

Marywood University
School of Architecture

Architecture Program Report for 2019 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [162 Semester Credit Hours]

Year of the Previous Visit: 2016 for Initial Accreditation
Current Term of Accreditation: Three Years

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Table of Contents

| Section | Page |
|--|------|
| Section 1. Program Description | |
| I.1.1 History and Mission | 5 |
| I.1.2 Learning Culture | 7 |
| I.1.3 Social Equity | 9 |
| I.1.4 Defining Perspectives | 11 |
| I.1.5 Long Range Planning | 16 |
| I.1.6 Assessment | 17 |
| Section 2. Progress since the Previous Visit | |
| Program Response to Conditions Not Met and Not Yet Met | 21 |
| Section 3 Compliance with the Conditions for Accreditation | |
| I.2.1 Human Resources and Human Resource Development | 22 |
| I.2.2 Physical Resources | 42 |
| I.2.3 Financial Resources | 49 |
| I.2.4 Information Resources | 50 |
| I.2.5 Administrative Structure & Governance | 52 |
| II.1.1 Student Performance Criteria | 56 |
| II.2.1 Institutional Accreditation | 59 |
| II.2.2 Professional Degrees & Curriculum | 63 |
| II.3 Evaluation of Preparatory Education | 65 |
| II.4 Public Information | 66 |
| III.1.1 Annual Statistical Reports | 68 |
| III.1.2 Interim Progress Reports | NA |
| Section 4 Supplemental Materials | 70 |
| MU Academic Integrity | |
| MU Equal Opportunity | |
| MU Faculty Sabbatical Leave Policy | |
| MU Professional Staff Sabbatical Policy | |
| MU Tenure and Promotion | |
| MU Information Resource Policy (Library Collections) | |
| MU Marywood Strategic Plan | 71 |
| SOA Diversity Plan | 75 |
| SOA NAAB Course Descriptions | 79 |
| SOA Studio Culture Policy | 105 |
| SOA Strategic Plan | 109 |
| SOA Self-Assessment | |
| SOA Faculty Bylaws | |

Section 1. Program Description (limit 15 pages)

I.1.1 History and Mission

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

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

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

In 1997, Marywood College became Marywood University, with four colleges and one school: the Munley College of Liberal Arts and Sciences; the College of Health and Human Services; the Insalaco College of Creative and Performing Arts; the Reap College of Education and Human Development; and the School of Architecture. In 2017 the University underwent administrative restructuring that reduced the number of colleges to three: The College of Liberal Arts and Sciences, The College of Health and Human Services, and the College of Professional Studies. The School of Architecture is now housed within the College of Professional Studies.

[Marywood University's mission](#) emphasizes the legacy of the IHM Sisters and their belief in social justice through education and service to others. This belief, and others, inform the School of Architecture's mission, values and programs.

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

School of Architecture:

The School of Architecture was established in 2009 as a freestanding school with a new program in Architecture, and a program in Interior Architecture which had previously been housed within the College of Creative Arts and Management. At that time, the Architecture Program offered three degrees; a pre-professional Bachelor of Environmental Design degree in Architecture (B.E.D.A.), a professional Bachelor of Architecture (B.Arch.) degree, and a post-professional Master of Architecture (M.Arch.) degree. In 2016, the School stopped offering a post-professional Master of Architecture (M.Arch.) degree while continuing to offer B.E.D.A. and B.ARCH. degrees. In addition, the School of Architecture offers a Bachelor of Interior Architecture (B.I.A.) and Masters of Interior Architecture (M.I.A.).

The first class of the professional program graduated in May 2014. The current enrollment in the program is 175 students.

Gregory Hunt, FAIA, was the Founding Dean of the Marywood University School of Architecture (MUSOA) until the summer of 2015, after which he retired. Jim Sullivan, AIA, was appointed Dean that same summer after a national search. In the fall of 2017 the University underwent an administrative restructuring that reduced its overall number of colleges and created the College of Professional Studies with the Schools of Architecture, Business and Education, and Doctorate program in Administration and Leadership, and the Masters of Public Administration. Jim Sullivan was appointed Dean of this college and continues to serve in this role. He is also considered faculty of the School of Architecture. Concurrent with this restructuring, the university created new administrative position, the Director of the School of Architecture. After consultation between the Dean and Provost, as well as a vote of the MUSOA faculty, James Eckler, a tenured Associate Professor, was appointed as the first Director of the School of Architecture.

