physical, social, cultural and historical contexts through courses in Religion, Philosophy, Math, Science, English, Language, Fine Arts, Social Science and History.

Core Curriculum. General Core requirements for all students in our professional degree programs are outlined in **APPENDIX A**. Core courses developed specifically for Architecture students in Math and Physics are Math 150, *Architectural Mathematics* (3 crs.) and Physics 140, *Physics for Architects*. These have been introduced as prerequisites for ARCH 211, *Strength of Materials*; ARCH 312, *Structures I*; and ARCH 322, *Structures II*.

Transfer students are exempt from UNIV 100 (core curriculum credits will total 42-45 credits). All Marywood undergraduate degrees require a minimum of 126 credits

In addition to these Liberal Arts studies, architecture students have courses in Structures, Environmental Systems, Building Assemblies, Digital Media and History and Theory. As with all schools of architecture, a sequence of Design Studios forms the armature of architectural education. (See the forthcoming section on *Learning Culture*).

Architecture Program Report:
Bachelor of Architecture Degree

Continuation of Candidacy
Submitted: May, 6, 2014

Bachelor of Environmental Design in Architecture (BEDA)

Year/Semester	Course#	Course Name	Credits
1st Year Fall	ARCH110	Foundation Design I	4
	ARCH 111	Intro to the Designed Environment	1
	ARCH 113	History of Architecture I	3
	RST 112	Modern Belief	3
	ENGL 160	Writing Skills	3
	UNIV 100	New Student Seminar	1
			15
1st Year Spring	ARCH 120	Foundation Design II	4
	ARCH 122	Design Thinking	2
	ARCH 124	Digital Media	3
	ARCH 123	History of Architecture II	3
	ENGL 180	Introduction to World Literature	3
	MATH 150	Architectural Mathematics	3
			18
2nd Year Fall	ARCH 210	Design Studio III	6
	ARCH 214	Digital Media II	3
	ARCH XXX	Program Elective	3
	ENVS 109	Technology, Environment and Society	3
	PHIL 113	Intro to Philosophy	3
			18
2nd Year Spring	ARCH 220	Design Studio IV	6
	ARCH 224	Theories of Architecture	3
	HIST 101	Global History of the Twentieth Century	3
	PHYS 140	Physics for Architects	3
	ENGL XXX	English Elective	3
			18
3rd Year Fall	ARCH 310	Design Studio V	6
	ARCH 312	Structures I	3
	ARCH 313	Building Assemblies	3
	SOC 315	Studies in Urbanization	3
	PHIL XXX**	Philosophy Elective	3
			18
3rd Year Spring	ARCH 320	Design Studio VI	6
	ARCH 322	Structures II	3
	ARCH XXX	Program Elective	3
	HIST XXX	History Elective	3
	FA XXX	Fine Arts	3
			18
4th Year Fall	ARCH 410	Design Studio VII	6
	ARCH 411	Environmental Systems I	3
	ARCH XXX	Program Elective	3
	LANG XXX	Foreign Language I	3
			15
4th Year Spring	ARCH 420	Design Studio VIII (Comprehensive Studio)	6
	ARCH 421	Environmental Systems II	3
	LANG XXX	Foreign Language II	3
	RST XXX	Religion	3
			15
			Total
			135

**RECOMMENDED: ECON 101 (Basic Economics), ART 218 (Art in the Modern Era), FA 100 (Music, Art, and the Contemporary World), FA 102 (Sound and Symbol in the Arts), ENG 349 (Nature Studies)*

***CHOOSE FROM: PHIL 215 (Critical Thinking), PHIL 315 (Ethics), PHIL 325 (Philosophy of Art), PHIL 328 (Environmental Ethics)*

B.Arch. Program. The fifth year builds directly on the previous four years and introduces students to the elements of professional practice, the LEED accreditation process, and the history and theories of urban form. Advanced studios will focus on the development of strategies of technology transfer from other fields (nanotechnology and biomimicry are potential examples), and investigations of high-performance components. Rather than concentrating on particular building types at this level of the students' education, we are interested in exploring advances in both design and science in order to meaningfully expand the horizons of future practice.

With an emphasis on environmental stewardship—the concept that all citizens are responsible for the condition and thoughtful use of the planet's resources—the B.Arch program will focus on unique studio investigations related to this concept. Further, graduates of our B.Arch professional program will be encouraged to take the LEED GA (Green Associates), Exam, hopefully prior to graduation. They will thus enter the profession with advanced credentials related to Leadership in Energy and Environmental Design and will be well prepared to sit for any of the other LEED AP exams depending on their areas of professional focus.

The B.Arch. curriculum is outlined below:

Bachelor of Architecture (B.ARCH.)

Year/Semester	Course#	Course Name	Credits
5th Year Fall	ARCH 450	Design Studio IX (A)	6
	ARCH 451	Art & Craft of Building(A)	3
	ARCH 452	LEED Accreditation (A)	3
	ARCH 453	History & Theories of Urban Form (A)	3
			15
5th Year Spring	ARCH 460/560	Design Studio X (A)	6
	ARCH 462/562	Professional Practice (A)	3
	ARCH XXX	Program Elective	3
	GE	General Elective	3
			15
			Total

**RECOMMENDED GENERAL ELECTIVES: SOC XXX (Urban Sociology), ECON 101 (Basic Economics), ART 218 (Art in the Modern Era), FA 100 (Music, Art, and the Contemporary World), FA 102 (Sound and Symbol in the Arts), SOC 218 (Anthropology), ENG 349 (Nature Studies)*

PROVISIONAL: ARCH 460/560 and 462/562 selection should be based on student's goal (B.Arch graduation or M.Arch acceptance). Students are required to have a 3.0 QPA in order to register for a 500 level course in their undergraduate studies.

Updated 03/13 for students beginning Fall 2013

II.2.3 Curriculum Review and Development

Curriculum Development. The B.E.D.A., B. Arch. and M. Arch. curricula were initially developed by the Founding Dean before the School opened. During this process, curriculum proposals were submitted to, and approved by, the requisite University review committees, including the Undergraduate Core Curriculum Committee, Undergraduate Curriculum Committee, and Graduate Curriculum Committee. These committees assessed the programs' objectives, adherence to the Core Curriculum requirements and their cost implications to the University.

As our full-time faculty and enrollments have grown, we have made some modifications to these curricula in response to University Core changes and/or program issues that have arisen. While we do not yet feel we are large enough to form an internal Curriculum Committee, for example, whatever curriculum concerns that have arisen have been discussed with the faculty as a whole. With new full-time faculty hires, we have honed our pedagogical intentions as increased faculty input was sought.

We have also engaged area architects and design professionals in curriculum discussions, as in the case of our first year of operation, during which we invited members of local offices to join our faculty to discuss our Digital Media sequence. From these discussions, we became better informed about the use of Revit in local offices and its application in the field. As we grow, we would like to keep professionals involved with the development of our curriculum. At the same time, we are not necessarily convinced that the academy should always follow practice, given the School's commitment to experimentation, research and the development of new knowledge.

Part Two (II): Section 3—Evaluation of Preparatory/Pre-Professional Education

Transfer Students. As described in Section I.2.1C on page 27, students applying to enter our pre-professional Architecture Program must submit a portfolio of design work, and the courses for which transfer credits are requested when applying to the B.Arch. These applications are carefully screened by the Program Director before being accepted.

Other than for transfer students who enter our four-year pre-professional program, we do not yet have the need to evaluate any pre-preparatory/pre-professional education.

Part Two (II): Section 4—Public Information

II.4.1 Statement on NAAB –Accredited Degrees

In conformance with NAAB Guidelines, all of our catalogs and promotional literature have included the following language found in the *NAAB Conditions of Accreditation*, Appendix 5:

In the United States, most state registration boards require a degree from an accredited degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency responsible authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional degree. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

We have also added that we have applied for Candidacy Status with the NAAB. Because our Undergraduate and Graduate Catalogs are printed to apply for a two year period before its text can be revised, we chose to include this statement because of the lag time involved.

II.4.2 Access to NAAB Conditions and Procedures

Having achieved candidacy status with the NAAB, we are adding links to the following documents on our School of Architecture Website:

- The **2009 NAAB Conditions for Accreditation** (or most current version)
- The **2011 NAAB Procedures for Accreditation** (or most current version)

These publications will therefore be made available to all students, parents, faculty, and the general public.

II.4.3 Access to Career Development Information

We will be adding links to relevant sites on our School of Architecture **Website**.

II.4.4 Public Access to APRs and VTRs

All *Annual Reports (APRs)*, *NAAB Responses to the Annual Reports*, *decision letters from the NAAB*, and the final edition of *the most recent Visiting Team Report* (all contents), will be posted on our School Website for public access.

II.4.5 ARE Pass Rates

NA for several years

Part Three (III): Appendices

The Appendices that follow are referenced throughout the preceding text.



APPENDIX A

☐ UNIV 100 Living Responsibly in an Interdependent World (1 cr.)
☐ ENGL 160 Writing Skills (3 crs.)

Religious Studies: 6 credits
☐ RST 112 (3 crs.)
☐ RST (above 100 level) (3 crs.)

Philosophy (6 credits)
☐ PHIL 113 (3 crs.)
☐ PHIL (above 100 level) (3 crs.)

☐ Mathematics _____ (3 crs.)

☐ Science (3 crs.)

☐ Social Science _____ (3 crs.) (Psychology 211, Economics, Sociology, Political Science, Anthropology, Criminology or any other Social Science course)

World Literature: 6 credits

☐ English 180 (3 crs.)

☐ English 300 or above _____ (3 crs.)

Modern Language (6 credits)

☐ Foreign Language _____ (3 crs.)

☐ Foreign Language _____ (3 crs.)

Fine Arts (3 credits)

☐ Fine Arts _____ (3 crs.)

☐ History _____(3 crs.)

☐ History _____(3 crs.)

1. If a student has completed 4 years of the same foreign language in high school, that student can choose to take just one, three-credit course to satisfy the foreign language requirement. That course, however, must be above the 212 level
2. One course in a student's curriculum must fulfill a global studies requirement. Courses that fulfill this category will be designated as such in the course description and course offerings
3. Transfer students are exempt from UNIV 100 (core curriculum credits will total 42-45 credits)
4. All Marywood undergraduate degrees require a minimum of 126 credits

Architecture Program Report:
 Bachelor of Architecture Degree

Continuation of Candidacy
 Submitted: May, 6, 2014

SPC/Course Matrix																APPENDIX B																			
Year	Semester	Course Number	Course Title	Credits																															
Student Performance																																			
Ability																																			
Understanding																																			
1st	SP.	F.	ARCH 110	Foundation Design I	4																														
			ARCH 111	Intro. Design Env.	1																														
			ARCH 113	History of Arch. I	3																														
			ARCH 120	Foundation Design II	4																														
			ARCH 122	Design Thinking	2																														
			ARCH 123	History of Arch. II	3																														
			ARCH 124	Digital Media I	3																														
2nd	SP.	F.	ARCH 210	Design Studio III	6																														
			ARCH 214	Digital Media II	3																														
			ARCH 220	Design Studio IV	6																														
			ARCH 224	Theories of Arch.	3																														
3rd	SP.	F.	ARCH 310	Design Studio V	6																														
			ARCH 312	Structures I	3																														
			ARCH 313	Building Assemblies	3																														
			ARCH 320	Design Studio VI	3																														
			ARCH 322	Structures II	3																														
4th	SP.	F.	ARCH 410	Design Studio VII	6																														
			ARCH 411	Env. Sys. I	3																														
			ARCH 420	Design Studio VIII	6																														
			ARCH 421	Env. Sys. II	3																														
5th	F.	ARCH 450	Design Studio IX	6																															
			ARCH 451	Art & Craft of Building	3																														
			ARCH 452	LEED Accreditation	3																														
			ARCH 453	Hist./Theo. Urb. Form	3																														
	SP.	ARCH 460	Design Studio X	6																															
		ARCH 462	Professional Practice	3																															

ARCH 110 – Foundation Design I, 4 credits

APPENDIX C-1

Course Description (limit 25 words): *Introduces fundamental principles of two-dimensional and three-dimensional design. Drawing, models, collage and photography to explore, discover and present. Lectures and readings supplement sequential studio projects.*

Course Goals and Objectives:

- Students will be introduced to basic principles of design thinking and their application to the invention of architecture
- Various crafting techniques (drawing, sketching, model-making) will be introduced to students as tools to both investigate and present design ideas
- Students will undertake investigations through multiple iterations in which various spatial possibilities will be explored and reinvented according to a prescribed set of parameters.
- Students will learn how to understand and interpret existing works of architecture

NAAB Student Performance Criteria Addressed:

- A.1 Communication Skills (A)
- A.2 Design Thinking Skills (A)
- A.3 Visual Communication Skills (A)
- A.5 Investigative Skills (A)
- A.6 Fundamental Design Skills (A) - PRIMARY
- A.7 Use of Precedents (A)
- C.1 Collaboration (A)

Topical Outline (percentage of time in course spent in each content area):

Drawing (representation, diagramming, technical): 25%

Modeling (representation, crafting technique, material study): 25%

Fundamental Design Skills (composition, organization, transformation, translation, analysis/synthesis, design process): 40%

Presentation Skills: 10%

Prerequisites:

None

Textbooks:

Eckler, James, Language of Space & Form: Generative Terms for Architecture (Wiley, 2012)

Offered:

Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

James Eckler (Coordinator) (F/T), Kate O'Connor (Coordinator) (F/T), Stephen Garrison (F/T), Regan King (P/T), Ruth Koelewyn, (P/T)

ARCH 111 – Introduction to the Designed Environment, 1 credit

APPENDIX C-2

Course Description (limit 25 words): *How fundamental design principles operate at different scales and in different contexts: typography and graphic design, product design, architecture, interior architecture, landscape and urban design.*

Course Goals & Objectives:

- Students will become more aware of the design of the physical world we all inhabit
- Students will be exposed to fundamental design principles operating at different scales and in different contexts
- Students will develop an increased appreciation for the interrelatedness of these principles and their relevance for the designer

Student Performance Criterion/a addressed:

- A.2. Design Thinking Skills (U)
- A.3. Visual Communication Skills (U)
- A.8. Ordering Systems Skills (U)

Topical Outline (percentage of time in course spent in each content area):

Elements of Design: 25%
Design Principles/Systems: 25%
Applications of Elements/Principles: 50%

Prerequisites:

None

Textbooks:

Vary

Offered:

Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

G.K. Hunt, Dean (F/T)

ARCH 113 – History of Architecture I, 3 credits

APPENDIX C-3

Course Description (limit 25 words): *Survey of world architecture as a reflection of socio-cultural, economic and political traditions and values, from the Pre-historic to the Renaissance; Western and Non-Western examples.*

Course Goals and Objectives:

- Students will have a deeper understanding of the architecture of their time
- Students will understand architecture's cultural development as an art form and the creative processes that have generated it over time
- Students will be exposed to a compendium of the ideas and theories that have shaped architectural artifacts in various historical periods
- Students will gain an understanding of the relationship between architectural form and the development of new typologies, construction materials and techniques, and aesthetic values
- Students will understand the historical development of architectural practice and the diversity of forces that have impacted it over time
- Students will be introduced to basic architectural concepts and vocabulary related to materials, construction techniques and aesthetic styles

NAAB Student Performance Criteria Addressed:

- A.1. Communication Skills (A)
- A.3. Visual Communication Skills (A)
- A.8. Ordering System Skills (U)
- A.9. Historical Traditions/Global Culture (U) – PRIMARY
- A.10. Cultural Diversity (U) – PRIMARY
- C.2 Human Behavior (U)

Topical Outline (percentage of time in course spent in each content area):

Presentation of social, political, economic and cultural influences:	30%
Presentation of environmental and geographic forces on building design:	20%
Presentation of building typologies, ordering systems and aesthetics:	25%
Presentation of structural and material influences:	25%

Prerequisites:

None

Textbook:

Fazio, M., Moffett, M., Wodehouse, L., A World History of Architecture, McGraw-Hill, 2008; 2nd Revised Edition

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Matthew Mindrup, Ph.D. (F/T), Gabriel Fuentes (F/T)

ARCH 120 – Foundation Design II, 4 credits

APPENDIX C-4

Course Description (limit 25 words): *Introduces students to additional graphic skills and critical design thinking. Design process and refined aesthetic judgment at various scales become integral objectives of each project.*

