

Marywood University
Interim Progress Report for Year Three

Instructions and Template

November 30, 2022

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4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Evidence of student work is required for SPCs 'not met' in the most recent VTR.
 - Provide three examples of minimum-pass work for each deficiency and submit student work evidence to NAAB in electronic format. (Refer to the "Guidelines for Submitting Digital Content in IPRs" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the 3-Year Interim Progress Report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR. If the Board approves the recommendation no further reporting is necessary. The Annual Statistical Report (See Section 9 of the 2015 Procedures) is still required.
2. Accept the 3-Year Interim Progress Report as having demonstrated some progress toward addressing deficiencies identified in the most recent VTR and require a 5-Year Interim Progress Report. The 5-Year IPR must include evidence of how the program address the remaining deficiencies. The program Annual Report is still required.
3. Reject the 3-Year Interim Progress Report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The program Annual Report is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by

¹ The team chair will not have participated in the visiting team during the year in which the original decision on a term of accreditation was made.

January 15, the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF 2019 NAAB VISIT

CONDITIONS NOT MET

2019 VTR
I.1.5 Long-Range Planning*
I.1.6 Program Self-Assessment

STUDENT PERFORMANCE CRITERIA NOT MET

2019 VTR
B.2 Site Design

*Requires IPR update per February 2020 Decision Letter.

3. TEMPLATE

Interim Progress Report
Marywood University
School of Architecture
Bachelor of Architecture (162 credits)
Year of the previous visit: 2019

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: James Eckler
Title: Director, School of Architecture
Email Address: JEckler@marywood.edu
Physical Address: 2300 Adams Ave. Scranton, PA. 18509

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Dr. Christina Clark
Title: Provost, Marywood University
Email Address: CaClark@marywood.edu
Physical Address: 2300 Adams Ave. Scranton, PA. 18509

Text from the most recent VTR is in the gray text boxes. Type your response in the designated text boxes.

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

I.1.5 Long-Range Planning

2019 Visiting Team Assessment: The MUSOA Strategic Plan was developed for 2015-2020. Multiyear objectives beyond 2020 are not identified. A long-range vision for the school in regard to the mission and culture of the program beyond the current year has not been developed.

The current plan identifies five goals to strengthen (1) the professional quality of the program, (2) the liberal arts quality of the program, (3) the rigor of the studio-based program, (4) the community and social engagement, and (5) the school's community. This plan is reviewed by the dean and a faculty member. The plan identifies outcomes, ways in which this work reflects Marywood University goals, its level of priority, action steps to be taken, resources needed, responsible parties, and a timeline.

Marywood University, 2022 Response: Long Range Planning:

Strategic Plan

In the 2019-2020 academic year, the School of Architecture (SOA) engaged in a comprehensive strategic planning initiative. The resulting MUSOA Strategic Plan was approved and adopted unanimously by the School of Architecture faculty in the Fall Semester of 2020. It covers all of the School of Architecture's programs including the Bachelor of Architecture.

This plan includes an ambitious set of objectives that define our work through 2025, and is envisioned as a "living document" that will be adjusted to meet our needs. In 2025, the objectives that have been met will be removed; objectives that are continuous or ongoing will remain and be indicated as such; objectives that are not met will be re-prioritized. At that point, new objectives will be added as this plan is adapted to outline the goals of the next five-years for the School of Architecture.

The MUSOA Strategic Plan operates across four broad goals that focus on the Discipline, Knowledge, Design, and Community. They are: [GOAL 1] Strengthen the Professional Quality of the School's Programs, [GOAL 2] Strengthen the Liberal Arts Quality of the School's Programs, [GOAL 3] Strengthen the Rigor of our Studio-Based Curriculum, and [GOAL 4] Strengthen the Bonds within our MUSOA Community and Ties in our Local Communities. Each goal is broken down into a series of objectives we intend to complete by 2025 as indication of progress toward the plan goals. Objectives are comprised of action steps that can be measured and assessed. They are assigned a priority and resources allocated accordingly.

The Vision of the Strategic Plan

Over the next five years we will seek national recognition for each of our degree programs as measured in awards, grants, publications and performance in each of the items below.

Recognizing the increasing overlap among design disciplines, we will build professional resilience among our graduates by emphasizing integrative, professional, design-oriented

programs and provide opportunities for cross-program study for our students.

Our integrated curricula will be structured around the dual imperatives to (1) "do good in the world" and (2) to make critical connections between design knowledge and liberal arts education. These dual imperatives will underpin Bachelor of Architecture program and all other SOA programs. Through the lens of their chosen program, our students across programs will engage the world around them critically with "conceptual and formal clarity, disciplinary consciousness, social agency, and material speculation."

[SEE STRATEGIC PLAN SUPPORTING DOCUMENT]

Assessing the Plan

The MUSOA Strategic Plan is assessed yearly. In this yearly assessment, action items will be marked as complete, incomplete, or ongoing. Additionally, priorities for the year will be determined. At the end of the plan period (2025), it will be updated with a new, long-range set of objectives which will require faculty participation and a vote to adopt.

Curriculum Assessment:

Curriculum Scaffold

Beginning in the 2019-2020 Academic Year, the School of Architecture has undertaken a comprehensive curricular assessment process. The goal was to identify those curricular priorities that best defined the identity of the School of Architecture and verify their appropriate presence in the curriculum.

To this end, we constructed a "Curriculum Scaffold." It is a multi-layered curriculum structure that defines the pedagogical and cultural relationship between year levels and identifies the topics, content, and appropriate courses to meet that pedagogical expectation. This is a living document that has progressively and incrementally become more detailed as the faculty continue to develop it.

The scaffold, as a curriculum structure that defines a set of priorities for the School, also acts as an assessment tool. We successfully used this document to revise and improve sections of our curriculum based on identified curricular priorities and an intent to sequence content in year-appropriate ways.

These revisions include:

- The development of a new, integrative Building Technologies sequence that replaces the previous non-integrative delivery method that siloed content in each course.
- The development of a new, integrative Representation sequence that replaces the previous non-integrative delivery method that siloed content in each course. This new

sequence also dedicates more contact hours to representation.

- Merging redundant courses across programs
- Resequencing course content to be more appropriate to student development.

The structure of the scaffold is progressive and mission-based. From the School's mission, we identify five key elements that will define our course offerings. Those five elements are used to determine:

- Overview statements for each year-level
- Primary goals in each content area at every year-level.
- Goals that are reinforced in each content area at every year-level.
- Goals that are prefigured in each content area at every year-level.
- Disciplinary topics to be addressed in each content area at every year-level.
- Content necessary to meet our curricular goals at every year-level.
- Determined set of objectives for each course to successfully ensure content is delivered (in progress).

[SEE CURRICULUM SCAFFOLD SUPPORTING DOCUMENT]

Assessment Processes

Each semester we undergo assessment of our courses and provide feedback to the faculty. The assessment process is a way of evaluating our progress toward meeting the expectations as defined by our curriculum scaffold.

It is a new process and still under development. We have tested several versions of this assessment process over multiple semesters and seeing incremental improvement in its effectiveness. Attached for your reference is an assessment survey we are currently piloting. This survey will continue to evolve and become refined as the Curriculum Scaffold develops.

[SEE ASSESSMENT FORM SUPPORTING DOCUMENT]

b. Progress in Addressing Not-Met Student Performance Criteria

N/A

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Marywood University, 2022 Response: Faculty and Administration

We have had several faculty members that have been offered positions at other institutions.

- Kate O'Connor _ Tenured Associate Professor
- Margaret McManus _ Tenured Associate Professor
- Dr. Belal Abboushi _ Tenure-Track Assistant Professor
- Randolph Damico _ Non-Tenure-Track Instructor
- Emily Pellicano _ Tenure-Track Assistant Professor

These faculty lines have all been replaced. We have also added several full-time faculty lines since then.

- Joshua Berman _ Non-Tenure-Track Instructor
- Dr. Jodi LaCoe _ Tenure-Track Assistant Professor
- Elizabeth Andrzejewski _ Tenure-Track Assistant Professor
- Dr. Frances Hsu _ Tenure-Track Assistant Professor
- Catherine Armezzani Margotta _ Non-Tenure-Track Assistant Professor of Practice
- Dr. Arian Korkuti _ Tenure-Track Assistant Professor
- Kim Hagan _ Non-Tenure-Track Instructor

Since the previous visit, Marywood University has hired a Dr. Christina Clark as Provost replacing Dr. Susan Turrell.