The Architecture program has faculty in various appointments:

- 4 tenured faculty members (including Dean Sullivan)
- 1 tenure-track faculty member
- 2 Per annum faculty members (recurring yearly full-time contracts)
- 1 Pro Rata Faculty members (recurring yearly part-time contract)

Additionally, the Director of the School of Architecture is categorized as a tenured faculty member in the Architecture program and teaches six credit hours per year. There are also a number of faculty from the Interior Architecture program that contribute to the Architecture Program. They consist of:

- 3 tenure-track faculty members
- 1 Professor of Practice faculty member

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

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

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.

<http://www.marywood.edu/catalog/dept.html?id=ea25107c-dd19-4587-a6d6-13ae79e23386&type=under>

The University and the Program.

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

- A professional program in architecture which, along with the other programs in the School, are the first and only such programs in the north eastern region of Pennsylvania which supports the University's, as well as the IHM sisters', long-standing commitment to providing educational opportunities to the people of the region.
- An architecture program that offers a professional degree in the context of a liberal arts setting, which supports the 'comprehensive learning experience' called for in the University's mission.
 - The architecture curriculum includes 44 credit hours of liberal arts core courses.

- The University liberal arts program has developed two core courses for architecture students: Physics for Architects (PHYS 140), and Theories of Urbanization (SOC 315).
- The School of Architecture's [Strategic Plan](#) Goal 2 includes further integration of Architecture Program courses with the liberal arts curriculum, including the addition of Architectural History as a University Core elective, and collaboration with liberal arts faculty to develop and offer architecture program electives.
- The School of Architecture Lecture Series is advertised and open to the university community.
- An architecture program that engages in 'service to others' through faculty, staff and student work.
 - There are regular opportunities to work in non-profit community activities such as Habitat for Humanity, most recently offered in the 2018 Fall Semester.
 - Faculty offer elective courses that involve community outreach and service, such as Professor McManus's Architecture in Schools independent study courses, which partners Marywood architecture students with AIA members to offer enrichment programs in primary and secondary schools in the area.
- An architecture program that encourages the architecture faculty to engage in scholarship.
 - Between 2016 and 2019, the faculty [presented at and published](#) in the associated proceedings of over 20 peer-reviewed national and international conferences.

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

- Faculty sit on the following university committees as School of Architecture representative or as faculty-at-large representatives:
 - Emeritus Committee
 - Election Committee
 - Technology Advisory Committee
 - UG Curriculum Committee
 - Policy Committee
 - Policy Committee (Vice Chair)
 - Faculty Senate (Vice President)
 - Compensation Committee
 - Rank & Tenure Committee
 - Rank & Tenure Review Task Force
 - Core Curriculum Transfer Committee
 - Conduct Board
 - Instructional Effectiveness Committee
 - UG Research Review Committee
 - Emeritus Committee
 - Faculty Senate
 - UG Core Curriculum Revision Task Force
 - High Impact Practices Subcommittee
 - Institutional Review Board
 - Faculty Senate Executive Committee
 - Policy Executive Committee

I.1.2 Learning Culture

The Studio Culture Policy:

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

of the program.

The Studio Culture Policy was developed by, and is reviewed/revise by a subcommittee of the School of Architecture Student Council that includes faculty membership. This review occurs annually with the subcommittee seeking broad faculty and student input.

The Studio Culture Policy is disseminated in the following ways:

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

Marywood University's Learning Culture:

Marywood is a teaching institution that is dedicated to student advising and small class sizes.

Central to the University's culture is the liberal arts tradition that acts as the cornerstone of the curricula of the University's colleges and the School of Architecture. While faculty research is supported and valued, teaching is seen as the primary responsibility of faculty. It is closely monitored and evaluated. At the University level, faculty success is measured largely by student evaluations of teaching. Additionally, the University offers an extensive mentoring and support structure for new and veteran faculty alike. Through the [Center for Transformational Teaching and Learning](#), the University offers institution-wide peer class observation and evaluation systems. Additionally, all new faculty members have an assigned mentor.

The above mentioned policies and procedures advance the goal of fostering better teaching at all levels.