Course Goals and Objectives:

- Students will develop additional graphic skills and critical design thinking
- Students will employ craft to invent, represent and communicate spatial experience
- Students will continue design investigations through multiple iterations
- Students will learn how to understand and interpret existing works of architecture

NAAB Student Performance Criteria Addressed:

- A.1. Communication Skills (A)
- A.2. Design Thinking Skills (A)
- A.3. Visual Communication Skills (A)
- A.5. Investigative Skills (A)
- A.6. Fundamental Design Skills (A) – PRIMARY
- A.8. Ordering System Skills (U) – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

Drawing (representation, diagramming, technical): 25%

Modeling (representation, crafting technique, material study): 25%

Fundamental Design Skills (composition, organization, transformation, translation, analysis/synthesis, design process): 40%

Presentation Skills: 10%

Prerequisites:

ARCH 110

Textbook:

Eckler, James, Language of Space & Form: Generative Terms for Architecture (Wiley, 2012)

Offered:

Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

James Eckler (Coordinator) (F/T), Kate O'Connor (Coordinator) (F/T), Stephen Garrison (F/T), Regan King (P/T), Ruth Koelwyn, (P/T)

ARCH 122 – Design Thinking, 2 credits

APPENDIX C-5

Course Description: *The roles of observing, understanding, proposing and crafting. Explores design as an iterative process involving ideation and reflection. Lectures associated with projects in ARCH 120.*

Course Goals and Objectives:

- Students will study the design principles in a precedent building or interior space
- Students will learn to identify design concepts in precedent buildings
- Students will become familiar with issues of process, organization, and spatial and formal attributes of buildings
-

NAAB Student Performance Criteria Addressed:

- A.1. Communication Skills (A)
- A.2. Design Thinking Skills (A)
- A.5. Investigative Skills (A)
- A.7. Use of Precedents (A)
- C.1 Collaboration (A)
- C.2 Human Behavior (U) – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

Research and Precedent Study: 30%

Writing Technique: 30%

Presentation Skills: 15%

Topics and Issues of Design: 25%

Prerequisites:

ARCH 110, 120, 111

Textbook: Eckler, James, Language of Space and Form: Generative Terms for Architecture (Wiley, 2012)

Offered:

Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

Kate O'Connor (F/T)

ARCH 123 – History of Architecture II, 3 credits

APPENDIX C-6

Course Description (limit 25 words): *Survey of world architecture from the Renaissance to the Present major movements, individuals and ideas that have impacted developments and buildings of the period.*

Course Goals and Objectives:

- Students will have an understanding of world architecture from the Renaissance to the present day
- Students will be exposed to the ways architecture and urbanism reflect social, economic, geographic and technological environments
- Students will develop an understanding of architectural form as a reflection of the driving social, environmental, material and technological forces from the Renaissance to the present
- a compendium of the ideas and theories that have shaped architectural artifacts in various historical periods
- Students will gain an understanding of the relationship between architectural form and the development of new typologies, construction materials and techniques, and aesthetic values
- Students will understand the historical development of architectural practice and the diversity of forces that have impacted it over time
- Students will be introduced to basic architectural concepts and vocabulary related to materials, construction techniques and aesthetic styles

NAAB Student Performance Criteria Addressed:

A.7 Use of Precedents (A)

A.9. Historical Traditions/Global Culture (U) – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

Political, social, economic and cultural context: 15%

Urbanistic, geographic, and environmental forces: 15%

Key Patrons, important architects, and architectural masterworks: 35%

Meaning and evolution of architectural styles: 15%

Construction technologies and engineering developments: 15%

Application of historical solutions and concepts today: 5%

Prerequisites: None

Textbook: Fazio, M., Moffett, M., Wodehouse, L., A World History of Architecture, McGraw-Hill, 2008; 2nd Revised Edition

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

Richard Leonori (P/T)

ARCH 124: Digital Media I, 3 credits

APPENDIX C-7

Catalog Description:

Fundamentals of digital representation in both 2-D and 3-D programs.

Course Goals and Objectives:

- To extend the student's design studio skill sets to include techniques of digital craft
- To develop proficiency with computer graphic software
- To enable the student to gain sufficient knowledge and skill to apply digital media to the development and presentation of design studio projects

NAAB Student Performance Criteria Addressed:

- A.3. Visual Communication Skills (A) – PRIMARY
- A.4. Technical Documentation (A)
- A.6. Fundamental Design Skills (A)

Topical Outline (percentage of time in course spent in each content area):

Digital Representation Skills (2-D): 80%

Application of Digital Craft in Design Process: 20%

Prerequisites:

None

Textbooks:

None

Offered:

Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

James Eckler (Coordinator) (F/T), Regan King (P/T), Greg Marinelli (P/T), Jayashree Shamanna (P/T)

ARCH 210 – Design Studio III, 6 credits

APPENDIX C-8

Course Description (limit 25 words): *An introduction to the design of architecture as the composition of material, form and space some place for some reason.*

Course Goals and Objectives:

- Students will be introduced to the design of architectural space and form
- Students will understand the creation of place as involving both observation (thinking) and action (making)
- Students will explore the particularities of site through experimentation and fabrication
- Student will participate in an exchange of ideas through class discussions

NAAB Student Performance Criteria Addressed:

- A.1. Communication Skills (A)
- A.2. Design Thinking Skills (A) – PRIMARY
- A.3. Visual Communication Skills (A)
- A.5. Investigative Skills (A)
- A.6. Fundamental Design Skills (A)
- A.7. Use of Precedents (A)
- A.8. Ordering Systems Skills (U)
- A.11 Applied Research (U)
- B. 3. Sustainability (A)
- B.4 Site Design (A)

Topical Outline (percentage of time in course spent in each content area):

Design of space and form:	50%
Presentation Skills:	25%
Site considerations:	10%
Exchange of ideas:	15%

Prerequisites:

ARCH 110, ARCH 120

Textbooks:

Readings are assigned during the semester.

Offered:

Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Dr. Matthew Mindrup (Coordinator) (F/T), James Eckler (Coordinator) (F/T), Jayashree Shamanna (P/T), Kate O'Connor (F/T), Patrick Martin (F/T), Andrew Doyle (P/T)

Course: ARCH 214: Digital Media II, 3 credits

APPENDIX C-9

Catalog Description: *Advanced digital media, including 3-D modeling and rendering programs; introduction to 3-D prefabrication.*

Course Goals and Objectives:

- To extend the student's design studio skill sets to include techniques of digital craft
- To develop proficiency with computer graphic software
- To enable the student to gain sufficient knowledge and skill to apply digital media to the development and presentation of design studio projects

NAAB Student Performance Criteria Addressed:

A.3. Visual Communication Skills (A) – PRIMARY

A.4. Technical Documentation (A)

A.6 Fundamental Design Skills (A)

Topical Outline (percentage of time in course spent in each content area):

Techniques of digital craft: 20%

Proficiency with computer graphic software: 60%

Application of digital media to design studio projects: 20%

Prerequisites:

Arch 212

Textbooks:

None

Offered:

Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

James Eckler (Coordinator) (F/T), Jayashree Shamanna (P/T), Regan King (P/T), Greg Marinelli (P/T), Andrew Doyle (P/T)

Course: ARCH 220 – Design Studio IV, 6 credits

APPENDIX C-10

Course Description: *A continuation of ARCH 210, with a greater emphasis on spatial sequence and the relationship between building and landscape.*

Course Goals & Objectives:

- Students will develop fundamental abilities to design architectural form and space for a particular place
- Students will have the ability to create place through both observation (thinking) of contexts and action (making) upon constructions
- Students will develop the ability to explore the particularities of site through a process of experimentation and fabrication in two and three-dimensions.
- Students will participate in individual project critiques and class discussions to discuss interpretations, provide an exchange of ideas, and integrate the semester's diverse activities.

NAAB Student Performance Criteria Addressed:

- A.1. Communication Skills (A)
- A.2. Design Thinking Skills (A)
- A.3. Visual Communication Skills (A)
- A.5. Investigative Skills (A)
- A.6. Fundamental Design Skills (A)
- A.7. Use of Precedents (A)
- A.8. Ordering System Skills (U)
- A.11. Applied Research (U)
- B.3. Sustainability (A)
- B.4. Site Design (A) – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

Design Thinking:	50%
Presentation Skills:	25%
Site Design:	15%
Class Discussions/Critiques:	10%

Prerequisites:

ARCH 210

Textbooks:

Readings are assigned during the semester.

Offered:

Spring only; annually

Faculty Assigned (during last two academic years prior to visit):

Dr. Matthew Mindrup (Coordinator) (F/T), Kate O'Connor (Coordinator) (F/T), James Eckler (F/T), Gabriel Fuentes (F/T), Jayashree Shamanna (P/T), Patrick Martin (P/T), Andrew Doyle (P/T)

ARCH 224 – Theories of Architecture, 3 credits

APPENDIX C-11

Catalog Description: *Examination of ideas about the discipline of architecture; discussion of built projects, theoretical designs, original writings and associated artistic, philosophical or intellectual movements.*

Course Goals & Objectives:

- Survey the history of architecture theory through an examination of original writings.
- Explore the different ways architects have thought about the construction and construing of buildings through an examination of written essays and associated artistic, philosophical and intellectual movements.
- Introduce students to fundamental theories of architecture in the history of the profession.
- Develop the student's understanding of diverse theoretical foundations and social settings from which the meaning of architecture (as exhibited in the making of buildings, landscapes and human settlements) has been derived.
- Familiarize the student with the role of architectural criticism and its relationship to theory.
- Familiarize the student with the role of theoretical foundations in the design process.
- Develop the student's ability to examine architectural issues rationally, logically, and coherently and to communicate architectural ideas in written and oral forms.

NAAB Student Performance Criteria Addressed:

- A.1. Communication Skills (A)
- A.2. Design Thinking Skills (A)
- A.7. Use of Precedents (A)
- A.8. Ordering System Skills (U)
- A.10. Cultural Diversity (U)
- A.11. Applied Research (U)
- B.3. Sustainability (A)

Topical Outline (percentage of time in course spent in each content area):

Presentation of a text, its author and their argument:	50%
Presentation the cultural, economic, political and social influences of an author & their theory:	25%
Group discussion of a theory and its contemporary relevance:	25%

Prerequisites:

None

Textbook:

Digital copies (.pdf) of required readings are provided to students via an online billboard (Moodle)

Offered:

Spring only; annually

Faculty Assigned (during last two academic years prior to visit): Matthew Mindrup, Ph.D. (F/T), Gabriel Fuentes (F/T)

ARCH 310 – Design Studio V, 6 credits

APPENDIX C-12

Course Description (limit 25 words): *Introduces design projects in which spatial organization, along with principles of structure, materials and site design, serve as form determinants.*

Course Goals and Objectives:

- Continue the student's development of architectural design investigation and communication skills
- Introduce and investigate how materials can be assembled to form and manipulate space
- Investigate spatial decisions at full scale
- Document and analyze the forces and systems that are specific to a site or location and introduce the impact of these forces on Pre-Design
- Investigate how structural issues affect spatial form and construction
- Encourage an iterative design process
- Investigate joint/connection/detail and introduce detail drawing techniques and conventions
- To work corroboratively to successfully complete design projects
- Design spaces that meet or exceed Accessibility standards
- Design spaces that optimize natural resources and understand how the choice of materials impacts the environment

NAAB Student Performance Criteria Addressed:

A.1	Communication Skills (A)	B.1	Pre-Design (U) – PRIMARY
A.2	Design Thinking Skills (A)	B.2	Accessibility (A)
A.3	Visual Communication Skills (A)	B.3	Sustainability (A) – PRIMARY
A.4	Technical Documentation (A)	B.4	Site Design (A) – PRIMARY
A.5	Investigative Skills (A) – PRIMARY	B.9	Structural Systems (U)
A.6	Fundamental Design Skills (A)	B.12	Building Materials and Assemblies (U)
A.7	Use of Precedents (A)	C.1	Collaboration (A)
A.11	Applied Research (U)	C.3	Client Role in Architecture (U)

Topical Outline (percentage of time in course spent in each content area):

Development of architectural design investigation and communication skills: 30 %

Investigations into full scale, material assemblies, structural forces and connections: 25%

Investigations into site / Pre-Design analysis: 15%

Understanding accessibility standards: 15%

Understanding materials impact on the environment: 15%

Prerequisites: Arch 220

Textbooks: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Joseph Gluba (Coordinator) (F/T), Maggie McManus (Coordinator) (F/T), Carl Handman, A.I.A. (P/T), Patrick Martin (F/T), Jayashree Shamanna (P/T)

ARCH 312 – Structures I, 3 credits

APPENDIX C-13

Course Description (limit 25 words): *Application of structural theory to the design of building components, including beams, columns, floors, roofs, and foundations. Focus on structures in timber and steel.*

Course Goals and Objectives:

- Students will be introduced to basic terms, concepts, design methods, and construction practices used in the design of structural steel and timber framing systems
- Students will gain an understanding of how architects relate to structural engineers in practice to create better designed and coordinated structural framing system designs

NAAB Student Performance Criteria Addressed:

- A.3 Visual Communication Skills (A)
- A.4 Technical Documentation (A)
- B.3. Sustainability (A)
- B.9. Structural Systems (U) – PRIMARY
- C.1 Collaboration (A)

Topical Outline (percentage of time in course spent in each content area):

Building code gravity, wind, and seismic loading (10%)
Steel member analysis and design (35%)
Timber member analysis and design (35%)
Group oral presentation (5%)
Sustainability of steel and timber materials (5%)
Professional written report/calculation presentation (10%)

Prerequisites:

Textbook:

- Underwood, J. and Chiuini, M., Structural Design: A Practical Guide for Architects, 2nd Ed., John Wiley & Sons, Hoboken, NJ, 2007
- AISC Manual of Steel Construction, 14 ed., American Institute of Steel Construction, Inc. (AISC), 2010, 14th ed, 1 East Wacker Dr, Suite 3100. Chicago, Illinois 60601, 2010

Offered:

Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Kate O'Connor (Coordinator) (F/T), Maggie McManus (F/T), Tina Merli, PE (P/T)

ARCH 313 – Building Assemblies, 3 credits

APPENDIX C-14

Course Description (limit 25 words): *A survey of component assemblies, construction detailing, and material properties. Focuses on the relationship of design intent to the final selection of subassemblies, details, and materials.*

Course Goals and Objectives:

- To develop an understanding of building assemblies and materials.
- To investigate the impact of detail decisions on overall architectural designs.
- To communicate construction and material design decisions through drawings and specifications.
- To understand how the choice of materials impacts the environment.