[SEE CURRICULA VITAE SUPPORTING DOCUMENTS]

Enrollment

Since the previous NAAB visit in 2019 we have seen a roughly 20% enrollment increase (from 266 to 302). This reflects a consistent increase in enrollment of about 8% each year (except a slight decrease during the pandemic). We are expecting a similar increase next year. New faculty lines and space are being allocated to accommodate the growth.

Financial Resources

Since the previous visit the MUSOA has been able to implement a modest (\$250.00/semester) studio enrichment fee. This has increased our available budget to provide for more extended site visits and other learning opportunities.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Marywood University, 2022 Response: We are using the Curriculum Scaffold described in section I.a of this document to allocate NAAB Performance Criteria and Student Criteria to courses in accordance with institutional priorities. This process is ongoing and being conducted in relation to our assessment processes.

[SEE CURRICULUM SCAFFOLD SUPPORTING DOCUMENT]

IV. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC 'not met' in the most recent VTR.)

Marywood University, 2022 Response: [Click here to enter text.](#)



2022 NAAB Interim Progress Report

APPENDIX a. _

MUSOA STRATEGIC PLAN [2020-2025]

Over the next five years we will seek national recognition for each of our degree programs as measured in awards, grants, publications and performance in each of the items below.

Recognizing the increasing overlap among design disciplines, we will build professional resilienc among our graduates by emphasizing **integrative, professional, design-oriented** programs and provide opportunities for cross-program study for our students.

Our integrated curricula will be structured around the dual imperatives - to "do good in the world" and to make critical connections between the depth of design knowledge and the breadth of a liberal arts education. These dual imperatives will underpin all programs dedicated to built environmant studies. Through the lens of their chosen program, our students across programs will engage the world around them critically with "**conceptual and formal clarity, disciplinary consciousness, social agency, and material speculation.**"

GOAL 1 [DISCIPLINE]: STRENGTHEN THE PROFESSIONAL QUALITY OF THE SCHOOL'S PROGRAMS										
Outcome	MU Goal	Priority	Action Steps	Resources	Accountability	Timeline				
1.A _ Support Existing Programs						Beg.		Comp.		
	GOAL 2	yes	Increase Social Media publication of work	Boosting and Tracking (\$500/yr)	Social Media Coordinator	X	Spring 2021			
		yes	Publication of a Work Book " <i>Iterum</i> "	Printing/Publishing (Donation)	Student Council, Eckler	X	Fall 2019			
			Explore the Possibility of this being an online publication	none	Student Council, Social Media Coordinator					
>1: Broadcast the work we do										
>2: faculty recruitment	GOAL 5	yes	Track Faculty FTE relative to student FTE over time	none	Eckler	x	Fall 2018			
		yes	Track faculty diversity and take steps to maintain a diverse faculty	none	Eckler	x	Fall 2016			
		yes	Develop a hiring plan to reflect current growth and support new programs	none	Eckler	x	Fall 2017			
>3: Remain current and competitive with the facilities and resources we offer as appropriate to size and mission	GOAL 1	yes	Track current equipment and facilities	none	Eckler, Technology Committee	x	Fall 2017			
			Develop a technology plan to remain current with emergent developments in the discipline	none	Technology Committee					
			Develop building performance lab	equipment acquisition (TBD)	Technology Committee, Eckler	x	Fall 2019			
>4: Advance Study Abroad Opportunities	GOAL 1	yes	Make Study Abroad compulsory for all MUSOA students [2.C.1]	none	Dean, Provst	x	Fall 2019			
			Expand ISI relationship to include graduate opportunities	none	Eckler, Baldassari					
			Develop Study abroad alternatives for students unable to travel internationally	none	Eckler, Faculty					
			Explore additional study abroad programs for any new program developed	none	Eckler, Dean					
1.B _ New Programs										
>1: Begin a Construction Management undergraduate degree.	GOAL 1	yes	research Accreditation authorities	none	Eckler, Curriculum Committee	x	Fall 2019	x	Spring 2021	
		yes	develop Competitor Analysis	none	Eckler, Curriculum Committee	x	Fall 2019	x	Spring 2021	
		yes	develop construct Degree path	none	Eckler, Curriculum Committee	x	Spring 2021	x	Spring 2021	
		yes	Compose faculty recruitment plan	none	Eckler, Curriculum Committee	x	Spring 2021	x	Spring 2021	
		yes	Craft a proposal and get it approved through UCC	none	Eckler, Curriculum Committee	x	Spring 2021	x	Spring 2021	
			Investigate possible Online options for this Program	none	Curriculum Committee					
>2: Explore possibilities of launching an accredited M.ARCH program.	GOAL 1	yes	Compose mission and statement of purpose	none	Berman, Eckler, Curriculum Cor	x	Spring 2021			
		yes	Viability study with Compeitor analysis	none	Berman, Eckler, Curriculum Cor	x	Spring 2021			
		yes	Research Accreditation options and processes	none	Berman, Eckler, Curriculum Cor	x	Spring 2021			
		yes	If indicated, craft proposal and get it approved through GCC	none	Curriculum Committee					
			Investigate possible Online options for this Program	none	Curriculum Committee					
>3: Explore possibilities for launching a post-professional Master of Science in	GOAL 1		Compose mission and statement of purpose	none	Berman, Faculty					
			Generate possible faculty-led research groups	none	Berman, Faculty					
			If indicated, craft proposal and get it approved through GCC	none	Berman, Faculty					
			Investigate possible Online options for this Program	none	Curriculum Committee					

Architectural Studies program.									
>4: Explore formalized Minor Tracks for all undergraduate degree paths	GOAL 1	yes	Research most common MU minors taken by SOA students	none	Eckler, Faculty				
		yes	Find minors that are unattainable due to scheduling and remediate	none	Eckler, Faculty				
		yes	Generate formalized pathways for viable minor options	none	Eckler, Faculty				
>5: Explore possible professional certification offerings	GOAL 1		Research possible compeitors	none	Eckler, Curriculum Committee				
			Analyze demand	none	Eckler, Curriculum Committee				
			Develop course path/structure in conjunction with Continuing Education	none	Eckler, Curriculum Committee				
			Investigate possible Online options for this Program	none	Curriculum Committee				

1.C _ Student Recruitment

>1: Stability	GOAL 5	yes	Set student targets for each program in terms of both numbers and according to Diversity Pl	none	Eckler Recruitment Committee	X	Fall 2018		
		yes	develop recruitment strategies for programs with low or volatile enrollments	none	Eckler Recruitment Committee	X	Fall 2018		
		yes	generate retention strategies for programs with low or volatile enrollments	none	Eckler Recruitment Committee				
		yes	Partner with alumni to assist with recruitment goals.	TBD	Eckler Recruitment Committee				
		yes	Develop and enact a recruitment plan for the MIA Program toward increasing its size	none	Berman, Recruitment Committee				
>2: enrollment management		Yes	Study various methods for managing programs with high enrollment	none	Eckler, Dean	X	Fall 2018		
		Yes	develop strategies to make us appropriately selective	none	Eckler, Admissions				
		Yes	develop strategies to handle over-enrollment	none	Eckler, Dean, Provost	X	Fall 2018		
>3: Diversity Plan	GOAL 2	yes	Establish recruitment goals for underrepresented groups	none	Eckler Recruitment Committee				
		yes	Develop and implement recruitment strategies for reaching underrepsresented groups	TBD	Eckler Recruitment Committee				
		yes	Track retention of students from underrepresented groups and identify causes of attrition	none	Eckler Recruitment Committee				
		yes	Develop strategies to rectify common causes of attrition among underrepresented groups	TBD	Eckler Recruitment Committee				
		yes	Develop and enact a recruitment plan for the MIA Program toward increasing diversity	none	Berman, Recruitment Committee				

1.D _ Assessment

>1: Curricular Assessment		yes	Using the curricular scaffold diagram [goal 3.A.1] craft assessment processes for non-studio	none	Eckler, Curriculum Committee	x	Summer 2020		
		yes	Using the curricular scaffold diagram [goal 3.A.1] transition studio assessment pilot to 2.0	none	Eckler, Curriculum Committee	x	Summer 2020		
>2: Program assessment	GOAL 1	yes	Develop a means of assessing program development via this strategic plan	none	Leadership, Faculty	x	Fall 2020		
		yes	implement a means of assessing the program relative to Equity and Inclusion standards	none	Leadership, Faculty				
		yes	implement a means of assessing the program relative to five points of the mission	none	Leadership, Faculty	x	Fall 2018		
>3: Tracking toward accreditation		yes	Develop tracking system for all NAAB Program Criteria and NASAD requirements	none	Eckler, Leadership				
		yes	Develop e-portfolio archival system for all passing student work	none	Eckler, Leadership				