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

Architecture Program Learning Culture:

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

- **Conceptual and Formal Clarity:** Architectural form and space are governed by formal and conceptual design ideas. Furthermore, consistent formal, spatial, and material composition provides a clear means of reading those ideas. This value is established through early abstract compositional exercises and concept/idea-based project development, which becomes an expectation for all design work throughout the curriculum.
- **Social Agency and Collaboration:** Acts of design have social effect. The curriculum regularly incorporates community service projects, urban-scale projects that address a larger populace, and community based design competitions that align with the educational objectives of a particular course. Collaboration is part of social agency in that groups of people that work towards a shared goal may have greater social effect. In nearly every studio there are collaborative components that challenge students to work together towards a common goal, such as those notes in Section I.1.4 A of this report.
- **Disciplinary Consciousness:** As a discipline, architecture has specific conventions, histories, and practices. The curriculum includes instruction on the representational and conceptual conventions of architecture, including design processes and habits of thought for exploring ideas. Additionally, the curriculum includes disciplinary ideas and priorities through a four course history/theory (including urban) sequence, and technical knowledge through six dedicated courses. Lastly, the inclusion of practicing architects as adjunct faculty and reviewers supports this value.
- **Material Speculation:** Hands-on learning leads to the investigation of and experimentation with materials as well as their construction and fabrication techniques. The act of *making* is a primary focus of design studios while many technical and representation courses emphasize craft as a vehicle for design exploration. The technical courses include project-based learning exercises, such as active 3D modeling of construction systems in Building Assemblies. Other courses that reinforce this value are the Art and Craft of Building (ARCH 451) as well as various program

electives. The Program's facilities support this value with a digital fabrication laboratory, wood shop, dirty work area, and adequate studio space.

- Travel: Site visits place students in locations and situations in which they are unfamiliar as a valuable educational tool. The curriculum requires and offers elective opportunities to travel. Studios have regular site visits to local and regional locations. Extracurricular trips to New York City and/or Philadelphia are offered annually. Students may study abroad for a semester at the School's Florence Program, where they further develop their cultural competence.
- Collaborative Exchange: Exploration of the opportunities that exist in the similarities and differences of architecture and interior architecture gives students a sense of the interconnectedness of these two disciplines. These programs share studios in the first three semesters, and elective courses in the upper years. The programs collaborate on competitions and other extracurricular exercises.
- Organizational and Leadership Skills: Students actively participate in the governance of the School. The Student Council works with faculty and administration on issues that are central to the successful functioning of the School. Additionally, students are members on School committees whenever appropriate such as the Student Council, Curriculum Committee, and technology committee.
- Openness in Learning: Open dialogue strengthens architectural work. The design of the School of Architecture's learning environment supports this notion at multiple levels. The studios are completely open and accessible to one another. Students learn in an environment where they are aware of what other classes/studios are doing. The School's reviews are public and accessible by anyone in the School. These reviews occur in an open two-story space that is adjacent and open to the studios. The building, during normal business hours, is open to the rest of campus and is frequently inhabited by non-architecture students that are given access to our work.

I.1.3 Social Equity

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

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

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

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

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

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

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

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

- The Diversity and Inclusion Plan articulates the School's and Program's values and actions

related to establishing and maintaining a diverse and inclusive school community. This plan includes strategic goals related to recruitment and retentions of students and faculty from groups of people that are underrepresented in the School and its programs. Action Items include:

- Utilize the School of Architecture Lectures Series to bring in and highlight architects from groups traditionally underrepresented in the profession. Time-frame: 2016-2017 academic year onward. Since the Fall of 2016 until the time of this writing we have been able to invite a total of seven prominent women in architecture and four prominent minority practitioners.
- Develop and offer full-tuition scholarships to high school students from groups underrepresented in the architecture program to attend *Design Your Future*, the School's summer high school camp in the summer of 2016, and onward. This program is in partnership with United Neighborhood Centers' Leaders in Training Program, a leadership and empowerment program designed to guide at-risk youth. Time-frame: Summer 2016 onward. Since the Fall of 2016 we have offered three scholarships to students from underrepresented groups .
- Develop articulation agreements with community colleges. We have developed an articulation agreement with [Luzerne County Community College \(LCCC\)](#). There has also been progress made on developing articulation agreements with Northampton Community College, Dutchess Community College, and Onondaga Community College.
- Increase recruitment of students from Charter High School for Art and Design (CHAD).
- Establish an AIAS Women in Architecture Group in the Fall of 2016. This has been accomplished and the group is working on recruitment initiatives.
- Establish a National Organization for Minority Architects student organization in spring of 2017. This has been accomplished and the group is working on recruitment initiatives.
- The Architecture Program regularly offers studio projects in locations outside of the Greater Scranton/Wilkes-Barre metropolitan area, the area where the Program is located and where many students are residents. These project locations foreground under-represented minority cultures and community environments different from those typically encountered by our students. These project experiences give our students an opportunity to grow socially, culturally and intellectually as they research and analyze localities. These locations include:
 - Philadelphia, PA, spring 2019, 5th year studio;
 - Cuba (no student travel), spring of 1018 and 2019, 4th year;
 - Beacon, NY, fall 2018, 5th year studio
 - New York City, NY, fall 2018, 3rd year and 4th year;
 - Florence, fall and spring semesters annually.