NAAB Student Performance Criteria Addressed:

A.4 Technical Documentation (A) – PRIMARY

B.10 Building Envelope Systems (U)

B.12 Building Materials and Assemblies (U) – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

- "Stick-Built," platform-framed, nominal lumber, gable roof, cast-in-place foundation, basement. (10%)
- "Stick-Built," "high performance," platform-framed, cold (gable) roof, trusses, double-stud wall, low frost wall. (10%)
- Heavy timber, Structurally Insulated Panels (SIP's), slab-on-grade. (10%)
- "Light" Steel, light-gauge steel, platform-framed, "flat" roof with parapet, CMU block foundation, basement. (10%)
- "Heavy" Steel, Steel W-shape primary structure, bar-joist secondary structure, corrugated metal deck with concrete slab, light-gauge steel curtain wall, "flat" roof with parapet. (10%)
- Precast Concrete, precast concrete wall panels, precast concrete foundation system, precast hollow-core slabs. (10%)
- Masonry Unit (mixed), cast-in-place foundation with basement, brick veneer with CMU backup, light-gauge steel, "flat" roof with parapet. (10%)
- Curtain Wall Construction, rain screen, glass. (5%)
- Window/Door Type, Components, and Assembly. (5%)
- Firewall/Fire Protection Systems, stairs, railings, occupancy. (5%)
- Original Wall Section (developing a final studio project in terms of assembly). (15%)

Prerequisites: None

Textbook:

- Ching, Francis D.K., Building Construction Illustrated, (Wiley 2011)
- Ramsey, Charles George; Sleeper, Harold Reeve; Bassler, Bruce, Architectural Graphic Standards: Student Edition, (Wiley 2008)

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit): Joe Gluba (Coordinator) (F/T), Patrick Martin (Coordinator) (F/T), Andrew Doyle (P/T)

ARCH 320 – Design Studio VI, 6 credits

APPENDIX C-15

Course Description (limit 25 words): *A continuation of ARCH 310, with an emphasis on the roles of space, structures and site in architecture.*

Course Goals and Objectives:

- Continue the student's development of architectural design searches and communication skills
- Encourage an iterative design process
- Document and analyze the forces and systems that are specific to a site or location and introduce the impact of these forces on Pre-Design
- Investigate how structural issues affect spatial form and construction
- Investigate the interaction between landscape and architecture to find ways to optimize and conserve natural resources
- Develop designs that balance the needs of the individual with the needs of the community
- Understand the requirements for life safety and egress
- Work corroboratively to successfully complete design projects
- Design spaces that meet or exceed Accessibility standards
- Design spaces that optimize natural resources and understand how the choice of materials impacts the environment
- Develop understanding of building assemblies and the impact of details on designs

NAAB Student Performance Criteria Addressed:

A.1. Communication Skills (A)	B.1 Pre-Design (U)
A.2. Design Thinking Skills (A)	B.2 Accessibility (A)
A.3. Visual Communication Skills (A)	B.3. Sustainability (A)
A.4. Technical Documentation (A)	B.4. Site Design (U)
A.5. Investigative Skills (A)	B.5. Life Safety (A)
A.6. Fundamental Design Skills (A)	B.9. Structural Systems (U)
A.7. Use of Precedents (A)	C.1. Collaboration (A) – PRIMARY
A.11. Applied Research (U)	

Topical Outline (percentage of time in course spent in each content area):

Development of architectural design investigation and communication skills: 30 %

Investigations into material assemblies, structural forces and details: 15%

Investigations into site / Pre-Design analysis and development: 25%

Understanding accessibility standards, life safety and egress: 15%

Understanding the impact of materials and landscape on the environment: 15%

Prerequisites: Arch 310

Textbooks: Building Construction Illustrated by Francis D.K. Ching

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit): Joseph Gluba (Coordinator) (F/T), Maggie McManus (Coordinator) (F/T), Patrick Martin (F/T), Carl Handman, A.I.A. (P/T), Jayashree Shamanna (P/T)

ARCH 322 – Structures II, 3 credits

APPENDIX C-16

Course Description (limit 25 words):

Further applications of principles introduced in ARCH 312 (Structures I) to both masonry and concrete structural systems.

Course Goals and Objectives:

- This course will introduce the students to the basic terms, concepts, design methods and construction practices used in the design of concrete and masonry structural systems.
- By successfully accomplishing the course requirements, the goal is to develop an understanding of how architects relate with structural engineers in practice to create better designed and coordinated structural framing system designs.

NAAB Student Performance Criteria Addressed:

- A.1 Communication Skills (A)
- A.3 Visual Communication Skills (A)
- A.4 Technical Documentation (A)
- B.3. Sustainability (A)
- B.9. Structural Systems (U)
- C.1 Collaboration (A)

Topical Outline (percentage of time in course spent in each content area):

Hands on material testing (10%)
Concrete member analysis and design (35%)
Masonry systems analysis and design (35%)
Group oral presentation (5%)
Sustainability of concrete and masonry materials (5%)
Professional written report/calculation presentation (10%)

Prerequisites: ARCH 312

Textbook:

Structural Design: A Practical Guide for Architects, 2nd Edition, James R. Underwood, Michele Chiuni
ISBN: 978-0-471-78904-8, John Wiley & Sons, Hoboken, NJ, June 2007

Offered:

Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

Kate O'Connor (Coordinator) (F/T), Maggie McManus (F/T), Tina Merli, PE (P/T)

ARCH 410 – Design Studio VII, 6 credits

APPENDIX C-17

Course Description (limit 25 words): *Introduces building programs with a higher degree of complexity and requiring the application of principles of building structures, exterior envelopes, and materials selection.*

Course Goals and Objectives:

- Students should demonstrate an understanding of tectonic principles and elements in the assembly of buildings and the systems that serve them.
- Students should develop strategies for making architecture that is responsive to its surrounding conditions including urban and environmental contexts.
- Students should develop skills to critically assess and document client programmatic needs and translate these into built form.
- Students should demonstrate skills to investigate, represent, and communicate architectural ideas through a variety of media.
- Students should develop an iterative process of design as a structure for architectural inquiry and design discovery.

NAAB Student Performance Criteria Addressed:

A.1	Communication Skills	B.3	Sustainability
A.2	Design Thinking	B.4	Site Design
A.3	Visual Communication	B.5	Life Safety
A.4	Technical Documentation	B.6	Comprehensive Design
A.5	Investigative Skills	B.8	Environmental Systems
A.6	Fundamental Design Skills	B.9	Structural Systems
A.7	Use of Precedents	B.10	Building Envelope Systems – PRIMARY
A.8	Ordering System Skills	B.11	Building Service Systems
A.11	Applied Research – PRIMARY	B.12	Building Materials and Assemblies – PR.
B.1	Pre-Design – PRIMARY	C.7	Legal Responsibilities – PRIMARY
B.2	Accessibility – PRIMARY	C.9	Community and Social Responsibility

Topical Outline (percentage of time in course spent in each content area):

Program Development (10%)

Site Analysis (10%)

Master Planning (10%)

Schematic Design (25%)

Design Development (20%)

Building Envelope and Skin Development (25%)

Prerequisites: ARCH 320

Textbook: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Brian Szymanik (Coordinator) (F/T), Jayashree Shamanna (P/T), Russ Roberts (P/T)

ARCH 411 – Environmental Systems I, 3 credits

APPENDIX C-18

Course Description (limit 25 words): *The impact of environmental forces on building and site design. Human comfort, thermal balance, and the principles/systems of heating, ventilating, and air conditioning.*

Course Goals and Objectives:

- Develop a working knowledge of active and passive strategies for environmental controls.
- Understand the fundamental principles of thermal comfort, indoor air quality, and lighting.
- Develop the ability to analyze methods and strategies for the design of environmental systems.
- Understand the limits of and opportunities available in environmental control systems.
- Understand fundamentals of system selection, placement, components, sizing, & integration.

NAAB Student Performance Criteria Addressed:

A.2	Design Thinking	B.4	Site Design
A.3	Visual Communication	B.8	Environmental Systems – PRIMARY
A.7	Use of Precedents	B.9	Structural Systems
A.11	Applied Research	B.10	Building Envelope Systems
B.2	Accessibility	B.11	Building Service Systems
B.3	Sustainability – PRIMARY	B.12	Building Materials and Assemblies

Topical Outline (percentage of time in course spent in each content area):

Site Analysis, Climate, and the Body (30%)

Passive and Active Thermal Controls (30%)

Illumination (30%)

Case Study Project (10%)

Prerequisites: None

Textbook: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Brian Szymanik (F/T), Kate O'Connor (F/T)

ARCH 420 – Design Studio VIII, 6 credits

APPENDIX C-19

Course Description (limit 25 words): *Comprehensive architectural project demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability.*

Course Goals and Objectives:

- Students should demonstrate an understanding of the interconnected systems at work in the assembly and design of complex urban buildings.
- Students should develop strategies for making architecture that is responsive to its surrounding conditions including urban, cultural, social, + environmental contexts.
- Students should demonstrate skills to investigate, represent, and communicate architectural ideas through a variety of media.
- Students should develop an iterative process of design as a structure for architectural inquiry and design discovery.
- Students should demonstrate a collaborative design process with their peers in a team environment.

NAAB Student Performance Criteria Addressed:

A.1	Communication Skills	B.5	Life Safety – PRIMARY
A.2	Design Thinking – PRIMARY	B.6	Comprehensive Design – PRIMARY
A.3	Visual Communication	B.8	Environmental Systems
A.4	Technical Documentation – PRIMARY	B.9	Structural Systems
A.5	Investigative Skills – PRIMARY	B.10	Building Envelope Systems
A.6	Fundamental Design Skills	B.11	Building Service Systems
A.8	Ordering System Skills	B.12	Building Materials and Assemblies
A.9	Historical Traditions and Global Culture	C.1	Collaboration
B.2	Accessibility	C.6	Leadership
B.3	Sustainability	C.8	Ethics and Professional Judgment
B.4	Site Design		

Topical Outline (percentage of time in course spent in each content area):

School-wide Design Competition (5%)
Site Analysis (15%)
Program Analysis (10%)
Schematic Design (25%)
Integrated Design and Implementation (30%)
Graphic Design and Visual Communication (15%)

Prerequisites: ARCH 410

Textbook: None

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

Brian Szymanik (Coordinator) (F/T), Jayashree Shamanna (P/T), Russ Roberts (P/T)

APPENDIX C-20

ARCH 421 – Environmental Systems II, 3 credits

Course Description (limit 25 words): *Principles and systems of water supply and distribution, electricity, lighting, acoustics, life safety, and building service systems.*

Course Goals and Objectives:

- Understand the fundamental principles of electrical design and distribution.
- Develop a working knowledge of water supply and distribution systems.
- Understand the fundamentals of architectural acoustics.
- Understand the various systems designed to protect the health, safety, and welfare of building occupants.
- Develop a knowledge of building service systems and the various ways in which they are used in buildings.
- Consider the comprehensive nature of architectural design and apply that knowledge to a design project.

NAAB Student Performance Criteria Addressed:

- A.4 Technical Documentation
- A.5 Investigative Skills
- A.11 Applied Research
- B.3 Sustainability
- B.8 Environmental Systems – PRIMARY
- B.11 Building Service Systems – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

- LEED Rating System (5%)
- Electrical System Design and Implementation (20%)
- Water Supply and Waste Systems (15%)
- Fire Protection Systems (10%)
- Vertical Transportation Systems (10%)
- Architectural Acoustics (15%)
- Integrated Design Project (25%)

Prerequisites: ARCH 411

Textbook: None

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit): Brian Szymanik (F/T)

ARCH 450 – Design Studio IX, 6 credits

APPENDIX C-21

Course Description (limit 25 words): *Projects focus on urban architecture -- the relationship of buildings to one another, the street, and the neighborhood. Architecture and the creation of urban places.*

Course Goals and Objectives:

- Students should demonstrate an ability to identify and investigate relevant precedent studies, how they enrich our design sensibilities, and why they are significant to the design process.
- Students should demonstrate a recognition of how our bodily senses impact, and are impacted by, the creation of space.
- Students should demonstrate an awareness of the relationship between spatial events and their experiential sequence.
- Students should develop the ability to work as varying scales in an integrated way.
- Students should develop the communication of their projects to make their work intelligible and to present/exhibit work coherently.

NAAB Student Performance Criteria Addressed:

A.1	Communication Skills	A.10	Cultural Diversity
A.2	Design Thinking	A.11	Applied Research
A.3	Visual Communication	B.1	Pre-Design
A.5	Investigative Skills	B.3	Sustainability
A.6	Fundamental Design Skills	B.5	Life Safety
A.7	Use of Precedents – PRIMARY	B.9	Structural Systems
A.8	Ordering System Skills	B.12	Building Materials and Assemblies
A.9	Historical Traditions and Global Culture		

Topical Outline (percentage of time in course spent in each content area):

Site Analysis (5%)

Precedents and Research (10%)

Building program and Pre-design (25%)

Design development, accessibility, Site Design (25%)

Building definition and Visual Communication (35%)

Prerequisites: ARCH 420

Textbook: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Miguel Calvo Salve (Coordinator) (F/T), Matthew Mindrup (F/T)

ARCH 451 – Art & Craft of Building, 3 credits

APPENDIX C-22

Course Description (limit 25 words): *An examination of how architecture engages natural and physical forces in both its conception and realization.*

Course Goals and Objectives:

- Students should demonstrate an understanding of principles of design with natural light.
- Students should assess the influence of natural light in spaces and in human behavior.
- Students should recognize relations between light and materials for making architecture.
- Students should identify relations between building envelope and space in architecture.
- Students should demonstrate investigative skills using precedents.
- Students should demonstrate skills to represent and communicate through drawing and modeling.

NAAB Student Performance Criteria Addressed:

- A.4 Technical Documentation
- A.5 Investigative Skills
- B.7 Financial Considerations – PRIMARY
- B.8 Environmental Systems
- B.10 Building Envelope Systems
- B.11 Building Service Systems
- B.12 Building Materials and Assemblies

Topical Outline (percentage of time in course spent in each content area):

Natural light as a material in architecture (30%)
Primary works of major architects, readings (20%)
Precedents, Research and workshop(30%)
Understanding the architecture throughout the natural light.(20%)

Prerequisites: None

Textbook: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

Miguel Calvo Salve (F/T)

ARCH 452 – LEED Building Certification, 3 credits

APPENDIX C-23

Course Description (limit 25 words): *An examination of the US Green Building Council's Leadership in Energy and Environmental Design (LEED) Building Certification process.*

Course Goals and Objectives:

- ????
- ????

NAAB Student Performance Criteria Addressed:

- A.2 Design Thinking
- A.4 Technical Documentation
- A.5 Investigative Skills
- B.4 Site Design
- B.5 Life Safety
- B.10 Building Envelope Systems
- B.11 Building Service Systems
- B.12 Building Materials and Assemblies

Topical Outline (percentage of time in course spent in each content area):

???? (10%)

Prerequisites: None

Textbook: ???

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

Tracy Wescott (F/T)

ARCH 453 – History & Theories of Urban Form, 3 credits

APPENDIX C-24

Course Description (limit 25 words): *A survey of the geographic, cultural, political, and economic contexts of cities and their role in the genesis and alterations of urban form.*

Course Goals and Objectives:

- Students should demonstrate an understanding of historical urban characteristics through the production of a timeline of urban evolution.
- Students should demonstrate an understanding of a range of urban issues through the completion of two exams.
- Students should demonstrate knowledge of multiple theoretical positions on Urbanism and Urban Design through completion of summary position statements based on select readings.
- Students should frame their own positions on current and future issues of urban development as demonstrated through in-class discussion and debate.
- Students should demonstrate in-depth knowledge of a single city, movement, or utopian idea through the completion of a well-researched paper.

NAAB Student Performance Criteria Addressed:

- A.7 Use of Precedents (A)
- A.8 Ordering System Skills (U)
- A.9 Historical Traditions and Global Culture (U)
- A.10 Cultural Diversity (U) – PRIMARY
- A.11 Applied Research (U)
- C.9 Community and Social Responsibility (U)

Topical Outline (percentage of time in course spent in each content area):

State of Current Urban Environment, Domestic/International, Industrialized/Developing Nations (5%)
Utopian/Ideal City models (20%)
Case Study Cities (5%)
Theoretical Positions on Urban Design (30%)
History of Urban Development (40%)

Prerequisites: ARCH 224

Textbook: None

Offered: Fall only; annually

Faculty Assigned (during last two academic years prior to the visit):

James Eckler (F/T)

ARCH 460 – Design Studio X, 6 credits

APPENDIX C-25

Course Description (limit 25 words): *The capstone project for the professional degree. Students pursue an architectural design topic of their interest, construct a professional/theoretical position, and test it.*

Course Goals and Objectives:

- Students should demonstrate a recognition of how urban life impacts, and is impacted by, the creation of space.
- Students should demonstrate an ability to identify and investigate relevant precedent studies, how they enrich our design sensibilities, and why they are significant to the design process.
- Students should demonstrate critical thinking and use of design as a means of investigation and research.
- Students should develop appropriate building and urban scale briefs.
- Students should develop the communication of their projects to make their work intelligible and to present/exhibit work coherently.