1.E _ Host & Home

>1: Host the NCBDS Conference on MU Campus			Form ad-hoc conference committee to gather input from past conference organizers	none	Ad-Hoc Committee				
			track resources we have that can be used	none	Eckler, Ad-Hoc Committee				
			craft proposal to host the Conference	none	Ad-Hoc Committee				
>2: Make a Proposal to house the NCBDS Archives			Make a proposal for a faculty member to join the NCBDS research office	none	Ad-Hoc Committee				
			Track the size and associated costs of storing the archive	none	Ad-Hoc Committee				
			Make a proposal to house the archives with the MUSOA	none	Ad-Hoc Committee				

GOAL 2 [KNOWLEDGE]: STRENGTHEN THE LIBERAL ARTS QUALITY OF THE SCHOOL'S PROGRAMS

Outcome	MU Goal	Priority	Action Steps	Resources	Accountability	Timeline			
						Beg.		Comp.	
>1: Evaluate Existing Curricula to align with new University CORE	GOAL 1	Yes	Remap ARCH curriculum to accommodate new University CORE structure	none	Eckler				
		Yes	Remap IARC curriculum to accommodate new University CORE structure	none	Eckler				
		Yes	Adjust course sequencing to accommodate as necessary	none	Curriculum Committee				
>2: Increase the number of School courses accepted in the University Core	GOAL 1	Yes	Submit Architectural History Courses for inclusion in the new University CORE	none	Curriculum Committee				
		Yes	Develop an interdisciplinary Architecture Appreciation Course	PT/OL funding (\$2,200)	Eckler & Faculty				
>1: Current Issues and Ideas of the Discipline	GOAL 1		Develop a venue for faculty discourse for pedagogy and disciplinary topics.	none	Leadership Team				
			Develop a system to share scholarly/creative achievements and disseminate opportunities.	none	Leadership Team				
			Invite prominent speakers/educators to share current work and provide workshops.	funding (\$2,500/semester)	Eckler, Lecture Coord				
>2: Current issues of justice, Equity and Representation for Women and BIPOC Community	GOAL 2		Promote coursework that examines architecture's relationship to issues of justice	none	Leadership Team				
			Provide venues for student discourse on issues related to racial justice and equity	none	Leadership Team				
			Invite prominent speakers from the BIPOC communities to share their stories and work	funding (\$1,200/year)	Eckler, Lecture Coord, & NOMAS				
			Invite prominent women in the discipline to share their stories and work	funding (\$1,200/year)	Eckler, Lecture Coord, & WIAD				
>1: Compulsory Study Abroad [1.A.4]	GOAL 1	Yes	Pass policy requiring study abroad or alternative equivalent experience at the UG level	none	Eckler, Sullivan	X	Pre-COVID		
			Pass policy requiring study abroad or alternative equivalent experience at the GR level	none	Eckler, Berman				
			Develop alternate study "away" experiences	none	Eckler, Sullivan				
			Investigate possible advantages to participating in the National Student Exchange	none	Leadership				
>2: Increase Institutional Partnerships	GOAL 2	Yes	Increase Faculty presence at Study Away locations	funding (\$5,000/Year)	Eckler	X	Fall 2018		
		Yes	Increase number of foreign institutional partnerships	TBD	Eckler, Sullivan				
			Further develop Community Design partnerships via the Center for the Living City using Obser	TBD	Eckler, MacDonald				

GOAL 3 [DESIGN]: STRENGTHEN THE RIGOR OF THE STUDIO-BASED CURRICULUM

Outcome	MU Goal	Priority	Action Steps	Resources	Accountability	Timeline			
3.A _ Curricular Scaffolding						Beg.		Comp.	
>1: Increase Students' Sense of Ownership over their own Education	GOAL 1	Yes	Develop a Curricular "Constellation" Scaffold Diagram outlining objectives of each course	none	Curriculum Committee, Faculty	x	Fall 2019		
		Yes	Create opportunities for more choice by students for studio and course sections	none	Curriculum Committee, Faculty				
		Yes	Create opportunities for more "Option studios"	PT/OL funding (\$5,000/Year)	Leadership Team				
		Yes	Increase availability and diversity of program elective offerings	(PT/OL funding (\$4,400/year)	Leadership Team				
>2: Increase Teaching Assignment Flexibility/Choice		Yes	Develop School Policy permitting advance course assignment requests	none	Eckler				
		Yes	Develop courses that meet objectives through a diversity of topical exploration	none	Faculty	x	Spring 2020		
>3: Establish an Archival System for	GOAL 2	Yes	Develop School Policy to Require E-Portfolios for every class.	none	Eckler, Faculty				
		Yes	Research software/hardware systems and best practices	funding TBD	Technology Committee				

storing student work and tracking student achievement.		Yes	Assign Faculty Service position to oversee/admnister the archival system	none	Archivist				
>1: Develop a Celebratory showcase event marking the transition from lower-level to upper-level	GOAL 2	Yes	Establish a 2nd Year, Spring-Semester, Comprehensive Pin-Up for all students	none	Faculty, 2nd year faculty	x	Spring 2019		
		Yes	Develop a set of standards necessary for success in the upper-years of the curriculum	none	Faculty, Curriculum Committee				
		Yes	Develop a system of evaluation to ensure all students entering the 3rd year are prepared.	none	curriculum committee				
>2: Advance Projects Addressing Current, Topical Content	GOAL 1		Foster more content diversity between studio sections of the same year-level	none	Faculty				
			Create a faculty Forum in which pedagogical topics are discussed	none	Leadership team, Faculty				
			Develop and implement Studio assessments that include measuring Accreditation Criteria [1	none	Curriculum Committee	x	Fall 2018		ongoing
			Further Develop and Expand Elective Offerings [3.A.1]		Faculty				
			Encourage student participation in professional trade shows and conferences						
>3: Increase Representational Experimentation	GOAL 1		Foster more novel media exploration at all year-levels [3.A.1]	none	Faculty				
			Organize gallery exhibitions to showcase innovations in making [3.A.1]	none	Faculty				
			Organize skill-building workshops	Hon. funding (\$2,000/year)	Faculty, Eckler	X	Spring 2021		
>4: Increase experiential qualities of student projects	GOAL 1		Foster more phenominological study and implementation at all year-levels [3.A.1]	none	Faculty				
			develop representational skills to communicate human experience in design projects [3.A.1]	none	Faculty				
>5: Increase student knowledge of contemporary architecture	GOAL 1		Foster more precedent study and awareness of design exemplars at all year-levels [3.A.1]	none	Faculty				
			dedicate more assignments toward precedent analysis [3.A.1]	none	Faculty				
>6: Increase student understanding of material applications in design	GOAL 1		Foster more material experimentation and application at all year-levels [3.A.1]	none	Faculty				
			develop pedagogical agendas to incoporate material study in design projects [3.A.1]	none	Faculty				
>7: Increase student awareness and application of sustainable design practices	GOAL 1		Assess Sustainable practices in studios beginning in the 3rd year	none	Faculty				
			Assess Sustainable content in building tec courses	none	Faculty				
			Establish increased expectations for design agendas integrating sustainability	none	Faculty				

GOAL 4 [COMMUNITY]: STRENGTHEN THE BONDS OF OUR MUSOA COMMUNITY AND TIES IN OUR LOCAL COMMUNITIES									
Outcome	MU Goal	Priority	Action Steps	Resources	Accountability	Timeline			
4.A _ Community Engagement						Beg.	Comp.		
>1: Promote Equity and Justice in our local community		yes	Begin discussion forum among faculty and students re: equity/justice in architecture and des	none	Faculty	x	Spring 2021		
		yes	Adavance equity & inclusion as an architecture/community design imperative	none	Faculty				
		yes	Promote projects in the community that address issues of equity, inclusion, and justice	none	Faculty	x	Spring 2021		
		yes	Encourage student service opportunities advancing Equity and Justice Initatives	none	Faculty				
>2: Form partnerships with community organizations	GOAL 2	yes	Establish and maintain partnerships with local organizations in BIPOC communities	TBD	Leadership				
			Support representation of community organizations on advisory Board [4.D.1]						
		yes	Encourage student service opportunaties in partnership with community organizations	none	Faculty				
>3: Advance community-design		yes	Foster student learning opportunities related to the CLC mission	TBD	MacDonald, Eckler	x	Sping 2021		
		yes	Formalize sponsorship and partnerships between the MUSOA and CLC	TBD	MacDonald, Eckler	x	Sping 2021		

inititatives in parternship with the Center for the Living City		yes	Encourage student service opportunaities through the CLC	none	MacDonald, Faculty				
			Support further Design Build Opportunities that directly support local communities	TBD	Faculty				