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

- [The Office of Academic Success](#): Provides a variety of services to Marywood's students including:
 - [Retention & Advising](#)
 - [Peer Tutoring](#)
 - [Writing Center](#)
 - [Disability Services](#)
- [Student Life Division](#): Provides an array of experiences that complement the University's academic goals by engaging students through an integrated program of services and educationally purposeful learning experiences.
 - [Athletics and Recreation](#)
 - [Counseling and Student Development Center](#)
 - [Housing and Residence Life](#)
 - [Student Activities and Leadership Development](#)
 - [Student Health Services](#)
- [Office of Diversity Efforts](#): Organizes eight to ten events each year. Programs range from musical, theatrical, and scholarly presentations to diversity training sessions for area professionals.

- [Office for International Affairs](#): Builds and maintains an international community on campus; administers education abroad programs; hosts and welcomes international students, scholars, and visitors to campus; promotes and facilitates international partnerships and collaborations around the world.
- [Intensive English Program](#): Prepares international students for the academic demands of studying in an American university. In addition to its academic purpose, the IEP is designed for students who want to improve their English proficiency for business communication, careers, and culture.
- [Cultural Diversity Committee](#): Promotes appreciation of diversity and intergroup accord on campus, and provides assistance to the regional community in addressing diversity concerns and developing intercultural awareness. The Women's Issues Committee, a subcommittee, serves to educate the campus and the larger community about the variety of issues that women face and to act as an advocate for women's issues.
- [The Marywood University Student Handbook](#): outlines student related policies and procedures, including but not limited to:
 - Anti-Discrimination and Complaint Policy
 - Family Educational Rights and Privacy
 - Grade Appeals Procedure
 - Sexual Misconduct and Complaint Procedures/Policy
 - Student Academic Grievance Procedure.
- [The Marywood University Faculty Handbook](#): outlines faculty related policies and procedures, including but not limited to:
 - Faculty Grievances and Appeals
 - Faculty Development
 - Anti-Discrimination and Complaint Policy
- [The Marywood University Personnel Handbook](#): outlines personnel-related policies and procedures, including but not limited to:
 - Organization and Governance
 - Recruitment and Hiring
 - Employment Policies and Practices

I.1.4 Defining Perspectives

I.1.4 A. Collaboration and Leadership:

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

Required coursework where collaboration occurs includes:

- Studio Mural Project: Studio I (ARCH 110). Students collaborate to manually draw and render a large scale representation of a figurative painting. Each student is assigned a 'tile' of the painting and, with approximately 15 students, works to represent the entire painting in various media.
- Collaborative site research, interpretation and representation: Studio V (ARCH 310). Students collaborate in groups of various sizes to research and construct representations of large scale site issues.
- Case Study and Precedent Research: (ARCH 310). Student begin the semester by collaboratively researching, documenting and analyzing a case study project related to the studio design project. Other studios typically undertake case study and precedent work as small group collaborative assignments.
- Spring Competition: Each spring, upper-level students from the architecture and interior architecture programs self-organize into teams of three or four participants to design an assigned competition project. Teams must be composed of students from various year levels. The competition lasts three to five days.

Elective activities where collaboration occurs include:

- School of Architecture Student Council: Students represent their class cohort and hold leadership positions on the School's Student Council, which has 10 members. The Council represents the School's student body and assists and advises the Director of the School on student related matters. The Director attends Student Council Meetings as needed upon invitation and meets regularly with the leadership of the Council. The Council's recent initiatives include:
 - Review of [Studio Culture Policy](#)
 - Hearing student concerns and communicating those to the administration.
 - Reviewing and advising administration on possible course schedule changes.
 - Making administration aware of any student difficulties with network, facilities, equipment or technology in the MUSOA.
- School Committee Membership: Students may seek appointment on the School's committees in an advisory capacity. The School's standing Technology and Curriculum Committees require student membership. Ad-hoc committees include students as required.
- Student Government: Students may seek election for University Student Government. The School of Architecture and each college are represented by an elected student representative. The current representative from the College of Professional Studies is a student in the B.ARCH program.

I.1.4 B. Design:

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

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

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

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

proposed design solution(s). As such, students' design work considers multiple possible solutions and the subsequent development of a final proposal through successive revisions.

- A design process that operates at multiple scales and during all phases of a project's development. As such, students' design work utilizes design strategies and processes in the context of small and large scale projects, and when addressing design decisions in the context of building massing and construction details.