NAAB Student Performance Criteria Addressed:

- A.1 Communication Skills
- A.2 Design Thinking
- A.3 Visual Communication
- A.4 Technical Documentation
- A.7 Use of Precedents
- A.11 Applied Research
- B.1 Pre-Design
- B.2 Accessibility
- B.3 Sustainability
- B.9 Structural Systems
- B.12 Building Materials and Assemblies

Topical Outline (percentage of time in course spent in each content area):

Site Analysis (5%)

Precedents and Research (10%)

Building program and Pre-design (25%)

Design development, accessibility, structural systems (25%)

Building definition, light, material and Visual Communication (35%)

Prerequisites: ARCH 450

Textbook: None

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit):

Miguel Calvo Salve (Coordinator) (F/T), Carl Handman (P/T), Russ Roberts (P/T)

ARCH 462 – Professional Practice, 3 credits

APPENDIX C-26

Course Description (limit 25 words): *The basic principles and legal aspects of practice organization, financial management, business planning, time and product management, risk mitigation, and mediation and arbitration.*

Course Goals and Objectives:

- Students should demonstrate an understanding of the historical development of the profession and the evolution of professional practice through readings in the assigned textbook, *The Architecture Student's Handbook of Professional Practice* (John Wiley & Sons), other assigned readings, lectures and discussion in class.
- Students should demonstrate an understanding of a range of communication, management, legal and ethical issues that affect the development of firms, the marketing of professional services to clients, and the design and production of projects through readings, lectures and discussion in class.
- Students should demonstrate an understanding of issues that arise in contracts and agreements through readings of selected AIA Documents from the CD that accompanies the textbook and form discussion in class, as demonstrated through four exams scheduled throughout the semester.

NAAB Student Performance Criteria Addressed:

- A.1 Communication Skills
- C.1 Collaboration
- C.3 Client Role in Architecture – PRIMARY
- C.4 Project Management – PRIMARY
- C.5 Practice Management – PRIMARY
- C.6 Leadership – PRIMARY
- C.7 Legal Responsibilities – PRIMARY
- C.8 Ethics and Professional Judgment – PRIMARY
- C.9 Community and Social Responsibility – PRIMARY

Topical Outline (percentage of time in course spent in each content area):

Profession, Ethics/Professional Conduct, Legal Issues, Professional and Leadership Development (20%)
Developing/Running a Practice, Legal Structure, Marketing, Financial Planning and Management (20%)
Project Definition, Development/Delivery Methods, Project Management, Building/Zoning Codes (30%)
Contract Documents/Agreements, Legal/Liability Issues (30%)

Prerequisites: ARCH 460

Textbook: The American Institute of Architects, *The Architecture Student's Handbook of Professional Practice*, (Wiley 2009)

Offered: Spring only; annually

Faculty Assigned (during last two academic years prior to the visit): Russ Roberts (P/T)

Faculty Credentials: Fall, 2009- Spring, 2010		APPENDIX D-1		
		ARCH 103	ARCH 110	ARCH 120
Faculty Member	Summary of Expertise, Experience, Research Interests	S 10	F 9	S 10
Alessandro Ayuso	Architectural designer; Design Studios, Visualization; extensive lecturing, exhibitions; <i>Research</i> : drawing and representation			
Mark Bacon	Architectural designer; Design Studios, Env.Systems; <i>Research</i> : The Nature of Making: Rapid Prototyping			
Stephen Garrsion	Foundation Design Studio, 2-D, 3-D, Furniture Design; <i>Research</i> : Color Theory, History of Interiors; Furniture: History, Design, and Fabrication			
Matthew Mindrup, Ph.D.	2nd- Year Design Studio; Articles published in <i>JAE</i> , <i>SIAJ</i> ; ACSA conference presentations; <i>Research</i> : "The Material Imagination"; History & Theory			

Architecture Program Report:
Bachelor of Architecture Degree
Continuation of Candidacy

Submitted: May, 9, 2014

Faculty Credentials (Fall, 2010 to Spring, 2011)		APPENDIX D-2											
Faculty Member	Summary of Expertise, Experience, Research Interests	ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224
		F 10	F 10	S 11	S 11	F 10	F 10	F 10	F 10	S 11	S 11	S 11	S 11
Dr. Majid Chatsaz	Engineering Mechanics, Mechanical Engineering; P.E., Penn. ASME, ASEE; <i>Research</i> : Stress Analysis, Fracture Mechanics; Friction and Wear												
James Eckler	Foundation Design Studios, Digital Media, Design Thinking; Urbanism; author: <i>Language of Space and Form: Generative Terms for Architecture</i> (Wiley, 2011); <i>Research</i> : Design Pedagogy, Urban Design												
Joseph Gluba	Design Studios, Interior Arch., Digital Media; LEED Green Associate; R.A., extensive practice; <i>Research</i> : Digital Fabrication												
Stephen Garrsion	Foundation Design Studios, 2-D, 3-D, Furniture Design; <i>Research Interests</i> : Color Theory, Furniture History, Design, and Fabrication												
Gregory Hunt	Design Education, Design Studios, History & Theory; R.A., FAIA; varied publications/lectures; <i>Research</i> : Arch. History and Theory, Modernism, Frank Lloyd Wright												
Reagan King	Foundation Design Studios, Digital Media; <i>Research</i> : Integration of Social, Cultural, Technological Factors in Architecture												
Ruth Koelwyn	Foundation Design Studios; Exhibitions of metalwork, jewelry; <i>Research</i> : 2-D, 3-D Design; Metalwork												
Richard Leonari	Architectural Design, Arch. History; R.A., AIA; extensive arch. practice; <i>Research</i> : Buildings of Lackawanna County, PA.												

Architecture Program Report:
Bachelor of Architecture Degree

Continuation of Candidacy
 Submitted: May, 9, 2014

Faculty Credentials: Fall, 2010 to Spring, 2011		APPENDIX D-2 (cont.)											
		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224
Faculty Member	Summary of Expertise, Experience, Research Interests	F 10	F 10	S 11	S 11	F 10	F 10	F 10	F 10	S 11	S 11	S 11	S 11
Matthew Mindrup, Ph.D.	2nd- Year Design Studios; Articles published in <i>JAE</i> , <i>SIAJ</i> ; ACSA conference presentations; <i>Research</i> : The Material Imagination"; Arch. History & Theory												
Kate Ann O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; <i>Research</i> : Socially- responsible Architecture; Integrating Structures into the Curriculum												
Kerry Potter-Gyodash	2nd- Year Design Studio; Interior Architecture; History of Architecture; <i>Research</i> : Historic Preservation, Adaptive Re-use												
Jayashree Shamanna	Design Studios, Digital Media, Arch. History; <i>Research</i> : Historic Preservation, Adaptive Re-use												
Adam Wise	Digital Media, Design; arch. practice <i>Research</i> : Computer Applications in Design												

Architecture Program Report:
Bachelor of Architecture Degree

Continuation of Candidacy
 Submitted: May, 9, 2014

Faculty Credentials: Fall, 2010 to Spring, 2011		APPENDIX D-2 (cont.)											
		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224
Faculty Member	Summary of Expertise, Experience, Research Interests	F 10	F 10	S 11	S 11	F 10	F 10	F 10	F 10	S 11	S 11	S 11	S 11
Matthew Mindrup, Ph.D.	2nd- Year Design Studios; Articles published in <i>JAE</i> , <i>SIAJ</i> ; ACSA conference presentations; <i>Research</i> : The Material Imagination"; Arch. History & Theory												
Kate Ann O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; <i>Research</i> : Socially- responsible Architecture; Integrating Structures into the Curriculum												
Kerry Potter-Gyodash	2nd- Year Design Studio; Interior Architecture; History of Architecture; <i>Research</i> : Historic Preservation, Adaptive Re-use												
Jayashree Shamanna	Design Studios, Digital Media, Arch. History; <i>Research</i> : Historic Preservation, Adaptive Re-use												
Adam Wise	Digital Media, Design; arch. practice <i>Research</i> : Computer Applications in Design												

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Architecture Program Report:
Bachelor of Architecture Degree
Continuation of Candidacy
 Submitted: May, 9, 2014

Faculty Credentials: Fall, 2012 to Spring, 2013		APPENDIX D-4																							
		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224	ARCH 310	ARCH 312	ARCH 320	ARCH 322	ARCH 399A	ARCH 399B	ARCH 410	ARCH 411	ARCH 420	ARCH 421	ARCH 422	
Faculty Member	Summary of Expertise, Experience, Research Interests	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	S 13	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	
James Eckler	Foundation Design Studios, Digital Media, Urbanism; author: <u>Language of Space and Form: Generative Terms for Architecture</u> (Wiley, 2011); <i>Research</i> : Design Pedagogy, Urban Design																								
Stephen Garrsion	Foundation Design Studios, 2-D, 3-D, Furniture Design; <i>Research</i> : Color Theory, History of Interiors; Furniture: History, Design, and Fabrication																								
Joseph Gluba	Design Studios, Interior Arch., Digital Media; LEED Green Associate; R.A., extensive practice; <i>Research</i> : Digital Fabrication																								
Carl J. Handman	3rd-year Studios; R.A., A.I.A., NCARB; extensive practice; <i>Research</i> : regional architectural history, preservation, adaptive reuse																								
Gregory Hunt	Design Education, Design Studios, History & Theory; R.A., FAIA; varied publications/lectures; <i>Research</i> : Arch. History and Theory, Modernism, Frank Lloyd Wright																								
Reagan King	Foundation Design Studios, Digital Media; <i>Research</i> : Integration of Social, Cultural, Technological Factors in Architecture																								

Architecture Program Report:
Bachelor of Architecture Degree
Continuation of Candidacy
 Submitted: May, 9, 2014

Faculty Credentials: Fall, 2012 to Spring, 2013		APPENDIX D-4																						
		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224	ARCH 310	ARCH 312	ARCH 320	ARCH 322	ARCH 399A	ARCH 399B	ARCH 410	ARCH 411	ARCH 420	ARCH 421	ARCH 422
Faculty Member	Summary of Expertise, Experience, Research Interests	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	S 13	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13
Ruth Koelwyn	Foundation Design Studios; Exhibitions of metalwork, jewelry; <i>Research</i> : 2-D, 3-D Design; Metalwork																							
Richard Leonori	Architectural Design, Arch. History; Registered Architect- varied building types; Research Interests: Buildings of Lackawanna County, PA.																							
Patrick Martin	2nd & 3rd-year studios, shop management; <i>Research</i> : design-build, fabrication																							
Matthew Mindrup, Ph.D.	2nd- Year Design Studio; Articles published in JAE, SIAJ ; ACSA conference presentations; <i>Research Interests</i> : " The Material Imagination", arch.																							
Kate O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; <i>Research</i> : Socially- responsible Architecture; Integrating Structures into the Curriculum																							
Russell Roberts	Architectural History, Modernism in Architecture, and Professional Practice.																							
Jayashree Shamanna	Design Studios, Digital Media, Arch. History; <i>Research</i> : Historic Preservation, Adaptive Re-use																							
Brian Szymanik	Research in interests include materiality and its effects, community-based design, design for marginalized populations.																							

Faculty Credentials: Fall, 2012 to Spring, 2013		APPENDIX D-4																							
		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224	ARCH 310	ARCH 312	ARCH 320	ARCH 322	ARCH 399A	ARCH 399B	ARCH 410	ARCH 411	ARCH 420	ARCH 421	ARCH 422	
Faculty Member Lawrence Walsh	Summary of Expertise, Experience, Research Interests	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	S 13	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	
	Advanced Correlation, Research methods																								
	Quantitative Analysis, Criminology, Problem-oriented Policing																								

Faculty Credentials: Summer, 2013 APPENDIX D-5			
		ARCH 322	ARCH 411
Faculty Member	Summary of Expertise, Experience, Research Interests	S 13	S 13
Kate O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; <i>Research</i> : Socially- responsible Architecture; Integrating Structures into the Curriculum		
Lawrence Walsh	Advanced Correlation, Research methods Quantitative Analysis, Criminology, Problem-oriented Policing		

Architecture Program Report:
Bachelor of Architecture Degree
Continuation of Candidacy
Submitted: May, 9, 2014

Faculty Credentials: Fall, 2013 to Spring, 2014		APPENDIX D-6																															
		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224	ARCH 310	ARCH 312	ARCH 320	ARCH 322	ARCH 399	ARCH 399D	ARCH 399E	ARCH 399F	ARCH 399G	ARCH 410	ARCH 411	ARCH 420	ARCH 421	ARCH 422	ARCH 450	ARCH 451	ARCH 452	ARCH 453	ARCH 460	ARCH 462
Faculty Member	Summary of Expertise, Experience, Research Interests	F 13	F 13	S 14	S 14	F 13	F 13	F 13	F 13	S 14	S 14	S 14	S 14	F 13	F 13	S 14	S 14	F 13	S 14	S 14	S 14	S 14	F 13	F 13	S 14	S 14	S 14	F 13	F 13	F 13	F 13	S 14	S 14
Andrew Doyle	Active vs passive learning strategies; architectural representation, and structured analytic techniques.																																
Stephen Garrsion	Foundation Design Studios, 2-D, 3-D, Furniture Design; <i>Research</i> : Color Theory, History of Interiors; Furniture: History, Design, and Fabrication																																
Gabriel Fuentes	Architectural Design, 20th Century Architectural History and Theory, Criticism, Urbanism, Philosophy, and Ecology																																
James Eckler	Foundation Design Studios, Digital Media, Urbanism; author: <u>Language of Space and Form: Generative Terms for Architecture</u> (Wiley, 2011); <i>Research</i> : Design Pedagogy, Urban Design																																
Carl J. Handman	3rd-year Studios; R.A., A.I.A., NCARB; extensive practice; <i>Research</i> : regional architectural history, preservation, adaptive reuse																																
Gregory Hunt	Design Education, Design Studios, History & Theory; R.A., FAIA; varied publications/lectures; <i>Research</i> : Arch. History and Theory, Modernism, Frank Lloyd Wright																																
Reagan King	Foundation Design Studios, Digital Media;																																

Architecture Program Report: Bachelor of Architecture Degree

Continuation of Candidacy

Submitted: May, 9, 2014

Faculty Credentials: Fall, 2013 to Spring, 2014

APPENDIX D-6

		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224	ARCH 310	ARCH 312	ARCH 320	ARCH 322	ARCH 399	ARCH 399D	ARCH 399E	ARCH 399F	ARCH 399G	ARCH 410	ARCH 411	ARCH 420	ARCH 421	ARCH 422	ARCH 450	ARCH 451	ARCH 452	ARCH 453	ARCH 460	ARCH 462
Faculty Member	Summary of Expertise, Experience, Research Interests	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	S 13	F 12	F 12	S 13	S 13	F 13	S 14	S 14	S 14	S 14	F 13	F 13	S 14	S 14	S 14	F 13	F 13	F 13	F 13	S 14	S 14
Ruth Koelwyn	Foundation Design Studios; Exhibitions of metalwork, jewelry; <i>Research</i> : 2-D, 3-D Design; Metalwork																																
Richard Leonori	Architectural Design, Arch. History; Registered Architect- varied building types;																																
Patrick Martin	2nd & 3rd-year studios, shop management; <i>Research</i> : design-build, fabrication																																
Margaret McManus	Experimental, artistic representation in architecture, creative fabrication methods, structural integration (macro, micro).																																
Matthew Mindrup,	2nd- Year Design Studio; Articles published in <i>JAE, SIAJ</i> ; ACSA conference "The Material Imagination", arch.																																
Kate O'Connor	Design Studios, Structures, Environmental Systems; arch.practice; <i>Research</i> : Integrating Structures into the Curriculum																																
Russell Roberts	Architectural History, Modernism in Architecture, and Professional Practice.																																
Jayashree Shamanna	Design Studios, Digital Media, Arch. History; <i>Research</i> : Historic Preservation, Adaptive Re-use																																
Miguel Salve	Building with natural light as material, and the place as a source of inspiration.																																