4.B _ Student Community

>1: Foster strong student and studio culture	GOAL 2		Sponsor events/activites that encourage Student/Faculty social interaction	\$1,000/year	Leadership				
			formalize student awards	\$500/year	Leadership				
			curate exhibitions of exemplary student work at all year-levels	TBD	Faculty				
2>: Foster Diversity in the MUSOA Student body	GOAL 2	yes	track retention of underrepresented groups in the student body						
		yes	Identify and attend recruitment events that serve underrepresented groups.						
		yes	Develop relationships with middle and high schools that serve underrepresented groups.						
>3: Build recruiting relationships with other institutions	GOAL 2		Articulation Agreements	none	Leadership				
			relationships with institutions in underserved communities	\$500/year	Recruitment Committee				
			visit institutions more	\$1,000.00/year	Recruitment Committee				

4.C _ Faculty & Staff Community

>1: Foster Increased Collegiality among Faculty and Staff	GOAL 4	yes	Schedule Happy Hours or other social events	none	Faculty				
		yes	Develop a creativity forum for sharing current work	none	Faculty				
		yes	Institute forums for disciplinary/Topical discussions	none	Faculty				
>2: Ensure number of Tenure-Track Faculty is appropriate for Program Size	GOAL 5	yes	Track faculty FTE relative to Student FTE over time	none	Eckler	x	Fall 2017		ongoing
			identify enrollemnt trends o identify baseline program sizes	none	Eckler				
			develop hiring plan based on baseline size	none	Eckler				
>3: Ensure number of Staff positions is appropriate for Program Size and Complexity	GOAL 5	yes	Track Administrative Staff positions relative to Student FTE over time	none	Eckler	x	Fall 2017		ongoing
			identify enrollemnt trends o identify baseline program sizes	none	Eckler				
			develop rationale for staff size plan based on baseline size	none	Eckler				
>4: Increase adjunct faculty compensation	GOAL 5		Track adjunct compensation relative to institutional peers						
			Develop compeior analysis for adjunct compensation in similar Schools of Architecture						
			Make a proposal for differential adjunct compensation based on competitive analysis						
>5: Increase Faculty access to professional development oportunities	GOAL 4	yes	Maintain faculty-development funding availaility	\$25,000.00/year	Eckler	x	Fall 2017		ongoing
		yes	Increase access to professional workshops	as above	Eckler				
		yes	Increase access to technology training	as above	Eckler				

4.D _ Professional Community

>1: Create an MUSOA Professional Advisory Board	GOAL 4	yes	Identify "friends of the School" in the local and professional communities willing to advise	TBD	Advisory Board Committee				
			Create a committee to create a founding charge for the advisory board	none	Advisory Board Committee				
			Define roles, responsibilities and operations of the board	none	Advisory Board Committee				
>2: Continue to invite critics from the professional community to reviews and functions	GOAL 4		Increase outside critic invites with honoraria	\$150.00/critic	Faculty				
			Recruit new outside critics with honoraria	\$150.00/critic	Faculty				
			Provide opportunity for critic feedback for the program/School	none	Leadership				
			Support and expand virtual critique platforms	TBD	Faculty				
>3: Invite and Involve the Professional	GOAL 4	yes	Create professional sponsorship opportunities for the SOA lecture series	TBD	Eckler	x	Spring 2021		
			Advertise and invite members of the local/professional communities to lectures	TBD	Lecture Series Coordinator				
			Increase Lecture funding	\$2,000.00/lecture	Eckler				

Community to Lecture Series events

4.E _ Alumni Community

>1: Increase Alumni Engagement	GOAL 2	yes	Track post-graduation activities of alumni	TBD					
			Advertise alumni accomplishments	TBD					
			Create activites for alumni to be active in School functions and positions	TBD					



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APPENDIX b. _

MUSOA CURRICULUM SCAFFOLD

MUSOA

COORDINATING AND SCAFFOLDING CURRICULA

OUR MISSION: PROFESSIONAL EDUCATION IN A LIBERAL ARTS SETTING

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

OUR VALUES: ARCHITECTURE AS A DISCIPLINED PRACTICE

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

NARRATIVE BY
YEAR-LEVEL

1st

The first year curriculum introduces fundamental issues in the disciplines of architecture and interiors, introducing primary formal and spatial relationships between composition, operation, social relations, and tectonic elements.

2nd

The second year curriculum introduces historic precedent in relation to function, experience, and elemental behavior and logic as it relates to architecture and interiors. The Spring semester sees the development of the Interior Architecture discipline as a unique path.

3rd

The third year curriculum concentrates on conceptual operations, programming, socio-cultural contexts, building systems and functions and technical representations.

4th

The fourth year curriculum develops integrative design skills, including complex conceptual operations, legal constraints and life safety with conceptual and technical representations.

5th

The fifth year curriculum develops the ability to synthesize comprehensive, integrative design skills, including complex social, technical, legal issues through innovative contemporary representational media.

PROGRESSION

1st

2nd

3rd

4th

5th

ISSUES
&
IDEAS

**Primary: RECOGNIZE ISSUES
AND IDEAS**

Prefigure: CONNECT ISSUES AND IDEAS

Reinforce: RECOGNIZE ISSUES AND
IDEAS

**Primary: CONNECT ISSUES
AND IDEAS**

Prefigure: SYNTHESIZE ISSUES AND
IDEAS

Reinforce: CONNECT ISSUES AND IDEAS

**Primary: SYNTHESIZE ISSUES
AND IDEAS**

Prefigure: TRANSFORMING ISSUES AND
IDEAS

Reinforce: SYNTHESIZE ISSUES AND
IDEAS

**Primary: TRANSFORMING
ISSUES AND IDEAS**

Prefigure: RESEARCHING ISSUES AND
IDEAS

Reinforce: TRANSFORMING ISSUES AND
IDEAS

**Primary: RESEARCH DRIVEN
APPROACH**

SITE
&
CONTEXT

Primary: ORGANIZATION

Prefigure: EXPERIENCING SITE

Reinforce: COMPOSITION

Primary: EXPERIENCING SITE

Prefigure: SOCIO-CULTURAL SITE
FORCES

Reinforce: EXPERIENCING SITE

**Primary: SOCIO-CULTURAL SITE
FORCES**

Prefigure: TECHNICAL CONSIDERATIONS

Reinforce: SOCIO-CULTURAL

**Primary: TECHNICAL
CONSIDERATIONS**

Prefigure: SYNTHESIS OF VARIED
CONSIDERATION

Reinforce: TECHNICAL

**Primary: SYNTHESIS OF
VARIED CONSIDERATION**

REPRESENTATION
&
MEDIA

**Primary: COMPOSITION +
TECHNIQUE**

Prefigure: EXPERIMENTATION +
CONVENTION

Reinforce: COMPOSITION + TECHNIQUE

**Primary: EXPERIMENTATION +
CONVENTION**

Prefigure: HYBRID REPRESENTATION

Reinforce: EXPERIMENTATION +
CONVENTION

**Primary: HYBRID
REPRESENTATION**

Prefigure: TECHNICAL + CONCEPTUAL
DOC.

Reinforce: HYBRID REPRESENTATION

**Primary: TECHNICAL +
CONCEPTUAL DOC.**

Prefigure: SYNTHESIS IN
REPRESENTATIONAL AGENDA

Reinforce: TECHNICAL + CONCEPTUAL
DOC.