I.1.4 C. Professional Opportunity:

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

Required and Elective Courses:

Professional Practice (ARCH 420): This required course, which is shared by the architecture and interior architecture programs, addresses the regulatory aspects of architectural professional practice including internship and licensure requirements. Additionally, architecture students learn of Interior Architecture/Design practice as the course addresses similar issues for the Interior Architecture program.

Design Studios I, II, III (ARCH 110, 120, 210): These required studios are shared by the architecture and interior architecture programs. In these courses, Architecture students learn of the Interior Architecture/Design discipline and the opportunities it offers.

All Design Studios: All design studios invite local and regional professionals to review student work at design mid-reviews and/or final reviews. In fall 2018, thirty-three professionals attended various studio final reviews.

Interior Architecture Courses: Architecture students may take interior architecture courses as program electives. Of these courses, students often enroll in Furniture Design, Interior Construction, and History of Interior Design.

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

Recent activities with local professionals include:

- Beaux Arts Ball, with local practitioners in attendance
- AIA Movie Night
- AIA Building Tour
- Firm Crawl
- MUSOA trade show

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

- Annual program-wide presentation on IDP requirements, processes and procedures.
- Individual student advising as required by student interest.
- Maintenance of IDP Information board, which includes flyers, announcements, and other documents related to IDP.
- Facilitation of guest speaker, Martin Smith, Assistant Director of Experience and Education at NCARB, who visited from Washington DC to speak to students in spring of 2019.

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

actions:

- Increase Student Professional and Governing Activities
 - Develop student organizations
 - We established our NOMAS Chapter, 2016
 - We established our Women in Architecture Chapter, 2016
 - We have sent AIAS student delegates to the QUAD 3 Conference, 2017, 2018, and plan to do the same in 2019.
 - AIAS organizing first MUSOA Trade Show, 2019
 - Support student travel to professional meetings
 - Invite and fund visiting critic for student reviews
 - 2016-2017: 72 invited critics
 - 2017-2018: 55 invited critics
 - 2018-2019: Projected to have 60-70 invited critics.

I.1.4 D. Environmental Stewardship:

The MUSOA recognizes the effects of building and human settlement on global warming, diminishing fossil fuel reserves, air and water pollution, water scarcity, and other environmental challenges as well as the important leadership role architects have in dealing with these issues.

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

As this is a NAAB Defining Perspective, the Program has implemented a curricular strategy that augments the above-mentioned courses by exposing students throughout the curriculum to design, construction, and social practices that minimize negative environmental impacts and connect people with the natural environment.

The School's goal is to transform these critical issues from being seen only as course content by the students into a shared design culture and values. These should define the way students approach design problems and interpret the contexts within which they operate. This speaks to both the social agency and disciplinary consciousness aspects of our mission.

As a testament to our successes within the two years since our last NAAB visit our students have been named among the AIA's COTE Top Ten in the Country for their knowledge and ability to leverage principles of sustainable design in quality design proposals.

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

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

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

- Theories of Architecture (ARCH 224) addresses environmental stewardship through the

presentation and discussion of environmentalism and its relation to buildings and human settlement.

- History & Theories of Urban Form (ARCH 423) addresses environmental stewardship through the presentation and discussion of the development of the city and the health and welfare of the urban populace.

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

I.1.4 E. Community and Social Responsibility

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

Required Coursework:

- Studio I (ARCH110): The Toy Project. In the fall of 2016 students designed and built rudimentary toys for under-privileged children and donated these toys to charitable organizations in the local Scranton area
- Tobyhanna Pennsylvania Experience: In the fall of 2016 4th year Architecture students worked with the City Manager of nearby Tobyhanna Township to provide ideas and vision for an urbanization of an underutilized portion of their town. It involved reorganizing commercial, and residential programs, traffic, and infrastructure. It also involved the proposal of an information center that could communicate to travelers the local qualities, cultures, histories and goods produced.
- South Campus: In the Fall and Spring of 2017 3rd year architecture studios, in collaboration with 4th year interior architecture studios developed alternative proposals for the former Scranton State School for the Deaf. These proposals were heard by developers and community organizers. They are still informing possible solutions for that property in the local community.

Elective Opportunities:

- Habitat for Humanity: Students in the program may participate in Habitat for Humanity's annual build sessions. A typical cohort includes ten to twelve students. Most recently, during the fall semester of 2018 twenty-three students from first and fifth year volunteered two weekends of work on that season's build.
- AIS (Architecture in Schools): Students may volunteer to teach an architecture enrichment program to students in K-12 classrooms. This effort is a joint AIA / Marywood Architecture Program. Eleven Marywood architecture students have volunteered and participated in the past four semesters it has been implemented. Approximately twenty professionals have volunteered (some more than once); five schools have been involved with eleven different classrooms. Many more schools are interested, but finding professional volunteers has been challenging and therefore it is difficult to accept more than a few classes per semester.