Faculty Credentials: Fall, 2013 to Spring, 2014

APPENDIX D-6

		ARCH 110	ARCH 111	ARCH 120	ARCH 122	ARCH 210	ARCH 211	ARCH 212	ARCH 213	ARCH 220	ARCH 222	ARCH 223	ARCH 224	ARCH 310	ARCH 312	ARCH 320	ARCH 322	ARCH 399	ARCH 399D	ARCH 399E	ARCH 399F	ARCH 399G	ARCH 410	ARCH 411	ARCH 420	ARCH 421	ARCH 422	ARCH 450	ARCH 451	ARCH 452	ARCH 453	ARCH 460	ARCH 462
Faculty Member	Summary of Expertise, Experience, Research Interests	F 12	F 12	S 13	S 13	F 12	F 12	F 12	F 12	S 13	S 13	S 13	S 13	F 12	F 12	S 13	S 13	F 13	S 14	S 14	S 14	S 14	F 13	F 13	S 14	S 14	S 14	F 13	F 13	F 13	F 13	S 14	S 14
Brian Szymanik	Research in interests include materiality and its effects, community-based design, design for marginalized populations.																																
Tracy Wescott	LEED for Interior Architecture, Healthcare Design and Structure, Principles of Sustainable Design																																

Name: Alessandro Ayuso

APPENDIX E-1

Courses Taught

ARCH 110 : Foundation Design I

ARCH 120 : Foundation Design II

Educational Credentials:

B.ARCH, Virginia Tech, 2001

M.Arch., Syracuse University, 2004

Teaching Experience:

Instructor, New York Institute of Technology, 2006-2007

Instructor, Virginia Tech, 2007-2008

Professional Experience:

Partner, MAKE Design, New York, NY, 2005-Present

Designer, B5 Studio, New York, NY, 2004-2005

Partner, BAMA Design, New York, NY, 2002

Intern, Daniel Rowen Architects, New York, NY, 2001-2003

Licenses/Registration:

In Progress

Selected Publications:

None

Professional Memberships:

None

Name: Mark Bacon

APPENDIX E-2

Courses Taught

ARCH 110 : Foundation Design I

ARCH 120 : Foundation Design II

Educational Credentials:

B.Arch., Kansas State University, 2004

M.Arch., Kansas State University, 2006

Teaching Experience:

Instructor, Kansas State University, 2006

Graduate Teaching Assistant, Kansas State University, 2005-2006

Professional Experience:

Designer, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 2006-2010

Designer, Treanor Architects, Topeka, KS, 2004-2005

Designer, Wilson Johnson Embers Architects, Lenexa, KS, 2000-2003

Licenses/Registration:

None

Selected Publications:

None

Professional Memberships:

None

Name: Majid R. Chatsaz

APPENDIX E-3

Courses Taught

ARCH 211 : Statics and Strength of Materials

Educational Credentials:

B.S. Mechanical Engineering, Gannon University, 1982

M.S. Mechanical Engineering, Virginia Tech, 1984

PhD Mechanical Engineering, Virginia Tech, 1987

Teaching Experience:

Assistant Professor, Pennsylvania State University, 1987-Present

Professional Experience:

College of Engineering Campus Representative, Pennsylvania State University, Dunmore, PA, 1996-Present

Group Leader, Mechanical Engineering Technology, Pennsylvania State University, Dunmore, PA, 1987-1996

Licenses/Registration:

E.I.T., Pennsylvania 1982

P.E., Pennsylvania 1991 (Reg. no. PE-041761-E)

Selected Publications:

Chitsaz, M.R., *"Design Improvement of Dura-therm Insulated Roof Assembly Using Finite Element Analysis"* Final Report, Dura-bilt Products, Wellsburg, NY, 1994.

Chitsaz, M.R. and T.M. Merli, *"Structural Evaluation of Dura-therm Insulated Roof Systems"* Final Report, Dura-bilt Products, Wellsburg, NY, 1992.

Professional Memberships:

American Society of Mechanical Engineers (ASME)

American Society for Engineering Education (ASEE)

Tau Alpha Pi National Honor Society

Name: Andrew Doyle

APPENDIX E-4

Courses Taught:

ARCH 210: Design Studio III

ARCH 220: Design Studio IV

ARCH 222: Digital Media II

ARCH 313/422: Building Assemblies

ARCH 399E: Special Topics: Exercises in Design Fabrication

ARCH 399F: Special Topics: Post-Production

Education Credentials:

B.S. Architectural Studies, Norwich University, 2010

M. Arch, Norwich University, 2011

Teaching Experience:

Adjunct Instructor, Marywood University, 2013-Present

Professional Experience:

Designer, Thurlow Small Architecture, 2011-2013

Licenses/Registrations:

None

Selected Publications:

Material Assembly: Alternative Mediums for Active Assimilation, National Conference on the Beginning Design Student, 2014

Name: James Eckler

APPENDIX E-5

Courses Taught:

ARCH 110 : Foundation Design I (Professor + Coordinator)
ARCH 120: Foundation Design II (Professor + Coordinator)
ARCH 122: Design Thinking
ARCH 222: Digital Media II (Coordinator)
ARCH 399A : Special Topics: Animation and Editing
ARCH 210 : Design Studio III
ARCH 220: Design Studio IV
ARCH 453: History and Theory of Urban Form
ARCH 212: Digital Media I (Professor + Coordinator)

Educational Credentials:

B.Design, University of Florida, 2005
M.Arch., University of Florida, 2007
M.S.A.S.: Pedagogy, University of Florida, 2008

Teaching Experience:

Instructor, University of Florida, 2007-2008
Visiting Assistant Professor, University of Cincinnati, 2008-2010
Assistant Professor, Marywood University, 2010-Present
Architecture Program Director, Marywood University, 2011-Present

Professional Experience:

Intern, Cope Architects, Delray Beach, FL, 2003-2004
Designer, Cope Architects, Delray Beach, FL, 2004-2008

Licenses/Registration:

In Progress

Selected Publications:

Discovery in Process: Defining a Synthesis between Manual and Digital Craft (N.C.B.D.S., 2010)
Language of Space and Form: Generative Terms for Architecture (Wiley, 2012)
Introduction to Architecture (Co-Author: Francis D.K. Ching, Wiley, 2012/2013)

Professional Memberships: Non

Name: Gabriel Fuentes

APPENDIX E-6

Courses Taught:

ARCH 220 : Design Studio IV

ARCH 224: Theories of Architecture

ARCH 399G: Special Topics: Mapping as Project

Education Credentials:

B.A. Architecture, Florida International University, 2002

M. Arch, Florida International University, 2005

M.S. Architecture + 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

Clinical Assistant Professor, Marywood University, 2014-Present

Professional Experience:

Designer + 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 + Director, DA|S (Design Action Studio for Research), New York, NY 2010-Present

Licenses/ Registrations:

None

Publications:

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

Name: Stephen Garrison

APPENDIX E-7

Courses Taught:

ARCH 110 : Foundation Design I
ARCH 120 : Foundation Design II
ARCH 210: Design Studio IV
IARC 110A: Design, Drawing and Color
IARC 210A : Interior Architecture Studio III
IARC 320A : Interior Architecture Studio VI
IARC 324 : History of Interior Architecture

Education Credentials:

BFA Savannah College of Art and Design, Savannah, Georgia, Painting, Art History Minor
MFA Savannah College of Art and Design, Savannah, Georgia, Painting

Teaching Experience:

2002-2007 Part-Time Lecturer II, Marywood University, Scranton, Pennsylvania
2007- Assistant Professor, Marywood University, Scranton, Pennsylvania

Selected Exhibitions:

2010 NEPA Regional Art 2010 Juried Exhibition, University of Scranton, Scranton, Pennsylvania.
2009 30th Anniversary Juried Painting Exhibition, Savannah College of Art and Design, Savannah, Georgia.
2007 Marywood University Faculty Exhibit, SACI, Florence, Italy.
2006 Icarus, The Savannah Gallery, Atlanta, Georgia.
2004 2004 Circular Nature of Paths, Mahady Gallery, Marywood University, Scranton, Pennsylvania.
2004 Mirroring the Creative Self, Juried Exhibition, Newton Center Gallery Savannah College of Art and Design, Savannah, Georgia
2003 36th Annual Pennsylvania Art of The State Juried Exhibition, The State Museum of Pennsylvania, Harrisburg, Pennsylvania
2002 Watcher of the Skies, Aliya Gallery, Atlanta, Georgia
2000 New Talents, Aliya Gallery, Atlanta, Georgia
1999 Arts on The River Juried Exhibition, SCAD, Savannah, Georgia
Juror Paul Schimmel, Curator Los Angeles Museum of Contemporary Art
1999 Jewels of The South II, Sarah Bain Gallery, Fullerton, California

Selected Private Collections:

Carolyn Bregman Atlanta, Georgia
Benjamin Burris Knoxville, Tennessee
Raphael DiLuzio Orono, Maine

Courtney Eudy	Alexandria, Virginia
Peter Herzog	St. Louis, Missouri
Johnny Indovina	Malibu, California
Kimberly Kieth	Hilo, Hawaii
David Rice	New York, New York
Savannah College of Art and Design Permanent Collection	

Selected Publications:

Marywood University Students Build Toys for Friendship House, The Scranton Times-Tribune, December 2010

Mural Story, WNEP TV, June 2005

Marywood University Cultural Affairs Calendar, 2004

Name: Joseph Gluba

APPENDIX E-8

Courses Taught:

IARC 510 Interior Architecture Design Thesis I
IARC 520 Interior Architecture Design Thesis II
IARC 552 Digital Media III
ARCH 222 Digital Media II
ARCH 310 Design Studio V

Education Credentials:

B. Arch Virginia Polytechnic Institute and State University, 2001
M. Arch Cranbrook Academy of Art, 2009

Teaching Experience:

Computer and Digital Fabrication Assistantship, Cranbrook Academy of Art Architecture Department, 2007-2009

Assistant Professor, S.U.N.Y. College of Technology at Delhi Delhi, NY, 2009-2010

Assistant Professor, Marywood University Scranton, PA, 2010-Present

Professional Experience:

Intern Architect, Bizios Architects Durham, NC, 2001-2003

Intern Architect, MGA Partners, Architects Philadelphia, PA, 2003-2004

Architect, Walter Parks, Architect Richmond, VA, 2004-2007

Licenses/ Registrations:

Registered Architect in the Commonwealth of Virginia

LEED Green Associate

Publications:

Architectural design work featured in: Mobile Architecture edited by Kim, Seon Wook (Seoul, South Korea: Damdi Publishing Co., 2011)

Name: Carl J. Handman

APPENDIX E-9

Courses Taught

ARCH 310 : Design Studio V

ARCH 320 : Design Studio VI

ARCH 460 : Design Studio X

Educational Credentials:

B.ARCH. Syracuse University, 1974

Teaching Experience:

Instructor, Marywood University, 2011-Present

Professional Experience:

Eyerma, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present

Carl J. Handman, Wilkes-Barre PA, 1982-1990

Seargent and Handman Architects, Wilkes-Barre PA, 1980-1982

Licenses/Registration:

Commonwealth of Pennsylvania Licensed Architect

State of New Jersey Licensed Architect

NCARB Certificate

Selected Publications:

Rubin Residence Renovations, Shavertown, PA - Design Cost Data (DCD) Mar./Apr. 2012.

Osterhout Free Library Exterior Restoration, Wilkes-Barre, PA - DCD Sep./Oct. 2010.

Professional Memberships:

American Institute of Architects (AIA)

Pennsylvania Uniform Construction Code Review & Advisory Council

Name: Dean Gregory K. Hunt, FAIA

APPENDIX E-10

Courses Taught

ARCH 111 : Introduction to the Built Environment

Educational Credentials:

M.ARCH., Columbia University, New York, NY, 1968

B.A. (Fine Arts), Middlebury College, Middlebury, VT., 1964

Teaching Experience:

Founding Dean and Professor of Architecture, School of Architecture, Marywood University, Scranton, PA.

Dean and Professor of Architecture, School of Architecture and Planning, Catholic University, Washington, D.C. (1996-2003)

Professor of Architecture, Virginia Tech, 1978- 1996

Visiting Professor, Oxford Polytechnic University, Oxford, England, 1987-88; Spring, 1991, 1989

Courses Taught: Graduate Architectural Design studios, Undergraduate Architectural studios, Thesis Research, Urban Design studio, "The Architecture of Frank Lloyd Wright", "The Ideologies of Modern Architecture", "Programs and Theories of Early Modernism"

Lectures (Selected): Library of Congress, Smithsonian Institution, Georgia State AIA Convention, VSAIA Architecture Exchange East, Society of Architectural Historians, Italian Embassy (Washington, DC), North Carolina State University, Duke University, California Polytechnic State University (San Luis Obispo), Miami University (Ohio), Tokyo University of Fine Arts and Music (Tokyo, Japan), Oxford Brookes University (Oxford, Eng.), University of Navarra (Spain), University of Delft (Netherlands), Hochschule fur Architektur und Bauwesen (Weimar, Germany)

Professional Experience:

Vice Chairman & Director of Design, Leo A Daly, Washington, D.C., 2003-2008

Gregory K. Hunt, Architect (consulting), Alexandria, VA. and Blacksburg, VA., 1978-1996

Partner, Scholz & Hunt, Architects, Winterport, ME, 1977

Principal & President, Downeast Associates, Bangor, ME, 1974-1977

Licenses/Registration: Registered Architect, Commonwealth of Massachusetts, 1974-present

Selected Publications:

Author, Architecture as Tapestry: The Global Practice of Leo A Daly (2009)

Book Chapter, "The Architecture of Hollin Hills" in Hollin Hills: A Semi-Centennial History(2000)

Main Entry, "Typology of Forms", Encyclopedia of Vernacular Architecture of the World, P. Oliver, ed., Cambridge University Press, 1998

Book Review: Lewis Mumford: A Life, in Inform Magazine, VSAIA, Richmond, VA., 1990

Article: "The Goh Annex at the Philips Collection", in Inform Magazine, VSAIA, Richmond, VA., 1990

Biographies of Charles M. Goodman, FAIA, Architect; William Lescaze, Architect; Richard J. Neutra, Architect;

Richard G. Rogers, Architect; Rudolph M. Schindler, Architect; in The Encyclopedia of Architecture, Design, Engineering and Construction (J. Wilkes, ed.), The American Institute of Architects, John Wiley & Sons, N.Y., 1989

Professional Memberships/Honors:

American Institute of Architects(1989-present): past-President, Virginia Society, AIA; 2009 Noland Medal Recipient (Virginia Society AIA); elected to College of Fellows, American Institute of Architects, 2000; Award of Honor, Northern Virginia Chapter, American Institute of Architects (2000); National Peer Reviewer, Design Excellence Program, Public Buildings Service, U.S. General Services Administration (2000-present); Society of Architectural Historians (1977-present); Sustainable Design Council, Urban Land Institute (2003-2008); Design Futures Council, Executive Board (2003-2007)

Name: Reagan King

APPENDIX E-11

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:

Professional Experience:

Intern Architect, HNTB Architecture, Washington, DC, 2008
Intern Architect, The Palumbo Group, Scranton PA, 2006
Intern Architect, DxDempsey, 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

APPENDIX E-12

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:

Instructor, Three Dimensional Design I, Marywood University, 2010-2011

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

Licenses/Registration:

None

Selected Publications:

None

Professional Memberships:

None

Name: Richard Leonori

APPENDIX E-13

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-Present

Professional Experience:

Partner, Hemmler and Camayd Architects, Scranton PA,

Licenses/Registration:

Architect

Selected Publications:

None

Professional Memberships:

American Institute of Architects

National Trust for Historic Preservation

Name: Patrick Martin

APPENDIX E-14

Courses Taught

ARCH 210 : Design Studio III
ARCH 220 : Design Studio IV
ARCH 310 : Design Studio V
ARCH 313/422 : Building Assemblies
ARCH 320 : Design Studio VI
ARCH 399F: Special Topics: Exercises in Design Fabrication

Educational Credentials:

B. S. Architecture Studies, Norwich University, 2010
M. Arch, Norwich University, 2012

Teaching Experience:

Instructor, Marywood University, 2011-Present
SOA+A Student Advisory Committee, Norwich University, 2010

Professional Experience:

Intern, CISBE, Northfield, VT, 2011
Apprentice, Brown Masonry, Clarks Summit, PA, Summer 2013

Licenses/Registration:

None

Selected Publications:

Material Assemblies: Alternative Mediums for Active Assimilation, NCBDS 2014, Conference Proceedings.

Full-scale Making with a Focus on Process Rather Than Product, NCBDS 2013, Conference Proceedings.