**Primary: SYNTHESIS IN
REPRESENTATIONAL AGENDA**

BUILDING TECH.
&
ASSEMBLY

Primary: ELEMENTTYPES

Prefigure: ELEMENT BEHAVIOR AND
LOGIC

Reinforce: ELEMENTTYPES

**Primary: ELEMENT BEHAVIOR
+ LOGIC**

Prefigure: BUILDING SYSTEMS +
FUNCTIONS

Reinforce: ELEMENT BEHAVIOR + LOGIC

**Primary: BUILDING SYSTEMS
+ FUNCTIONS**

Prefigure: INTEGRATIVE DESIGN

Reinforce: BUILDING SYSTEMS +
FUNCTIONS

Primary: INTEGRATIVE DESIGN

Prefigure: SYNTHESIS OF PARTS TO
WHOLE

Reinforce: INTEGRATIVE DESIGN

**Primary: SYNTHESIS OF PARTS
TO WHOLE**

SPACE
&
EXPERIENCE

**Primary: OPERATION +
RELATION**

Prefigure: USE, HUMAN SCALE +
EXPERIENCE

Reinforce: OPERATION + RELATION

**Primary: USE, HUMAN SCALE
+ EXPERIENCE**

Prefigure: MULTI-USE PROGRAM

Reinforce: USE, HUMAN SCALE +
EXPERIENCE

Primary: MULTI-USE PROGRAM

Prefigure: COMPLEX PROGRAM + LEGAL
CONSTRAINT

Reinforce: MULTI-USE PROGRAM
**Primary: COMPLEX PROGRAM
+ LEGAL CONSTRAINTS**

Prefigure: SYNTHESIS OF SPATIAL
DESIGN AGENDA

Reinforce: COMPLEX PROGRAM +
LEGAL CONSTRAINTS

**Primary: SYNTHESIS OF
SPATIAL DESIGN AGENDA**

TOPICS

1st

2nd

3rd

4th

5th

ISSUES
&
IDEAS

COMPOSITION, PROPORTION, SPACE,
MATERIAL,
TECTONIC, SITE, CIRCULATION,
SOCIAL CONTEXT

FORM, SPACE AND VARIOUS
INTERPRETATIONS, MATERIAL,
SITE, TECTONIC, FUNCTION AND
VARIOUS
INTERPRETATIONS, PROGRAM,
CONTEXT, CHARACTER

SPACE, SPACES, SPATIALITY;
FUNCTION, PROGRAM,
PERFORMANCE, TRANSPARENCY,
GENIUS LOCI

DESIGN RESEARCH, URBAN
ARCHITECTURE,
ARCHITECTURE AND LANDSCAPE,
PART AND WHOLE,
EXPERIENTIAL DESIGN, OOO,
PARAMETRIC DESIGN, ORGANICIST
DESIGN

DESIGN RESEARCH, URBAN
ARCHITECTURE, LANDSCAPE
PERSONALIZED APPROACH WITHIN A
BROAD DISCOURSE, PART AND
WHOLE, EXPERIENTIAL DESIGN, OOO,
PARAMETRIC DESIGN, ORGANICIST
DESIGN

SITE
&
CONTEXT

SPATIAL, FORMAL, MATERIAL,
ORGANIZATIONAL, SYSTEMIC

HUMAN BEHAVIOR, ACTIVITY,
FUNCTION, SENSATION
PERCEPTION, CLIMATE

CULTURAL PRACTICE, HISTORY,
DEMOGRAPHICS
LEGAL CONSTRAINT, ENVIRONMENT

INTEGRATION, COMPREHENSIVE,
SYSTEMS

DOCUMENTING, INTERPRETING,
MANIPULATING
AND RESPONDING TO SITE &
CONTEXT

REPRESENTATION
&
MEDIA

ITERATION, COMPOSITION,
EXPLORATION,
COMMUNICATION, CRAFT

ANALYSIS, MAPPING, DIAGRAM,
ASSEMBLAGE
EXPERIENCE, ANTHROPOMETRICS

TECHNICAL DOCUMENTATION,
BUILDING ASSEMBLIES
SPECIFICATIONS, CONVENTION

ADVANCED REPRESENTATION,
MIXED MEDIA, PERSONALIZATION

COMMUNICATING DESIGN INTENT

BUILDING TECH.
&
ASSEMBLY

ENVIRONMENT, BUILDING,
INHABITANT, ENVELOPE,
STRUCTURE, DESIGN,
CLIMATE, CONSTRUCTION TYPES,
MATERIALS

BUILDING MATERIALS, BUILDING
ENVELOPE, BASIC PRINCIPLES OF
STRUCTURES AND STATICS;
ASSEMBLIES, STRUCTURAL
ELEMENTS, PASSIVE ENVIRONMENTAL
STRATEGIES, HUMAN COMFORT

BUILDING ASSEMBLY, MATERIAL
APPLICATIONS,
STRUCTURES, FORCES, WALL
SECTIONS

INTEGRATE BUILDING SERVICES,
INTERIOR FINISHING, BUILDING
ENVELOPE PERFORMANCE,
SUSTAINABILITY, TEMPORARY
CONSTRUCTION TECHNIQUES,
COMPLEX BUILDING TYPES,
MODELLING PERFORMANCE
ASSESSMENT, SPECIAL STRUCTURES

INTEGRATE BUILDING SERVICES,
SUSTAINABLE BUILDING
DESIGN, CAPSTONE

SPACE
&
EXPERIENCE

SPATIAL, FORMAL, MATERIAL,
ORGANIZATIN, HUMAN SCALE

HUMAN BEHAVIOR, ACTIVITY,
FUNCTION, SENSATION
PERCEPTION, CLIMATE

CULTURAL PRACTICE, HISTORY,
DEMOGRAPHICS
LEGAL CONSTRAINT, ENVIRONMENT,
Habitation, Domesticity, Aggregation

INTEGRATION, COMPREHENSIVE,
SYSTEMS

DOCUMENTING, INTERPRETING,
MANIPULATING
AND RESPONDING

CONTENT

1st

2nd

3rd

4th

5th

ISSUES & IDEAS

> Recognize and understand the fundamental concepts in architecture and interior architecture
> Familiar with the eras, movements, social, ideologies, key concepts, key figures, key building precedents from pre-history to the 1900s

> Further understanding of fundamental concepts by relating and situating them within a larger theoretical framework
> Understand the interpretive variations of particular architectural concepts
> Use specific concepts to describe historical precedents and synthesize those concepts into their design projects
> Familiar with the eras, movements, key concepts, figures, and building precedents from the 1500s to contemporary

> Obtain an expanded knowledge of design precedents by synthesizing or transforming the concepts and ideas in architecture
> Understand more specific meanings and nuances of design ideas
> Synthesize and translate multiple ideas and concepts into their design projects
> Understand the social, cultural, and philosophical contexts of certain architectural ideas.

> Synthesize and transform a wide range of ideas and concepts to establish their personal design attitudes and position it within the disciplinary discourse
> Use individualized research approach to drive and initiate their design proposals
> Understand the ethics and other social dimensions in architecture and interior design

> Synthesize and transform a wide range of ideas and concepts to establish their personal design attitudes and position it within the disciplinary discourse
> Command of research approach to initiate a design proposal
> Understand the ethics and other social dimensions in architecture and interior architecture

SITE & CONTEXT

> Document, read, interpret, and/or analyze the compositional qualities of a contextual condition
> Integrate the compositional qualities of their own project with those of a surrounding condition

> Document, read, interpret, and/or analyze experiential characteristics of site
> Integrate various characteristics of site into their own design agenda

> Document, read, interpret, and/or analyze socio-cultural characteristics of site
> Integrate socio-cultural characteristics of site into their own design agenda

> Integrate a variety of site contextual considerations in their conceptualization of site
> Accurately account for these considerations using commonly accepted conventions

> Demonstrate the ability to synthesize various site considerations and responses into their project agenda

REPRESENTATION & MEDIA

> Demonstrate an understanding of basic compositional principles and craft in relation to drawing and modeling
> Develop an understanding of the iterative process in relation to their work

> Interpret, analyze, and communicate experiential characteristics of site into their own design agenda

> Interpret, analyze, and communicate technical characteristics of site and program
> Interpret, analyze, and communicate technical characteristics within their own design agenda

> Interpret, analyze, and communicate building systems in a design project
> Utilize a variety of representational considerations in the communication of a comprehensive project

> Demonstrate the ability to synthesize various design considerations/responses in their project agenda through an appropriate selection and use of representational media and techniques

BUILDING TECH. & ASSEMBLY

> Demonstrate an understanding of various building element types?
> Demonstrate an understanding of normative spatial and/or tectonic roles of building elements

> Demonstrate an understanding of the expected behaviors of elements and materials under different kinds of stresses
> Account for these expected behaviors in the development of their project

> Demonstrate an understanding of various building technologies, mechanical systems, and environmental strategies in contemporary construction
> Appropriately deploy these technologies, mechanical systems, and strategies in a design project

> Integrate interrelated building systems, technologies, and environmental strategies into a comprehensive design proposal from concept to execution

> Demonstrate the ability to synthesize appropriately integrative building systems into a project

SPACE & EXPERIENCE

> Arrange spaces according to foundational compositional principles
> Explore program as operations of spaces - establishing a defined relationship within a composition addressing the human scale

> Compose projects as spatial constructs that emphasize mixed use volumetric variations in both plan and section to facilitate human experience and activities in space

> Design spaces with programs that are intentionally defined, contained, and articulated by variations of element sizes, thickness, materials that account for the presence of systems, technologies and codes

> Demonstrate ability to create complex spatial arrangements accounting for both interior and exterior complex programs and their legal constraints
> Explore a multiplicity of experiences in their design projects

> Demonstrate the ability to synthesize various space considerations and responses into their project agenda