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

- Strengthen Community and Social Engagement
 - Support required and elective outreach projects
 - The 3rd Year Studio Project detailed above for the transformation of South Campus was a crucial part of engaging the local community here.
 - Similarly the required 4th Year studio project engaging the Tobyhanna Township Community detailed above exemplifies our efforts in this area.
 - Focus Spring Competition on community and non-profit needs
 - In the spring of 2019 the 5th year Architecture students took part in the annual Stewardson Competition open to students in accredited Schools of Architecture in

Pennsylvania. This year's competition was to imagine the Library of the Future as it serves underprivileged communities.

I.1.5 Long Range Planning

Since its inception, the School of Architecture's strategic plan has focused on growing the School and earning NAAB accreditation. To accomplish this goal, since 2009 the School has completed two phases of facility construction, hired faculty, developed classes and associated content and syllabi, recruited students, and achieved initial and continuing candidacy. With the School now at its full-size and having earned initial accreditation, the faculty, under the direction of the Dean and Director, have undertaken a review of its past governing practices and pursued the development of formal governing documents to better guide the School moving forward. The result of this review has been the revision or development and ratification of the following (please visit the [online supplemental materials page](#) for copies of the documents referred to below):

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

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

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

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

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

The Defining Perspectives inform the Program's long-term planning in the following ways:

- The School's Strategic Plan includes items that directly and indirectly support the Defining Perspectives in the following ways:
 - Goal 1, Strengthen the Professional Quality of the School's Programs includes action items that support *Collaboration and Leadership* and *Professional Opportunities*, such as:
 - Increase student organizations' activities
 - Increase and support school wide professional enrichment activities
 - Goal 3, Strengthen the Rigor of the Studio-based Curriculum includes action items that support *Design, Environmental Stewardship* and *Professional Opportunities*, such as:
 - Develop a processes for curricular coordination, within and between programs
 - Increase and support school wide professional enrichment activities
 - Develop assessment system for curricular goals
 - Goal 4, Strengthen Community and Social Engagement includes action items that support *Community and Social Responsibility* and *Professional Opportunities*, such as:
 - Establish curricular requirements for community outreach projects
 - Support elective outreach projects
 - Support non-course related projects
- The Program Curricular Assessment also supports the Defining Perspectives, particularly Design, Environmental Stewardship, Collaboration, and Leadership. These two perspective are germane to the Program's curricular goals of 'Social Agency and Collaboration' and 'Disciplinary Consciousness and will therefore be assessed on a regular basis.

I.1.6 Assessment

I.1.6 A Program Self-Assessment Procedures:

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

The following areas are currently tracked:

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

The above items are reviewed yearly in May and June, and then utilized the following academic year to inform recruitment, budgeting, staffing and other activities. Given that this assessment process is still

new, and under review itself to develop it further in efficiency and accuracy. Specific examples of its success are limited to those outlined below. Still, the Program expects that the information produced by this assessment will continue to yield information to inform actions in the following areas:

Student: This information has already, and is expected to continue to, inform recruitment and retention efforts as it relates to overall enrollment and enrollment of specific groups to increase diversity and increase the academic credentials of incoming students.

Faculty: As our enrollments continue to grow, we expect to be in a position to request more faculty positions. This information is expected to inform those requests and direct any new searches with the intention of providing students with an appropriately diverse faculty.

Critics and lecturers: This information has begun to inform the number of critics invited each year and the makeup of those invitations with the intention of providing students with an appropriately diverse group.

Technology: This information will inform budgeting and purchasing of instructional support equipment, such as the shop and digital output devices.

Examples of ways in which this information has informed is used since the past NAAB visit:

- Students: Academic Performance

No correlation was found between SAT performance in High School and performance in the Architecture Program. We stopped requiring minimum SAT scores for admission

- Students: Enrollment

A 21% increase in enrollment in the program has been tracked since the previous NAAB visit. Recruitment efforts within the School and in partnership with the Admissions office has stabilized our incoming cohorts over the past two years.

- Students: Retention

We have seen stable overall retention over the past three years. Retention from the 1st year to the 2nd year has remained between 85%-90%. Graduation rate in spring of 2019 was 71%, spring 2018 was 93%, and spring of 2017 was 65%.

No Action taken.