Professional Memberships:

American Institute of Architecture Students (AIAS)

Name: Margaret McManus

APPENDIX E-15

Courses Taught

ARCH 310 : Design Studio V
ARCH 312 : Structures I
ARCH 320: Design Studio VI
ARCH 322: Structures II
IARC 525: Thesis Documentation

Educational Credentials:

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

Teaching Experience:

Assistant Professor, Marywood University, 2013-Present

Professional Experience:

STUDIOS Architecture, Washington, DC, May 2011 - July 2013
Sorg Architects, Washington DC, June 2010 - April 2011
Gardner Mohr Architects,(contract work) Chevy Chase, Maryland Aug 2009- April 2010
RKD Architects, Edwards, CO, May 2001-Aug 2003; June 2005- Oct 2008

Licenses/Registration:

Registered Architect

Selected Publications:

None

Professional Memberships:

Leadership in Energy & Environmental Design

Name: Tina M. Merli

APPENDIX E-16

Courses Taught

ARCH 312 : Structures I

ARCH 322 : Structures II

Educational Credentials:

A.ET. Architectural Engineering Technology, Penn State University, 1980

B. S. Structural Design and Construction Engineering Technology, Penn State University, 1982

Teaching Experience:

Senior Instructor and Program Chairperson, Penn State University, 2004-Present

Professional Experience:

Sole Proprietor, Merli Engineering, Old Forge, PA, 1995-Present

Licenses/Registration:

Professional Engineer (Commonwealth of Pennsylvania) 1991-Present

Professional Engineer (State of New Jersey) 1995-Present

Selected Publications:

Chitsaz, M.R. and T.M. Merli, *"Structural Evaluation of Dura-therm Insulated Roof Systems"* Final Report, Dura-bilt Products, Wellsburg, NY, 1992.

Professional Memberships:

American Institute of Steel Construction

Pennsylvania Code Training Consortium CTC

Pennsylvania Society of Professional Engineers (PSPE)

Tri-Borough Uniform Construction Code Board of Appeals (UCC)

Name: Matthew Mindrup, Ph.D

APPENDIX E-17

Courses Taught:

ARCH 101 Foundation Design I
ARCH 102 Foundation Design II
ARCH 210 Design Studio III
ARCH 220 Design Studio IV
ARCH 213 History of Architecture I
ARCH 224 Theories of Architecture
iARC 120 Histories of the Home
iARC 332 Interior Architecture Studio

Education Credentials:

B. Phil, The Pennsylvania State University, 1994
B. Arch, The Pennsylvania State University, 1995
M. Arch, The University of Pennsylvania, 1999
Ph.D. Arch & Design, Virginia Polytechnic Institute and State University (WAAC), 2007

Teaching Experience:

Adjunct Professor, Virginia Tech University (WAAC), Fall 2000 & Fall 2003
Adjunct Professor, The Catholic University, School of Architecture & Planning, 2002-04
Adjunct Professor, Carleton University, Azrieli School of Architecture, Fall 2006
Program Coordinator, Carleton University, Azrieli School of Architecture, Switzerland, 2007-09
Assistant Professor, Marywood University, School of Architecture, 2009 – Present

Professional Experience:

Intern Architect Davis Carter Scott; Greensboro, VA, 1995-6
Intern Architect Ellerbe Beckett; Washington, DC, 1996
Intern Architect Payette Associates Inc.; Boston, MA, 1997-00
Project Architect Marco Frascari Architetto; Lorton, VA, 2000-1
Architectural Designer Maurizio Varratta Architetto; Genoa, Italy, 2001
Architectural Designer BauArt Architekten; Bern, Switzerland, 2002
Project Architect Marco Frascari Architetto; Lorton, VA, 2002-3
Design Architect Burckhardt + Partner Architekten; Bern, Switzerland, 2008

Licenses/Registrations: None

None

Publications:

Translation of "The City Crown" by Bruno Taut in *JAE* 63, no. 1 (October 2009): 121-134.
"Material Models and Immaterial Paradigms in the Rietveld Schröder House," *JAE* 62, no. 2 (November,

Name: Kate O'Connor

APPENDIX E-18

Courses Taught:

ARCH 110 : Foundation Design I
ARCH 120 : Foundation Design II
ARCH 122 : Design Thinking
ARCH 210 : Design Studio III
ARCH 211 : Statics and Strength of Materials
ARCH 220 : Design Studio IV
ARCH 312 : Structures I
ARCH 322 : Structures II
ARCH 399C: Special Topics: Farmitecture
ARCH 411 : Environmental Systems I

Education Credentials:

M Arch II Tulane University, 2010
B Arch The Catholic University of America, 1996
BS Arch The Catholic University of America, 1993

Teaching Experience:

Teaching Assistant, Tulane University - New Orleans, LA, 2009-2010
Instructor, Tulane University - New Orleans, LA, 2010
Assistant Professor (Lecturer II), Marywood University - Scranton, PA, 2010- Present

Professional Experience:

Principal, KateO Design, Incorporated - Eagle-Vail, Colorado, 2000-2003
Project Manager, TAB Associates, Incorporated- Avon, Colorado, 2003-2004
Lead Designer/PM, Hermes Custom Homes Development, Incorporated- Edwards, Colorado, 2004-2005
Design Consultant, Project Manager, Independent Contractor - Edwards, Colorado, 2004-09
Construction Manager, Design Consultant , Heid Remodeling and Construction - Minturn, Colorado, 2006-08
Principal, Stieudio Boru- New Orleans, LA, 2010- 2011

Publications:

April 2010, "*Sustaining Community through Design Curriculum*," The Sustainability of Humanity,
National Conference for the Beginning Design Student 2010, University of
Nebraska.
March, 2012 The Fifth Annual Interdisciplinary Faculty Research Symposium
The Institute for Public Policy & Economic Development
- *When Pigs Fly | A House for Duncan and Nugget*

April 2012 “Beginning of/in the End: Realizing the Sustainable Imagination”, Conference Proceedings. 2012 National Conference on the Beginning Design Student- “Teach, Teach, Create” Session -*When Pigs Fly, A HAUS for Duncan and Nugget*

Summer 2012 The Catholic University of America Magazine Summer 2012, Vol. 25 No.2
Safe Haven, Two CUA alumnae provide sanctuary in the hills of Pennsylvania
Written by: Lisa Carroll, Photos by: Ed Pfueller

April 2013 2013 National Conference on the Beginning Design Student
Tyler School of Art, Temple University
“Design Student 2013 Actions: Making of Place”, Conference Proceedings.
“Method” Session _ *Architecture as a Vessel, Exploring Design with Diptych and Entourage*

May 2013 2013 Knowing (by) Designing Conference
Sint-Lucas School of Architecture - Brussels, Belgium
“Educational Reflections” Session - *Footloose, A Transformation of Space*

January 2014 The 8th Annual Design Principles and Practices
University of British Columbia
Vancouver, Canada
- *The Digital and the Tactile – Why Can’t We All Get Along?*
- *Inducing Ingenuity: The Cardboard Catwalk*
(Co-Authored with Professor Margaret McManus, Marywood University)

February 2014 2014 Annual Conference _ Humanities, Research and Education Association
Washington, D.C.
Humane, Inhumane, Human
Humanism in Interdisciplinary Social Contexts: Social Relevance and Social Phenomena
Double Peer Reviewed National Conference
- *Socially Responsible Architecture- Humanity Revisited*

April 2014 National Conference for the Beginning Design Student
Illinois Institute of Technology - Chicago, Illinois
Double Peer Reviewed National Conference
Co-Authored with Professor Margaret McManus, Marywood University
- *The Beam*

Name: Kerry J. Potter-Gydosh

APPENDIX E-19

Courses Taught

ARCH 210 : Design Studio III

ARCH 212 : Digital Media I

Luzerne County Community College

ARC 110 : Architectural Design Graphics I

ARC 191 : History of Architecture I & II

ARC 205 : Architecture Design Graphics I

INT 120 : Materials and Methods for Interior Designers

INT 230 : Interior Design Studio II

Educational Credentials:

B.S. Environmental Design and Adaptive Reuse, Syracuse University, 1999

M.Arch., State University of New York, 2004

Teaching Experience:

Instructor, Lackawanna County Community College, 2007-Present

Professional Experience:

Design Consultant, Freelance Commercial and Residential Design, Wyoming, PA, 2007-Present

Designer, Quad Three Group, Wilkes Barre, PA, 2008

Designer, Hemmler and Camayd Architects, Scranton, PA 2005-2007

Designer, Bergmann Associates, Buffalo, NY 2004-2005

Licenses/Registration:

None

Selected Publications:

None

Professional Memberships:

None

Name: Russell Roberts

APPENDIX E-20

Courses Taught

ARCH 213 : History of Architecture I

ARCH 410 : Design Studio VII

ARCH 420 : Design Studio VIII

ARCH 460 : Design Studio X

ARCH 462: Professional Practice

Educational Credentials:

B.Building Design, Rensselaer Polytechnic Institute, 1971

B.Arch., Rensselaer Polytechnic Institute, 1972

Teaching Experience:

Instructor, Lafayette College, 2011-2012

Instructor, Marywood University, 2012-Present

Professional Experience:

Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008

Licenses/Registration:

Registered Architect

Selected Publications:

The Classical Masters - The Prints of Piranesi and Rossini titled *Drawing on the Ruins of Rome - The Prints of Piranesi and Rossini*, lecture delivered prior to the opening reception of the exhibit at the Pauly Friedman Gallery at Misericordia University twice on January 25, 2014.

Professional Memberships:

AIA

Name: Miguel Angel Calvo-Salve

APPENDIX E-21

Courses Taught

ARCH 399D : Special Topics: Applied Art and Craft of Building

ARCH 450 : Design Studio IX

ARCH 451 : Art and Craft of Building

ARCH 460 : Design Studio X

Educational Credentials:

M. ARCH Sobresaliente (First Honours Class)

Areas of specialization: Architectural Design, Building Technology and Urban Planning.
Universidad Politécnica de Madrid. Escuela Técnica Superior de Arquitectura. ETSAM.

Teaching Experience:

Lecturer, Academy of Arts Madrid, 1987-1989

Lecturer, School of Architecture CESUGA-University College Dublin, 2005-2013

Assistant Professor, Marywood University, 2013-present

Professional Experience:

Architect, Alfredo Freixedo Office of Architecture, Spain, 1992-1993

Architect, Carlos Mejjide Office of Architecture, Spain, 1993-1998

Principal, MACS Architects, Spain, 1993-2013

Licenses/Registration:

Registered Architect (Spain)

Selected Exhibitions and Publications:

Exhibition "From form". Sargadelos Galery in A Coruña (july 2012), Cervo (august 2012, Lugo, Spain), Santiago de Compostela (october 2012). Exhibition of 2nd year students works of the School of Architecture – CESUGA University College Dublin during the workshop with Sargadelos (International Ceramic Industry).

Timeless Brass. Magazine: Copper Architecture Forum (CAF) 2012/32. Pg.: 34-35

Masterplan of the Ribadavia Castle, Ourense, Spain. Magazine: "Auria" Nº 170, 2011

Professional Memberships:

None

Name: Jayashree Shamanna

APPENDIX E-22

Courses Taught

ARCH 210 : Design Studio III

ARCH 220 : Design Studio IV

ARCH 212 : Digital Media I

ARCH 222: Digital Media II

ARCH 310 : Design Studio V

ARCH 410: Design Studio VII

ARCH 420: Design Studio VIII

IARC 599A: Special Topics: Principles of Adaptive Reuse

Educational Credentials:

B.Arch, BMS College of Engineering, India, 1991

M.Arch., Texas A&M University, 1994

Teaching Experience:

Instructor, Marywood University, Dunmore PA, 2009-Present

Instructor, ITT Technical Institute, Dunmore PA, 2008-Present

Professional Experience:

Designer, Stephen Tilly, Dobbs Ferry, NY, 2005

Designer, Buttrick White & Burtis Architects, New York, NY, 1997-2000

Designer, Kapell & Kostow Architects, New York, NY, 1995-1997

Licenses/Registration:

NY State Registered Architect

Selected Publications:

None

Professional Memberships:

None

Name: Brian Szymanik

APPENDIX E-23

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

APPENDIX E-

24

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, Philadelphia, PA.

Firearms, section in the Conrail Police Department Policy & Procedure Manual, 1996, Philadelphia, PA.

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 Wescott

APPENDIX E-25

Courses Taught

ARCH 452 : LEED Building Certification
IARC 522 : LEED for Interior Architecture

Educational Credentials:

B. Arch, Tulane University, 1996
M. Arch, Tulane University, 2004

Teaching Experience:

Instructor, APPA Institute for Facilities Management, 2004-2007
Instructor, Marywood University, 2010-Present

Professional Experience:

Senior Associate, Highland Associates, Clarks Summit PA, 2010-Present
Studio Principal, Joseph Rominski Architecture, Scranton PA, 2007-2010
Architectural Designer, HL Turner Group, Inc., Concord NH, 1997-2001

Licenses/Registration:

Registered Architect

Selected Publications:

Healthcare Design Magazine, Hazleton Health Alliance Family Birthing Suites, 2003
Healthcare Design Magazine, Guthrie Interventional Radiology & Observation Care Unit, 2013

Professional Memberships:

LEED AP

Name: Adam Wise

APPENDIX E-26

Courses Taught

ARCH 212 : Digital Media I

ARCH 222 : Digital Media II

Educational Credentials:

B. A. Architecture Studies, Judson University, 2005

M. Arch, Judson University, 2007

Teaching Experience:

Graduate Teaching Assistant, Judson University, 2007

Professional Experience:

Designer, Bohlin Cywinski Jackson Architects, Wilkes Barre PA, 2007-Present

Design Consultant, Johnathan Levi Architects, Boston MA, 2007

Designer, Jaeger Nickola & Associates Architects, Park Ridge IL, 2005-2006

Licenses/Registration:

None

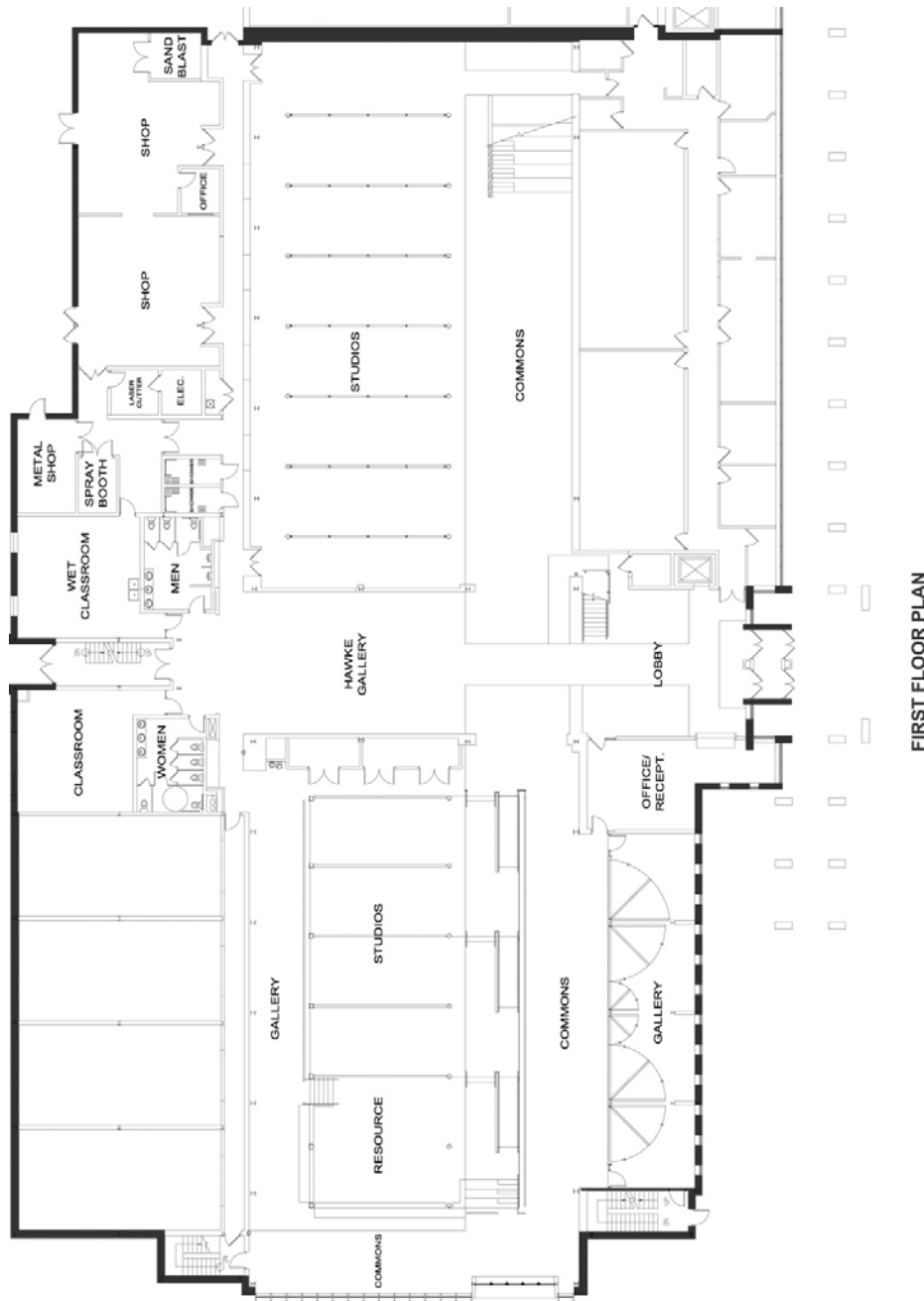
Selected Publications:

None

Professional Memberships:

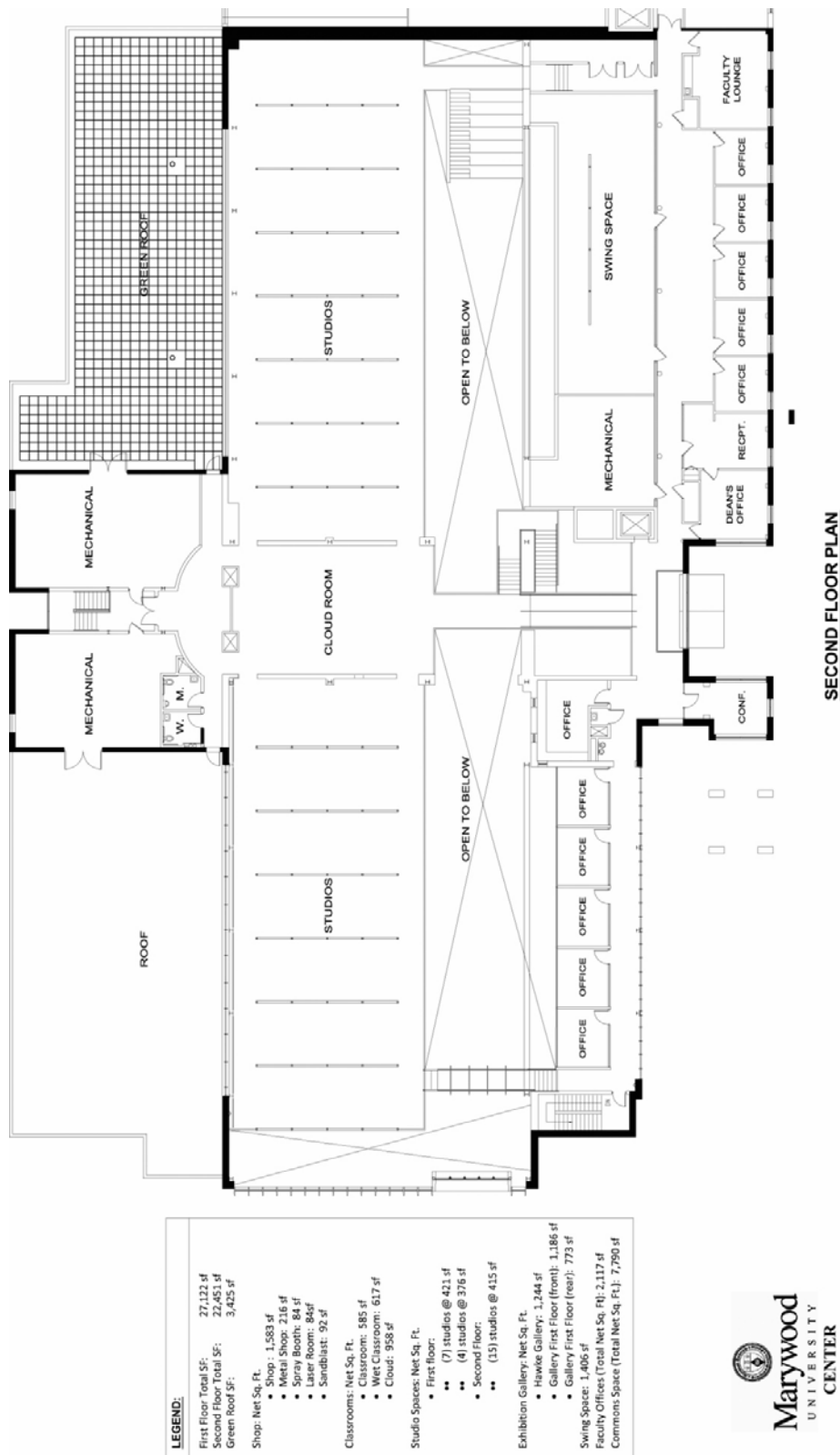
LEED AP

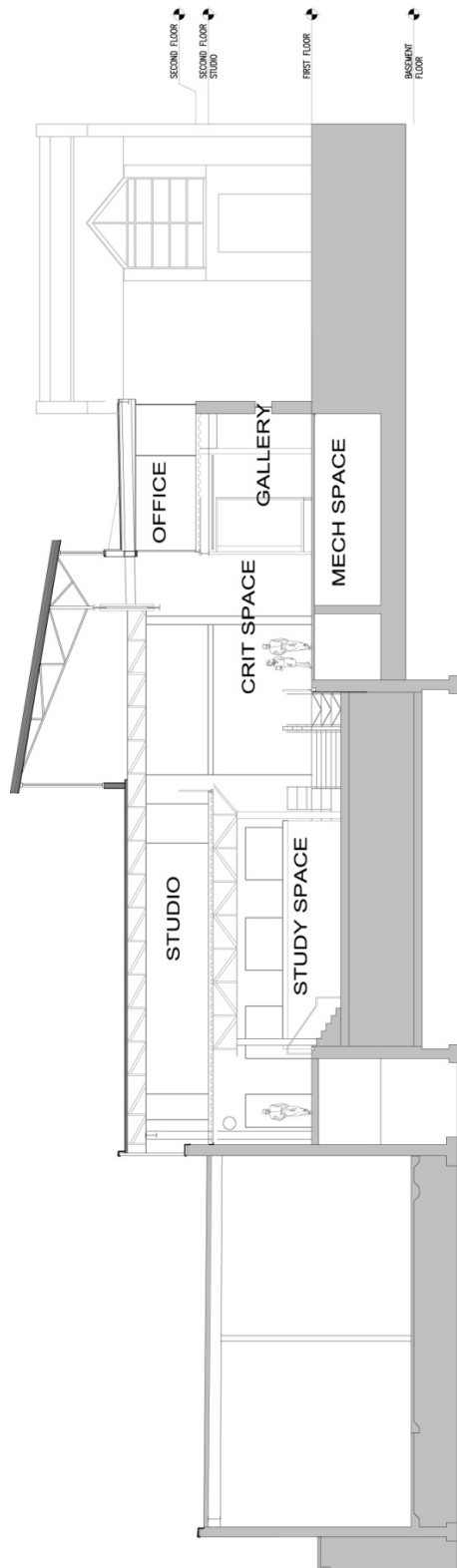
APPENDIX F



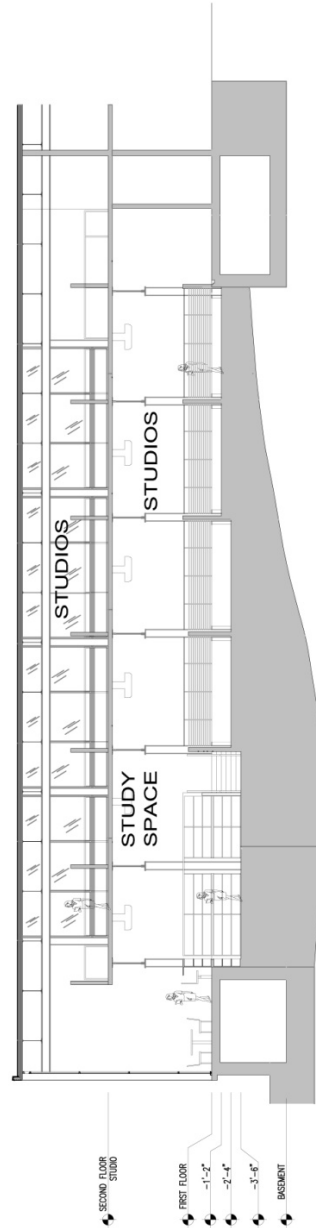
FIRST FLOOR PLAN

LEGEND:	
First Floor Total Sf:	27,122 sf
Second Floor Total Sf:	22,451 sf
Green Roof Sf:	3,425 sf
Shop: Net Sq. Ft.	
• Shop: 1,583 sf	
• Metal Shop: 216 sf	
• Spray Booth: 84 sf	
• Laser Room: 84 sf	
• Sandblast: 92 sf	
Classrooms: Net Sq. Ft.	
• Classroom: 585 sf	
• Wet Classroom: 617 sf	
• Cloud: 938 sf	
Studio Spaces: Net Sq. Ft.	
• First floor:	
• (7) studios @ 421 sf	
• (4) studios @ 376 sf	
• Second floor:	
• (15) studios @ 415 sf	
Exhibition Gallery: Net Sq. Ft.	
• Hawke Gallery: 1,244 sf	
• Gallery First Floor (front): 1,185 sf	
• Gallery First Floor (rear): 273 sf	
• Swing Space: 1,406 sf	
Faculty Offices (Total Net Sq. Ft.): 2,117 sf	
Commons Space (Total Net Sq. Ft.): 7,790 sf	





BUILDING SECTION



BUILDING SECTION

Architecture Program Report:
Bachelor of Architecture Degree
Continuation of Candidacy
Submitted: May, 9, 2014
Appendix G

Student Enrollments: School of Architecture										
	B.E.D.A. Degree		BArch Architecture		BFA Interior Architecture		MA Interior Architecture		TOTAL	
Fall, 2009	49				69		2		120	
Fall, 2010	87				62		8		157	
Fall, 2011	120				69		9		198	
Fall, 2012	128				55		13		196	
Fall, 2013	128		32		64		11		235	
Enrollments by Gender										
	Men	Women	N	N	Men	Women	Men	Women	Men	Women
Fall, 2009	32	17			7	62	0	2	39	81
Fall, 2010	58	29			5	57	0	8	63	94
Fall, 2011	77	43			6	63	1	8	84	114
Fall, 2012	84	44			11	44	0	13	95	101
Fall, 2013	49	79	25	7	11	53	0	11	85	150

Marywood University School of Architecture
Architecture Program Report:
Bachelor of Architecture Degree

Continuation of Candidacy
Submitted: May, 9, 2014

APPENDIX H



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680 Tel: 215-662-5606 Fax: 215-662-5501
www.msche.org

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. 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,

A handwritten signature in dark ink, appearing to read 'P. Burnham'.

Peter F. Burnham
Vice Chair

APPENDIX H (cont.)

Additional Locations: Alvernia College - School of Social Work, Reading, PA; Bloomsburg University of Pennsylvania, Bloomsburg, PA; Great Bend Program for Special Education, Great Bend, PA; Keystone College, La Plume, PA; Lehigh Valley Center, DeSales University, Center Valley, PA; Milton Hershey School PhD program, Hershey, PA; St. Cyril Academy, Danville, PA.

Other Instructional Sites: De Sales University - Public Administration, Center Valley, PA.

ACCREDITATION INFORMATION

Status: Member since 1921

Last Reaffirmed: June 22, 2006

Most Recent Commission Action:

June 22, 2006: 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.

Brief History Since Last Comprehensive Evaluation:

November 20, 2001: To accept the Periodic Review Report and to reaffirm accreditation. To request that the self-study, in preparation for the 2005-06 evaluation visit, document further progress in the implementation of programs at the off-campus sites, and to ask that the institution notify the Commission when the program at the site in Swiftwater, PA, is operational.

Next Self-Study Evaluation: 2015 - 2016

Next Periodic Review Report: 2011

Date Printed: June 23, 2006

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

Initial Candidacy Visiting Team Report: B.Arch. (165 credits)
Report Date: 10. 10.2012

APPENDIX I-1

Responses

The following outlines actions we have initiated in response to the NAAB Initial Candidacy Visiting Team Report of 10.10.12:

1.1.2 Learning Culture and Social Equity

- ***No Studio Culture Policy is in place.*** Please see p. 54 for information on the new Student Council that has been formed. Also, see Appendix J.

1.1.4 Long-Range Planning

- ***Only the university has developed a strategic plan; the School of Architecture has not developed a corresponding plan.*** We have begun the crafting of a Strategic Plan for School – one that fully considers the University's overall Strategic Plan

1.1.5 Self-Assessment Procedures

- ***There are no Self-Assessment Procedures either independently or part of the strategic plan.*** Processes for self- assessment are being formulated, but are not yet completed. They will be part of the School's Strategic Plan.

1.2.1 Human Resources & Human Resource Development

- ***There is an immediate need for additional permanent faculty; advising loads need to be decreased; and permanent faculty diversity needs to be increased.***

Since the last NAAB Team Visit the School of Architecture has hired three more tenure track faculty. We have also hired two, full-time per-annum faculty. Of those new, full-time hires two are women, one is Spanish, and one is Hispanic. We are in the process of conducting a faculty search for an additional two positions. Unfortunately, one of the SoA faculty body passed away since the last visit. His position was used to fund one of the per-annum positions. Additionally, one of our full-time, tenure track faculty members is on a leave of absence at the time of this writing. His position was used to fund the other per-annum position. In the event of that faculty member not returning we hope to conduct a new faculty search to fill his position with a new full-time, tenure track, professor.

With the addition of new faculty, advising loads have diminished somewhat, ranging from 35-40 typically. However, this number is still too high. In the next year that number should diminish substantially as we are more able to distribute advisees over the larger body of new-hThe School of Architecture offers a highly beneficial study abroad opportunity to students through the Florence Program; however, the school needs to address the financial burden of the program on students so that it may be an open opportunity to all enrolled in the professional degree.

Our study abroad program has as little financial impact on students as possible. Students aren't charged program fees for the experience. Their tuition remains the same as if they were to stay here

for that semester.

The only increased cost is in the form of travel expenses to get to Europe and small course fees.

APPENDIX I-2

Additionally, optional travel and lodging while studying in Florence presents an increased cost to students. However, when compared to other study abroad opportunities offered by other institutions we find ours to be highly competitive, and in most cases substantially less. At present, the University derives no revenue from this study-abroad program.

1.2.2 Governance

- ***Students need a formalized structure for providing input to the program.*** With the creation of the new Student Council, we are addressing an increased role for students in the governance of the School. Again, please refer to p.54 and *Appendix J*.

1.2.5 Information Resources

- *An acquisition plan needs to be developed to alleviate current shortfalls in the collection.* This is being addressed as we continue to build our in-house Reference Library for student/faculty use.

1.3.1 Statistical Reports

- *Only one chart was provided that covered minimal information, and additional data is needed.* We did submit an NAAB Statistical Report in the fall of 2013.

11.4.1 Statement on NAAB-Accredited Degrees

- *Required NAAB candidacy status statements were not current per 2009 Conditions of Accreditation approved July 10, 2009, appendix 5: Required Text for Catalogs and Promotional Materials pages 38 to 40.* We have revised our Website materials to correct this.

EDUCATIONAL OUTCOMES AND CURRICULUM:

A.4 Technical Documentation

This Criterion is now addressed in thirteen of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 313_Building Assemblies and ARCH 420_Design Studio VIII.

A.5 Investigative Skills

This Criterion is now addressed in thirteen of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 310_Design Studio V and ARCH 420_Design Studio VIII.

A. 7 Use of Precedents

This Criterion is now addressed in thirteen of our courses. Primary evidence of this criterion is demonstrated in one course; ARCH 450_Design Studio IX.

B. 2 Accessibility

This Criterion is now addressed in six of our courses. Primary evidence of this criterion is demonstrated in one course; ARCH 410_Design Studio VII

APPENDIX I-3

B.3 Sustainability

This Criterion is now addressed in thirteen of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 310_Design Studio V and ARCH 411_Environmental Systems I.

B. 5 Life Safety

This Criterion is now addressed in six of our courses. Primary evidence of this criterion is demonstrated in one course; ARCH 420_Design Studio VIII.

B. 7 Financial Considerations

This Criterion is now addressed in one of our courses. Primary evidence of this criterion is demonstrated in ARCH 451_Art & Craft of Building.

B. 8 Environmental Systems

This Criterion is now addressed in five of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 411_Environmental Systems I and ARCH 421_Environmental Systems II.