COURSES

1st

2nd

3rd

4th

5th

[Pro]_ARCH 462
Professional Practice

[D1]_ARCH 110
Foundation Design I

[D3]_ARCH 210
Design Studio III

[D5]_ARCH 310 / IARC 310A
Design Studio V

[D7]_ARCH 410 / IARC 410A
Design Studio VII

[D9]_ARCH 450
Design Studio IX

[D2]_ARCH 120
Foundation Design II

[D4]_ARCH 220 / IARC 220A
Design Studio IV

[D6]_ARCH 320 / IARC 320A
Design Studio VI

[D8]_ARCH 420 / IARC 420A
Design Studio VIII

[D10]_ARCH 460
Design Studio X

[BT1]_ARCH 127
Building Technologies I

[BT2]_ARCH 217
Building Technologies II

[BT4]_ARCH 317
Building Technologies IV

[BT5]_ARCH 417
Building Technologies V

[BT7]_ARCH 457
Building Technologies VII

[BT3]_ARCH 227
Building Technologies III

[BT6]_ARCH 427
Building Technologies VI

[HT1]_ARCH 128
History & Theories of Architecture and
Interior Architecture I

[HT2]_ARCH 218
History & Theories of Architecture and
Interior Architecture II

[HT3]_ARCH 228
History & Theories of Architecture and
Interior Architecture III

[REP1]_IARC 111L
Hybrid Representation I

[REP3]_IARC 211L
Hybrid Representation III

[REP2]_IARC 121L
Hybrid Representation II



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APPENDIX c. _

MUSOA CURRENT ASSESSMENT SURVEYS

1st Year Course Assessment Form

This form is to assess the success of courses within the first year of our undergraduate curricula according to:

- 1_ School/University Policies and Best Practices governing the development of course materials.
- 2 _ The Mission of the School of Architecture.
- 3 _ The Curriculum Scaffold objectives and Priorities.

* Required

1. Email *

Course Materials

Syllabus is expected to include:

- All University required information
- Course overview
- Grading Policy
- List of Projects and grading weight for each
- Year-Level Curriculum Scaffold [Transferable Skills]
- All required trips/course contract related content

Project Briefs must include:

- Project Description
- Constraints/Directions
- Project Rationale [Transparent Pedagogies]

2. How well do the Syllabus and Project Briefs meet the requirements as stated above? *

Mark only one oval.

0 1 2 3 4 5

Not i ☐ ☐ ☐ ☐ ☐ ☐ Meets all expectations

3. Course Materials: Provide feedback *

Mission
&
Identity

MISSION:

We educate architects and interior architects to engage the world passionately and intelligently. Our professional programs and liberal arts university core curriculum teach critical thinking, collaboration, and speculation about the build environment, from interior objects to urban environments. For us, architecture is a disciplined practice: the means by which one engages the world with conceptual and formal clarity, disciplinary consciousness, social agency, and material speculation. Through this practice, architectural education at Marywood University offers a way of making and thinking about the built environment that enables our students and graduates to do good in the world through their work.

In our mission we identify 5 principles that underpin our identity as a School:

- 1 _ Conceptual & Formal Clarity
- 2 _ Disciplinary Consciousness
- 3 _ Social Agency
- 4 _ Material Speculation
- 5 _ Making & Thinking

4. To what degree does this course support the Mission of the School of Architecture, with special attention to the FIVE principles of our identity? *

Mark only one oval.

0 1 2 3 4 5

Fails ☐ ☐ ☐ ☐ ☐ ☐ Exemplary support

5. Please List THREE examples that support any of the Mission principles. *

**Scaffold
Competencies
& Outcomes**

The MUSOA curriculum scaffold identifies the following competencies and outcomes to achieve at this year level. They include:

- 1 Recognize and understand the fundamental concepts in architecture and interior architecture
- 2 Familiar with the eras, movements, social, ideologies, key concepts, key figures, key building precedents from pre-history to the 1900s"
- 3 Document, read, interpret, and/or analyze the compositional qualities of a contextual condition
- 4 Integrate the compositional qualities of their own project with those of a surrounding condition
- 5 Demonstrate an understanding of basic compositional principles and craft in relation to drawing and modeling
- 6 Develop an understanding of the iterative process in relation to their work
- 7 Demonstrate an understanding of various building element types?
- 8 Demonstrate an understanding of normative spatial and/or tectonic roles of building elements
- 9 Demonstrate ability to arrange spaces according to foundational compositional principles
- 10 Explore program as operations of spaces - establishing a defined relationship within a composition addressing the human scale

6. Please select the competencies and objectives adequately addressed by the course. (No course will address all of them). *

Check all that apply.

- ☐ Competency/Outcome 1
- ☐ Competency/Outcome 2
- ☐ Competency/Outcome 3
- ☐ Competency/Outcome 4
- ☐ Competency/Outcome 5
- ☐ Competency/Outcome 6
- ☐ Competency/Outcome 7
- ☐ Competency/Outcome 8
- ☐ Competency/Outcome 9
- ☐ Competency/Outcome 10

7. To what extent were one or more of these Competencies and Outcomes addressed in the course? *

Mark only one oval.

0 1 2 3 4 5

Fails ☐ ☐ ☐ ☐ ☐ ☐ Extensively Addressed

8. Are there any scaffold competencies/outcomes that should be addressed in this course, but were not? *



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APPENDIX d. _

MUSOA NEW ADMINISTRATIVE AND FACULTY CVs

CHRISTINA A. CLARK, Ph.D.
PROVOST
MARYWOOD UNIVERSITY
caclark@marywood.edu

EDUCATION

Ph.D. Classics, University of Wisconsin-Madison, December 1995
M.A. Classics, University of Wisconsin-Madison, May 1991
B.A. Classics, Georgetown University, May 1985
Junior Year Abroad, Trinity College Dublin, 1983–1984

HIGHER EDUCATION ADMINISTRATIVE EXPERIENCE

Marywood University

Provost, 2020 to present
Professor of Literature and Languages (tenured)

Marymount University

Dean, School of Design, Arts, and Humanities, 2018–2020
Dean, School of Arts and Sciences 2016–2018
Professor of Literature and Languages (tenured)

Creighton University

Director, Health Administration and Policy Program, 2013–2015
Director, World Literature Program, 2013–2014
Chair, Classical and Near Eastern Studies, 2008–2011

OTHER ACADEMIC EXPERIENCE

Department of Classical and Near Eastern Studies, Creighton University

Professor of Classical and Near Eastern Studies, promoted March 2016
Associate Professor of Classical and Near Eastern Studies, tenured, 2008–2016
Assistant Professor of Classical and Near Eastern Studies, tenure track, 2003–2008
Visiting Assistant Professor of Classical and Near Eastern Studies, 2001–2003

Intercollegiate Center for Classical Studies in Rome, Italy

Associate Professor, 2011–2012

Department of World Languages and Cultures, Iowa State University

Visiting Assistant Professor of Classics, 2000–2001

Department of Classics, Bowdoin College

Visiting Assistant Professor of Classics, 1998–1999

Department of Classics, Gustavus Adolphus College

Visiting Assistant Professor, 1997–1998

Department of Classics, Florida State University

Visiting Instructor, 1996–1997

Department of Classics, University of Wisconsin-Madison

Lecturer and Teaching Assistant (1990–1996)

ELIZABETH ANDRZEJEWSKI

109 First St. | Elmhurst Twp. PA 18444 | (570) 780-1288 | lizzandrzejewski@gmail.com
Curriculum Vitae

EDUCATION

- | | |
|--|---------------------|
| (ABD) PhD in Architecture, Pennsylvania State University | 2019-Present |
| 201 Old Main, State College PA 16801 | |
| <ul style="list-style-type: none">- Concentration/Research Focus on Craft, Joints, and Open Source Arch.- A.B.D. – Expected Completion May 2023 | |
| Master of Science [M.S.] in Architecture, Pennsylvania State University | 2016-2018 |
| 201 Old Main, State College PA 16801 | |
| <ul style="list-style-type: none">- Concentration/Research Focus on Materials in Architecture- “Fast, Low Skilled, and Flexible Building Assembly (Now!):
Revisiting the Joint-Based Universal Building System” | |
| Steel as Voice, Haystack Mountain School of Crafts | 2017 |
| PO Box 518, Deer Isle, ME 04627 | |
| <ul style="list-style-type: none">- Two Week Workshop with Andrew Hayes- Sheet Metal Fabrication and Blacksmithing | |
| Bachelor of Architecture [BArch], Marywood University | 2011-2016 |
| 2300 Adams Avenue Scranton, PA 18509 | |
| <ul style="list-style-type: none">- Minor: Business | |

ACADEMIC APPOINTMENTS

- | | |
|---|---------------------|
| Marywood University Assistant Professor of Architecture | 2021-Present |
| 2300 Adams Avenue Scranton, PA 18509 | |
| <ul style="list-style-type: none">- ARCH 450 Design Studio IX | f. 2021 |
| <ul style="list-style-type: none">- ARCH 411 Environmental Systems I | f. 2021 |
| <ul style="list-style-type: none">- ARCH 399T/IARC 518 Applied Digital Media: Fabrication/Advanced Hybrid Craft | f. 2021 |
| <ul style="list-style-type: none">- ARCH 460 Design Studio X | sp. 2022 |
| <ul style="list-style-type: none">- ARCH 412 Environmental Systems II | sp. 2022 |
| <ul style="list-style-type: none">- ARCH H421 Environmental Systems II (Honors Enrichment) | sp. 2022 |
| <ul style="list-style-type: none">- ARCH 478B Honors Senior Thesis | sp. 2022 |

Catherine Armezzani Margotta

Always learning.