- Students: Demographics

We have identified an increase in minority attrition in freshman to sophomore progression.. Given that the enrollment offers a very small sample size, no trend has been identified. Nevertheless, we are working with our School of Architecture student organizations to reach out to our minority student population early in the program to ensure a safe, welcoming environment.

- Faculty: Numbers

Our enrollment growth has been steady for two years. In the fall of 2018 we welcomed our largest ever cohort of 56. In The fall of 2017 we welcomed 52 new freshmen. This appears to be an emerging trend. We have taken steps to hire an additional faculty member, convert per-annum (one-year) lines into tenure-track lines, and increase our budget for adjuncts.

If this trend continues,the School will seek additional resources for full and part-time faculty hires.

- Faculty: Demographics

With 50% of our faculty being women and 15% being minorities, our faculty remains appropriately diverse and we continue to strive toward diversity as outlined in the MUSOA strategic plan.

As new faculty positions come available, we will continue to strive to fulfill the diversity goals outlined in the strategic plan.

- Faculty: Per student credit hour and per student

As our enrollments increase, so does our student:faculty ratio.

Data is still being gathered and reviewed to determine enrollment patterns and the optimal number of faculty needed to support the program.

- Critics and lecturers: Number of practitioners and demographics.

Tracking our invited guest lecturers has revealed that we could do a better job fulfilling our diversity goals in the School of Architecture.

In an effort to achieve the diversity goals articulated in the **MUSOA** Strategic Plan we have invited a substantially greater proportion of women and minority guest lecturers. Since the fall of 2016 we have been able to invite a total of seven prominent women in architecture and four prominent minority practitioners.

- Technology: Equipment type and number

We have successfully tracked our equipment relative to type, number, and age.

This tracking has helped us recognize areas of need relative to curricular content as well as our increased enrollments.

We have purchased 4 additional 3D printers, a 3D scanner, Virtual Reality equipment, and upgraded our CNC software to more current V-Carve. We are currently comparable to peer institutions, but we recognize that these efforts will need to continue to keep pace with our expanding student population. Many faculty computers are out-of-date and under-spec for running current design software. We are working with the University to implement a more aggressive faculty computer replacement plan.

I.1.6 B Curricular Assessment and Development:

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

In the spring of 2015, the Architecture Program initiated the development of an assessment program related to the School's revised mission and values. In doing so, the faculty identified key elements of its recently revised Values Statement as curricular learning outcomes for assessment. These elements are also noted as key elements of the Program's Learning Culture. They are:

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

The first attempts at a formalized assessment process failed to yield reliable information for course improvement and the School reverted to more informal processes. After further Faculty discussion it was made clear that there needed to be more common understanding of the above values before a meaningful process could be authored. To that end, a new set of faculty meetings were organized – the Curriculum Convention – in which issues of curriculum, pedagogy, ethos, and assessment are discussed. These meetings resulted in the development of an assessment process that was implemented for the first time in the Spring of Spring of 2018. The first versions have been successful for both tracking performance over time and reflecting on the successes and challenges in our courses.

This procedure has been piloted on our studio courses. We intend to expand the process to non-studio

courses after a trial period of one year. Expansion is slated to begin after the Fall of 2019 with necessary adjustments to the rubrics so they respond appropriately to course content and format.

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

The assessment process adheres to the following procedures:

- The Faculty as a whole is responsible for assessment.
- Courses which are part of the assessment process will be assessed immediately following the semester that they are offered.
- The faculty will review all student work at the end of each semester.
- Each member of the faculty will evaluate the student work using the agreed upon rubric.
- All forms will be submitted to the Director of the School of Architecture to be recorded and averaged. All comments, from all committee members, will be recorded in the master rubric.
- The master rubric will be disseminated to the faculty for discussion at the start of the following semester with the intent to strategize improvement in teaching methods.
- Individual Faculty members will meet with the Director of the School of Architecture to discuss in detail the observations of the Faculty body.

Given that this assessment process was recently initiated, it has examples of its implementation for only the Spring and Fall of 2018, as well as the Spring of 2019. Even with this small data-set, it is helping the faculty answer a simple question: are students learning those things to which the curriculum aspires as an expression of the School's values. Specifically, the assessment address the following core questions:

Curriculum: Does the overall curricular structure, as a coordinated collection of learning experiences, effectively support the aspirations of the School?

Course Objectives and Outcomes: Do individual courses, in their assignments, outcomes and assessment, effectively accomplish its assigned learning objectives, and therefore appropriately contribute to the overall curricular effort?

Faculty Assignments: Are faculty assigned to courses that take advantage of their strengths?