B. 10 Building Envelope Systems

This Criterion is now addressed in six of our courses. Primary evidence of this criterion is demonstrated in one course; ARCH 410_Design Studio VII.

B. 11 Building Service Systems Integration

This Criterion is now addressed in six of our courses. Primary evidence of this criterion is demonstrated in one course; ARCH 421_Environmental Systems II.

B. 12 Building Materials and Assemblies Integration

This Criterion is now addressed in nine of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 313_Building Assemblies and ARCH 410_Design Studio VII.

C. 2 Human Behavior

This Criterion is now addressed in two of our courses. Primary evidence of this criterion is demonstrated in one course; ARCH 122_Design Thinking.

C.4 Project Management

This Criterion is now addressed in one of our courses. Primary evidence of this criterion is demonstrated in ARCH 462_Professional Practice.

C.5 Practice Management

This Criterion is now addressed in one of our courses. Primary evidence of this criterion is demonstrated in ARCH 462_Professional Practice

APPENDIX I-4

C.7 Legal Responsibilities

This Criterion is now addressed in two of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 410_Design Studio VII and ARCH 462_Professional Practice.

C.8 Ethics and Professional Judgment

This Criterion is now addressed in two of our courses. Primary evidence of this criterion is demonstrated in two courses; ARCH 420_Design Studio VIII and ARCH 462_Professional Practice.

3. Causes of Concern

Support Resources

- **Network server needs to be established for hosting and sharing digital files by both students and faculty.** We have been requesting this throughout the year and have no positive response from the University's IT Office.
- **Loss of lecture space in adjacent building (current library building where large lecture space exists is scheduled for demolition).** With knowledge that this facility is to be demolished, the Dean of Architecture, along with the four deans of the other colleges, submitted a "big-ticket" request for a complete update of the A-V equipment in Comerford Auditorium in the Science Building. We have not yet heard if this project will be funded.

1.2.5 Information Resources

- **There is currently no long-range acquisition plan; books are added via one-off requests.** We will be addressing this in our Strategic Plan.
- **There are no "at-hand" reference books available to the students in the Center for Architectural Studies.** Since the last NAAB Team Visit we have worked to establish our in School library. While the bulk of our collection still resides with the University Library, we are able to stock a substantial set of resources here in the School. It consists primarily of periodicals and reference texts. It is the goal of the school to continue to expand this "at-hand" collection.
- **Transitional type texts (i.e., e-books, scanned out-of-print books) are not available.** Students have access to inter-library loans to obtain out-of-print, digitized materials.
- **There is no strategic plan pertaining to curriculum interaction of information resources and course syllabi.** This can clearly be a problem, and we will request the all faculty members ensure that the Library has copies of any and all resources that are integral to course syllabi.

APPENDIX I-5

Long-Range Planning (1.1.4) and Self-Assessment (1.1.5)

- ***The university has clearly outlined how the program fits into the vision of the university for this new professional program and the importance of providing new environmental stewardship for the campus and the local community; however, there is no long-range plan for the program itself.*** Each academic unit must submit an Academic Plan to the University President in August, 2014. The program needs to develop a long-range plan and self-assessment mechanism to evaluate the success and accomplishments for the next steps in the program's development. The School's *Strategic Plan* will address this.

Learning Environment Policy/Studio Culture Policies

- ***The team found no documentation of the efforts to establish and maintain a mutually accountable learning community among students, faculty, and administration, i.e., Studio Culture Policy.*** A ***Draft Studio Culture Policy*** has been produced by the newly-formed Student Council. This concern is addressed in this document-in-the-making. Please see Appendix J.

Financial

- ***Communication of budget limitations.*** The Vice President for Academic Affairs has agreed that he, along with each Dean, will together meet with the Vice President for Financial Affairs after the initial budget proposals in the fall semester are issued to the Deans. The purpose of these meetings is to have greater transparency in those financial matters that directly impact each year's operating budgets for the School of Architecture and the four colleges.

Human Resources & Human Resource Development

- ***More permanent faculty and an increase in diversity (such as more women and ethnic minorities).*** Since the last NAAB Team Visit the School of Architecture has hired three more tenure-track faculty. We have also hired two, full-time per-annum faculty. Of those new, full-time hires two are women, one is Spanish, and one is Hispanic. We are currently in the process of conducting a faculty search for an additional two positions. Unfortunately, one of the SoA faculty passed away since the last visit. His position was used to fund one of the per-annum positions. Additionally, one of our full-time, tenure track faculty members is on a leave of absence at the time of this writing. His position was used to fund the other per-annum position. In the event of that faculty member not returning we hope to conduct a new faculty search to fill his position with a new full-time, tenure track, professor.
- ***Timely hiring of faculty who will provide the needed expertise + LEED certification in the integration of building systems in design projects for the growing 4th year and upcoming 5th year of the program.***

APPENDIX I-6

Since the last NAAB Team Visit, the School of Architecture has hired one tenure track faculty with LEED certification. Additionally, the SoA maintains several adjunct faculty members with LEED certification. All of our faculty members are well versed in sustainable building practices and the LEED system. To date we have added new, full-time faculty to our emergent 5th year program as well as to the 3rd Year and 2nd Year studios. Those faculty members have worked to integrate building systems, and sustainable strategies into student design projects.

- ***Students need access to more professional electives and faculty to teach electives.***

Since the last NAAB Team Visit to the School of Architecture, there has been a major re-sequencing of our curriculum. At that point we were able to remove unnecessary redundancy and make room for four new program electives. One program elective occurs in the typical 2nd Year course work. One occurs in the typical 3rd Year course work. One occurs in the typical 4th Year course work. And, one occurs in the typical 5th Year course work. These new program electives afford our students with the ability to customize their approach to the discipline and the profession. Our elective courses are typically of advanced content that builds off of the typical curricular sequence. To date we have offered courses in Digital Fabrication, Animation, and Urban Theory. Additionally, courses typically only available to Interior Architecture students are now available to Architecture students as Program Electives.

- ***Sharing of General Education and Professional Course requirements would allow students to take more discipline-related electives.*** We are very aware of this and are attempting to get some of our courses (such as History of Architecture) to serve as required Core Curriculum courses.
- ***Hiring of graduate teaching assistants to support the faculty in large lectures and required technical courses.*** There has been a long-standing University policy that students are not allowed to do any teaching (unless it is in a Ph.D. degree track). This policy, however, is being re-examined.
- ***Permanent faculty advising loads are too high (45 students in some cases).***

With the addition of new faculty advising loads have diminished somewhat, ranging from 35-40 typically. However, this number is still too high. In the next year that number should diminish substantially as we are more able to distribute advisees over the larger body of new-hires.

APPENDIX I-7

- ***Retention and promotion guidelines need to include more scholarship requirements related to the discipline to coincide with the evolution of the program.*** As a School, we strongly encourage faculty to engage in scholarship. As a primarily teaching institution, the University has only recently placed greater emphasis on scholarship, and we do emphasize it in our *Promotion and Tenure Guidelines*.
- ***Establishing a system that allows for all staff to partake in professional development opportunities to keep them engaged with the evolution of the program's mission.*** Through the University's Tuition Remission Program (currently under revision), staff are able to receive benefits that enable them to take courses for no tuition. In the School of Architecture, both of our Administrative Assistants are currently pursuing undergraduate degrees while employed.

Communication

- ***Strong evidence of student writing in the first year of the program in 110/120: Foundation Design 1 & 2 courses, but limited evidence of writing in the upper-division courses.***

The 1st Year writing component occurs most substantially in the ARCH 122_Design Thinking course. This component is still a major source of writing in the Architecture Program. However, since the last NAAB Team Visit, we have worked to include much more substantial writing and research in the ARCH 224_Theories of Architecture course. Additionally, the newly added ARCH 453_History & Theories of Urban Form contains substantial research and writing requirements. By requiring writing at a variety of points in the curriculum, from early to late, we are able to more fully develop the writing techniques and abilities of our students.

APPENDIX J-1

Marywood University _ School of Architecture

Student Council Constitution

I. Purpose.

The purpose of the Student Council of Marywood University's School of Architecture, hereafter referred to as the Council, is to unite the student body and create a fundamental bridge between the students, the faculty of the School of Architecture, and that of the University. The Council is intended to ensure and improve upon the quality of life, atmosphere and experience found within the School of Architecture. The primary goal of the Council is to be the voice of the student body, representative of both the Architecture and Interior Architecture programs, to hear concerns and to aid the drive towards improvement whenever necessary.

II. Abbreviations.

The following are abbreviations for titles frequently found in this document:

1. Marywood University will be referred to as "MU"
2. The School of Architecture will be referred to as "SOA"
3. The Student Council will be referred to as "Council" as previously mentioned.

III. Membership.

1. Elections and Representation.

Members will be elected into the Council through an annual voting process. All full-time students enrolled in MU's SOA are able to run for office. One student will be elected from each academic level and major (iArch, Arch) chosen by the students within their respective class.

2. Committee Structure.

Once in the Council, elections for the Executive Board Members will take place. (See Elections). Board Member positions include: President, Vice President, Secretary, and Treasurer. Board Members must have a 3.0 GPA to be elected.

3. Attendance.

Attendance at meetings is crucial. Missed meetings without excuses will be documented. Missing more than three meetings will result in removal from the Council. (See Impeachment).

4. Representative Studying Abroad.

If a member of the Council is planning to study abroad, that individual does not have to withdraw themselves from the Council. They will receive updates from each meeting and will stay in contact with the Council via email. If both representatives from the same grade level are studying abroad then a runner up will take position on the Council here in the States. If no class representative is studying abroad then one will be elected from the group of students that are going.

IV. The Executive Board.

1. President.

The duty of the President will be to lead and conduct all meetings. This includes taking attendance, reviewing minutes of the last meeting, highlighting the agenda for the present meeting, and encouraging conversation on each topic. The President is also responsible for being the direct line of communication between the Council and the Dean of the SOA, as well as other faculty members. They are also responsible for forwarding all meeting minutes to the Dean of the SOA and the rest of the Council members. If any scheduled meeting date becomes a conflict, it is the duty of the President to contact each Council member and inform them of the cancellation and of the newly scheduled date.

APPENDIX J-2

2. Vice President.

The responsibility of the Vice President will be to guide the conversation of any meeting in which the President is not in attendance, and also encourage active participation from all Council members at each meeting. It is also their duty to advise and assist the President when his/her responsibilities become overbearing.

3. Secretary.

The duty of the Secretary is to take minutes at all meetings and record them in a word document that is to be sent to the President and saved for future reference. The Secretary is also to record attendance at each meeting.

4. Treasurer.

The Treasurer has the responsibility of handling all of the Council's finances. They are responsible for collecting and distributing funds for any Council event.

V. Elections.

1. Elections will be held in April each year to elect representatives for the following two semesters. Within each studio, individuals interested for the position will explain in a short presentation why they would be a good choice for a candidate and how they could positively represent their studio. Every person in each studio has an equal opportunity to nominate themselves. The students will then elect their representative through a ballot with the nominated candidates issued by the current members of the Council.
2. After one representative is elected from each studio there will be a following election within the Council for Board Member positions. To be a President or Vice President, the member must be an upper-classman (Junior – Grad) and have been in the council for at least one year prior. There are not any requirements to be elected as a Secretary or Treasurer other than having and maintaining a 3.0 GPA. These elections will be held at the first meeting of the new representatives which will take place during the last meeting of the Spring Semester.

VI. Impeachment.

1. The Impeachment process will take place only under specific and extreme circumstances. Those can be, but are not limited to:
 - Failure to fulfill basic requirements of position.
 - Neglect of position.
 - More than three meeting absences.
 - Inappropriate behavior or misrepresentation of the Council.
2. Individual being Impeached must be informed one week prior to a vote.
3. The Council, who will hold the vote, must have an outcome of 2/3rd or more for the impeachment to occur.
4. The Dean must be informed of the situation prior to vote, and must approve of and be present for the proceeding of the impeachment process.
5. The individual will be replaced by the person who had the second highest vote in the election within the same grade level and the same major (iArch, Arch).
6. If an individual wants to drop out or does not maintain the proper GPA, their position on the Council will be replaced with the individual who had the second highest vote in the election within the same grade level and the same major (iArch, Arch).

VII. Amendments.

All amendments that are deemed necessary for the improvement of the functionality of the Council are required to have a 2/3rd majority vote in which at least 3/4th of the council is present for. No vote to amend this Constitution can take place if the President and less than 3/4th of Council are present. All amendments must also be clarified with the Dean of the SOA before final approval and printing.

APPENDIX J-3

Marywood University _ School of Architecture

Studio Culture Policy

Introduction

Here at the Marywood University School of Architecture, the goal is to create a new generation of architects and interior architects, who are self-driven, environmental stewards. In doing so it is our job as a school community to create a happy and healthy studio environment in which creativity can prosper and the individual has the opportunity to learn a well thought out design process. This Studio Culture Policy highlights the fundamental principles that create a positive learning environment – respect, responsibility and commitment – and it stands as a guide for both students and faculty who must work together to build and preserve such an environment.

Respect:

- It is the duty of all students to respect themselves and their peers, their ideas, their work and their criticisms. Students must recognize everyone's right to an opinion and be open to suggestions and ideas other than their own.
- It is the duty of all faculty to respect a student's idea and concept, and allow for him/her to give an adequate explanation of their thought and design process.
- As a design community we all must recognize that there is no one solution, or superior solution, to a design problem, but through developing several iterations a more well-thought solution can be achieved.
- It is the responsibility of each and every person who enters the studio space to respect the property of other individuals, be it personal property, tools, materials, models, or other design works. All property borrowed should be done so after asking and should be returned in proper condition and in a timely manner.
- All persons within the school should acknowledge that any tools provided by the school are a privilege to have and should be fully respected as so.
- All students are to respect any equipment provided to them by the school, including but not limited to the desks, chairs, printers, plotters and all equipment found within the work shop, the wet room and the laser cutter. Any damaged items should be reported to Tom (if workshop related) or Jennifer immediately.
- Any student using chemical sprays of any kind (spray paint, stainers, spray glues, etc.) are to only do so in the spray booth in order to respect the clean air of those around him/her as well as any other work or floor surface.
- During group oriented projects students should be respectful of their fellow group members, both on-campus students and commuter students should make the same effort to attend all meetings and maintain a productive work level.

Responsibility:

- It is up to the students to assume responsibility for all of their work, including any shortcomings.
- It is up to the students to take it upon themselves to be self-driven and properly manage their own time. More time invested into studio projects will yield a better learning outcome by providing the professor more material to comment on and the students more experience with design process.
- It is up to the students to prevent themselves from being put in a situation in which they feel the need to make excuses.
- Excuses will not be accepted in studio. By properly managing your time, properly backing up your files, and being responsible in general, the need for excuses will be eliminated.
- It is up to the professor to guide along the design process after the student has made the initial move within the project.
- It is the responsibility of the professor to provide reasonable time for each stage of the project and of the student to follow, if not exceed, the defined time line.
- It is the responsibility of the professor to be available during all studio hours and posted office hours.
- It is the responsibility of the professor to be open to a student's idea and to be encouraging of thoughts that may differ much from their own.
- It is the responsibility of all faculty members to be open to discussion with students, be it about studio projects, field questions, or advice on issues such as time management.
- It is the responsibility of the school community as a whole to work as a team towards the goal of having a happy and healthy, creative studio environment.

APPENDIX J-4

- It is the responsibility of the student to clean up any working area, and for all students to take care of and keep tidy any common working areas.
- It is the responsibility of all persons within the school to follow the posted safety rules, especially when handling any machinery of any kind.

Commitment:

- All students must recognize that they are present in the School of Architecture by choice in hopes to achieve their personal goals of becoming environmentally aware architects and interior architects, and therefore it is up to them to be fully committed to the work required to complete their courses achieve their respective degrees, whether those courses are within the architectural curriculum or the liberal arts core curriculum.
- All faculty must recognize that they are there to facilitate the educational development of a thorough design process within budding designers.
- All persons within the school should commit themselves to being conscious about environmental stewardship and should make an effort to recycle properly and reuse whenever possible.
- All persons within the school should be committed to helping others and sharing knowledge so the school can always be growing together.
- All persons within the school should be committed to creating an all around healthy design environment.

This document is current as of 5.6.14

DRAFT