EDUCATION

Marywood University | Scranton, PA

MA - MASTERS OF STUDIO ARTS, Interior Architecture , 2012

BFA - BACHELOR OF FINE ARTS, Interior Architecture & Design, 2011

EXPERIENCE

Marywood University | Scranton, PA

PROFESSOR OF PRACTICE, SCHOOL OF ARCHITECTURE, August 2021—current

ADJUNCT PROFESSOR, SCHOOL OF ARCHITECTURE, August 2018—August 2021

-Currently teaching a variety of undergraduate and graduate courses mainly focused on Interior Architecture and Adaptive Reuse within the built environment.

Total of (50 Undergraduate credits) and (12 graduate credits) to date including;

- Adaptive Reuse IARC-517
- Interior Architecture Studio VI IARC-320
- Building Systems and Structures IARC-313
- Environmental Systems ARCH-421
- Foundation Design ARCH-110
- Transition Studio ARCH-115
- Foundation Design II ARCH-120
- Building Technologies I ARCH-127
- Design Studio III ARCH-210
- Transition Studio II ARCH-215
- Design Studio IV ARCH-220
- Design Studio V ARCH-310

-Creates course goals, syllabus and course objectives for each section along with detailed weekly schedules, presentations and live lectures.

-Provides oversight, development, implementation and evaluation of students skills with related programs and applications of recent innovative techniques.

Geisinger Health System | Wilkes-Barre, PA

PROJECT MANAGER AND INTERIOR DESIGNER | November 2017—current

- Provides equipment planning knowledge to multiple clinical and architectural teams.
- Guides administrative teams on processes and improvements to plan, budget, order and open newly funded facilities.
- Works with FGI guidelines and Department of Health regulations to satisfy code officials and open compliant buildings.
- Successfully presents a fully fit-out interiors package with finishes, furniture, artwork, signage and equipment.
- Works with executive leadership on business plans for major and minor capital equipment allowances.
- Develops master equipment lists and works with supply chain on completing procurement for all equipment in scope.
- Hosts weekly construction and operational meetings to discuss and lead the team on logistics and set timelines from construction start to Department of Health inspection for occupancy.
- Coordinates outside vendors, IT, clinical and all auxiliary department teams.
- Manages tracking, deliveries, installation and training of all FF&E, IT and ancillary items with operational scope.
- Reports directly to executive leadership weekly to ensure projects are on time and within budget.

Notable projects:

- Geisinger Wyoming Valley Henry Cancer Center Expansion \$80 million dollar project 130,000 SF
- Geisinger Pittston Healthplex CenterPoint \$80 million dollar project 124,000 SF
- Geisinger Medical Clinic Buckhorn \$10 million dollar renovation/investment of reuse including retail pharmacy, 65Forward, Imaging, Primary Care and Convenient Care

SENIOR FACILITIES PLANNER | WILKES-BARRE, PA, June 2017 until November 2017

- Provided clinical support to all hospitals and outpatient facilities within the NE region.

Corporate Environments, A One Point Company | Scranton, PA

PROJECT MANAGER, A&D LIAISON

July 2013 until August 2015 | March 2017 until June 2017

Herman Miller Healthcare Capstone Certified

- Guided teams through procurement and installation for large scale projects.
- Developed and executed timelines for all parties involved.
- Created and executed Geisinger standards for all project implementation for the Northeast Region.
- Lead all sales and design within the NE region for Geisinger Health Systems vendor milcare provided operations.
- Managed budgets, quotes and orders throughout all stages of a project .

BDA Architects | Clarks summit, PA

HEALTHCARE FOCUSED INTERIOR DESIGNER, August 2015 until March 2017

- Designed and assisted A&E teams throughout all phases of design documentation.

Email | CMAARMEZZANI@GMAIL.COM

Phone | 570.351.2031

SKILLS

Project Management, AutoCAD, Revit, 20/20, Microsoft Office, Adobe Creative Suite, Altairix, Attania, Lawson, Sharepoint, Order Management Systems including CRM, Khameleon

Actively participating to gain NCIDQ Accreditation.

Professional, detail-oriented, organized, efficient, respectful and goal-oriented.

Excellent at communication and thorough in all descriptions through various types of media.

Great leader for multi-faceted projects with large scope and numerous entities involved.

Practices lean initiatives when process improvement is applicable.

AFFILIATIONS

IIDA International Interior Design Association Member

Marley's Mission Gala, Design Committee Member

Design consultant and volunteer at The Gathering Place Arts and Education Center, Clarks Summit

Saint Francis Of Assisi Volunteer

REFERENCES

Available upon request.

Joshua Berman

email: joshuaberman624@gmail.com

work email: jberman@maryu.marywood.edu

EDUCATION

Master of Design Studies: Historic Preservation, 2023

Boston Architectural College
Boston, Massachusetts

Master of Arts Studio Arts/Interior Architecture, 2018

Marywood University
Scranton, Pennsylvania

Bachelor of Arts History, 2015

King's College
Wilkes-Barre, Pennsylvania

TEACHING

Marywood University, School of Architecture - Scranton, Pennsylvania, 2018 – present

- **Instructor**, 2020 – present
- **Adjunct Instructor**, 2018 – 2020
- **Graduate Assistant**, 2017

IARC 310A, Interior Architecture Studio V, Instructor, 2022

IARC 611, Grad Studio I, Design Studio Instructor, 2021

IARC 511, Principles of Adaptive Reuse, Course Instructor, 2020 – 2022

IARC 515, Representation Adaptive Reuse of the Interior, Instructor, 2022

IARC 517, Strategies & Theories of Adaptive Reuse, Course Instructor, 2022, 2023

IARC 420A, Interior Architecture Studio VIII, Design Studio Instructor, 2022, 2023

IARC 410A, Interior Architecture Studio VII, Design Studio Instructor, 2021

IARC 399E/599I, Exploring Memory Through Design, Course Instructor, 2020 – 2021

ARCH, Transition Studios, Design Studio Instructor, 2021

ARCH 499C, Architecture in Schools, Course Instructor, 2020

IARC 310A, Interior Architecture Studio V, Design Studio Instructor, 2022

ARCH 220, Design Studio IV, Design Studio Instructor, 2019 - 2021

ARCH 210, Design Studio III, Design Studio Instructor, 2019 – 2021

ARCH 120, Foundation Design II, Design Studio Instructor, 2019 – 2020

ARCH 112, Intro. Designed Envmt/Thinking, Course Instructor, 2020

ARCH 110, Foundation Design I, Design Studio Instructor, 2018 - 2019

IARC 415, Lighting Fundamentals, Course Instructor, 2018

IARC415, Lighting Fundamentals, Graduate Assistant, 2017

Kim Hagan

Curriculum Vitae

hagan.kim3@gmail.com

EDUCATION

Master of Interior Architecture	2021
Bachelor of Architecture Minor English Literature	2020
Marywood University Scranton, Pennsylvania	
Study Abroad - International Studies Institute (ISI)	2018
Florence, Italy	
<i>Tau Sigma Delta - Architecture Honor Society - Member</i>	
<i>Sigma Tau Delta - Literary Honor Society - Member</i>	
<i>Women in Architecture + Design (WIAD) - Executive Board</i> <i>(President, Vice-President, Secretary, Treasurer)</i>	
<i>Organized and Facilitated:</i>	
<i>Lecture Series - showcasing female professors + professionals</i>	
<i>Workshop Series for Adobe & 3D programs</i>	
<i>Architectural Firm Tours- Highland Associates, Bohlin Cywinski</i> <i>Jackson (BCJ), Sean Byrne Construction INC, Simplex Prefab, Habitat</i> <i>for Humanity</i>	
<i>Moderator - for FIFTEEN architecture firm guest panel speakers</i>	
<i>National Organization for Minority Architecture Students (NOMAS)</i> <i>Vice President</i>	
<i>American Institute of Architecture Students (AIAS) - Treasurer</i>	
<i>National Society of Leadership and Success (NSLS) - Member</i>	

CERTIFICATIONS

Healthier Materials and Sustainable Building Certificate, CPE	2021
The New School New York, New York	

DISTINCTION & AWARDS

2016 Barbara Hoffman English 160 Writing Award - Recipient
Marywood University
Awarded to an exceptional student who demonstrates excellent writing and research skills
Topic: "Is maintaining a job in architecture more difficult for women?"
119th John Stewardson Competition in Architecture - Finalist
Marywood University
Topic: Re-Ember Memorial Fire Tower

Curriculum Vitae

Frances Hsu

franceshsu75@gmail.com

+1.704.737.6878

EDUCATION

- . **PhD** 2004 Institute for the History and Theory of Architecture, Swiss Federal Institute of Technology/ETH Zürich Zürich, Switzerland.
- . **Master of Architecture** Harvard University Graduate School of Design, Cambridge MA
- . **Bachelor of Science in Architecture** University of Virginia Charlottesville VA

ACADEMIC APPOINTMENTS

- . **University of North Carolina Charlotte** School of Architecture
MUDD/ARCH Summer Studio 2017-2020. Visiting Associate Professor of Architecture Fall 2019-
- . **Lebanese American University** Lectures in Architectural Theory, 2017
- . **Texas A&M University** Department of Architecture
Visiting Assistant Professor 2017-2018
- . **Aalto University** Department of Architecture Helsinki FI
Phenomena of Urban Growth Lab 2013-2018
- . **Georgia Institute of Technology** College of Architecture
Visiting Adjunct Professor and Assistant Professor of Architecture 2004-2011
- . **Institute for the History and Theory of Architecture** Swiss Federal Institute of Technology/ETH Zürich
Assistant, Prof. Kurt W. Forster, Chair of the Institute for History and Theory of Architecture;
Assistant, Prof. Jean Pierre Dürig 1996-2004
- . **Architectural Association**
Design Workshop in collaboration with C. Tashima
- . **Visiting Scholar** Columbia University
- . **Design Discovery** Harvard Summer Program

PROFESSIONAL EXPERIENCE

- . **UN Studio** Amsterdam The Netherlands
Designer, Mobius House
- . **Office for Metropolitan Architecture** Rotterdam The Netherlands
Designer, Competition for extension to the Stedelijk Museum, Amsterdam
- . **Eisenman Architects** New York NY
Construction documents

PROFESSIONAL CREDENTIALS

- . Licensure in Connecticut, New York, Pennsylvania

MEMBERSHIPS IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

- . Association of Collegiate Schools of Architecture
- . Nordic Baltic Architecture Academy. Editorial Board member and Aalto University co-representative with Directors of Architecture Schools from fourteen universities in Norway, Sweden, Finland, Denmark, Estonia, Riga, Lithuania, and Iceland
- . European Association for Architectural Education

PROFESSIONAL HONORS, RECOGNITIONS, AND STUDENT AWARDS

- . **'Highest Commendation' Isolation Transformed, World Architecture Festival Competition**
Graduate Summer Studio 2020. Students Spencer Bauer, Sarah Feiner, Stephen Nuttall
- . **'Shortlist Finalist' Isolation Transformed Competition**
Graduate Summer Studio 2020. Students Lindie Fredericks, Alexis Jones
- . **'Honorable Mention' 120 Hours**
Faculty advisor. Students J. Brummer and H. Saari 2016
- . **'Special Mention' Lille Design For Change**
Competition entry designed with assistant G. Keidel and students A. Glukhova and S. Theodorou 2015.
- . **1st Prize European Competition for Zürich Switzerland**

ARIAN KORKUTI, Ph.D.
Assistant Professor
School of Architecture, Marywood University
akorkuti@marywood.edu
(540) 392-9424

Education

Doctor of Philosophy in Architecture & Design Research, Virginia Tech, 2020
Dissertation advisors: Prof. Steven Thompson, Prof. Paul Emmons, Committee Co-Chairs
Dissertation title: *Ratiocinium* in the Architectural Practice of Giuseppe Terragni and its role in the relationship between architecture and the city during the modern movements in Italy
<http://hdl.handle.net/10919/101842>

Master of Science in Architecture, Virginia Tech, 2014
Research Advisor: Prof. Steven Thompson
Research focus: Building type and *Casa del Fascio*

Master of Architecture, Virginia Tech, 2012
Thesis advisor: Prof. Steven Thompson, Committee Chair
Thesis title: City on the Hill: *Palazzo Della Commedia*
<http://hdl.handle.net/10919/35047>

Bachelor of Fine Arts in Interior Design, Virginia Commonwealth University, 2006

Academic Appointments

Assistant Professor, School of Architecture, Marywood University, 2022 - Present
Visiting Assistant Professor, School of Architecture + Design, Virginia Tech, 2021 - 2022
Visiting Instructor, School of Architecture + Design, Virginia Tech, 2019 - 2021
Instructor, Senior Graduate Teaching Assistant, School of Architecture + Design, Virginia Tech, 2017 - 2019
Visiting Assistant Professor, Fay Jones School of Architecture + Design, U. of Arkansas, 2016 - 2017
Instructor, Graduate Teaching Assistant, School of Architecture + Design, Virginia Tech, 2014 – 2016

Summary of courses taught

Bachelor of Architecture + Design Programs:

- Foundation Design Studios (9)
- Second Year Architecture Studios (2)
- Second Year Interior Design Studios (2)
- Building Cities Seminar (1)

Master of Architecture Program:

- Urban Design Seminars (3)
- Architecture & the City Seminars (2)
- First Year Design Seminars (4)
- First Year Design Studios (8)

Chronological order of courses taught

Assistant Professor, School of Architecture, Marywood University, 2022 - Present

Undergraduate Architecture Program

- Foundation Design Studio I, Section II - Fall 2022. Required Course - 4 Cr. Hrs
- Hybrid Representation Lab I, Section II - Fall 2022. Required Course - 2 Cr. Hrs
- Hybrid Representation Lab I, Section III - Fall 2022. Required Course - 2 Cr. Hrs

Visiting Assistant Professor, School of Architecture + Design, Virginia Tech, 2021 – 2022

Undergraduate Architecture Program

- Second Year Architecture Studio – Spring 2022. Required Course – 6 Cr. Hrs
- Second Year Architecture Studio – Fall 2021. Required Course – 6 Cr. Hrs

Graduate Architecture Program M. ARCH III – Comprehensive Professional Studies

- Qualifying Design Seminar – Spring 2022. Required Course – 3 Cr. Hrs
- *Urban Design* Seminar – Required Course – Fall 2021. 3 Credit Hours

JODI LA COE, PhD, RA, NCARB, SEED

PhD in Architecture and Design Research, Virginia Tech, 2019

Dissertation Title: *Constructing Vision: László Moholy-Nagy's Partiturskizze zu einer mechanischen Exzentrik, Experiments in Higher Spatial Dimensions*,

Master of Architecture, History and Theory of Architecture, McGill University, 2000

Thesis Title: *Andrea Pozzo: The Joining of Truth and Illusion*

SEED Certified Professional, Public Interest Design Institute, 2018–present

Registered Architect, Pennsylvania, RA407295, 2015–present

NCARB Certified Professional, 83150, 2015–present

Bachelor of Architecture, Penn State, 1994

Thesis Title: *Psychosomatic Expression: A Convent in Rome*

Bachelor of Science in Architecture, Penn State, 1994

TEACHING

TEACHING EXPERIENCE

Marywood University, 2020–present

Assistant Professor, Marywood University, 2020–present

Virginia Tech, 2014–2020

Visiting Assistant Professor, Virginia Tech, 2019–2020

Visiting Instructor, Virginia Tech, 2017–2019

Graduate Teaching Assistant, Virginia Tech, 2014–2017

Off-Campus Program Coordinator, CalPoly San Luis Obispo at WAAC, 2015–16

National Building Museum, Design Apprenticeship Program, Washington, DC, 2016

Penn State, 2003–2014

Assistant Professor, Penn State, 2005–2014

Instructor, Penn State, 2003–2005

Graduate Teaching Assistant, Penn State, 1994–1995

Undergraduate Teaching Assistant, Penn State, 1994

McGill University, Graduate Teaching Assistant, 1996–1997