Section 2. Progress since the Previous Visit

Conditions Not Met:

II.1.1 Student Performance Criteria (SPC)

B.6 Environmental Systems

2016 Team Assessment: Student work prepared for ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II demonstrated some topics of this SPC only at the understanding level.

Since the last NAAB visit, we have made efforts to modify the assignments of ARCH 411 and ARCH 421 to address all necessary topics in a way that challenges students to demonstrate ability rather than simply an understanding. For example, the students have been asked to demonstrate an understanding of course contents and an ability to integrate environmental design systems into their designs. For instance, in Environmental Systems I, each student was asked to examine climate data (using Climate Consultant software), identify when shading is needed, design a static shading device for their design studio project, and examine shading patterns throughout the year. In Environmental Systems II, the students are undertaking a project where they assess the performance of an existing space and propose redesigns to improve its environmental performance including daylighting, electric lighting, acoustics, etc. To illustrate this learning, one of the projects asked the students to test the performance of three different daylighting systems using physical models/ Heliodon and through computer simulations of annual daylight metrics. Additionally, changes have begun to be made in the ARCH 310 and ARCH 320 studios to prefigure this content in a way that will lead to greater success in the subsequent year by requiring students document more Environmental Systems content in their drawings and diagrams as well as produce a “strategy book” selecting appropriate mechanical systems detailing strategies for deploying them in their designs. We have also hired a new Tenure-Track Faculty member (Belal Abboushi) with specific expertise in the areas of Building Performance and Architectural Design and who teaches ARCH 411 and 421 and ARCH 310 and 320. The MUSOA Curriculum Committee is developing a proposal for a new Building Technologies sequence that better integrates Environmental Systems with other technology classes and better coordinates with studios at all levels of the curriculum. It is planned for initial implementation in the Fall of 2019.

B.9 Building Service Systems

2016 Team Assessment: No documented evidence of student learning outcomes for the topics of communication and security systems was provided.

We have expanded our current assignments to include both security and communications systems content in ARCH 310, ARCH 420, and ARCH 421.

C.3 Integrative Design

2016 Team Assessment: The low-pass projects in ARCH 420 Design Studio VIII and ARCH 460 Design Studio X did not demonstrate the prescribed level of achievement required for this SPC and lacked evidence of any consideration of environmental stewardship and site conditions.

We have expanded our assignments to ensure that all components of Integrative Design are addressed across the projects in ARCH 420. ARCH 420 will require a drawing set for each project, in coordination with Environmental Systems that includes each of the aspects associated with SPC C.3, with special attention paid to Site and Environmental Stewardship. As a redundant measure, ARCH 420 will also offer a workshop and related exercise(s) in coordination with Environmental Systems to address Site and Environmental Stewardship. The drawing set along with the documentation of this workshop/exercise will be put forward, along with the associated HP/LP design projects, as evidence for meeting this SPC. Our evaluation of student work has also been adjusted in such a way that minimal requirements for passing include all aspects of integrative design.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

I.2.1A Faculty Resumes (Current Full-time Only)

Name: Belal Abboushi

Courses Taught:

ARCH 310: Design Studio V
ARCH 411: Environmental Systems I
ARCH 320: Design Studio VI
ARCH 421: Environmental Systems II

Educational Credentials:

Bachelor of Architectural Engineering. Al Albayt University, Jordan. 2010
Master of Science in Architecture/Design and Energy Conservation. University of Arizona. 2013
Ph.D. in Architecture. University of Oregon. 2018

Teaching Experience:

Teaching and Research Assistant, German Jordanian University School of Architecture, Jordan 2010-11
Teaching Assistant, University of Arizona College of Architecture, 2011-12
Lecturer, German Jordanian University School of Architecture, Jordan 2013-14
Graduate Teaching Fellow, University of Oregon. 2014-17
Assistant Professor, Marywood University. 2018-present

Professional Experience:

Intern at Archa-Red Architects, Jordan. 2009
Architectural Designer at Dar Jarash for Engineering, Jordan. 2010
Design Assistant at Drachman Institute, University of Arizona. 2012
Architect, Freelance, Jordan. 2013
Architectural Designer at AWAN Design Group, Jordan. 2014
Design Technologist/Tech. Studio at LMN Architects, Seattle. 2016

Licenses/Registration: None

Selected Publications and Recent Research:

Abboushi, B., Elzeyadi, I., Taylor, R., and Sereno, M., "Fractals in Architecture: The Visual Interest and Mood Response to Projected Fractal Light Patterns." Journal of Environmental Psychology. 2019

Abboushi, B., Elzeyadi, I., Van Den Wymelenberg, K., & Jacobsen, G. "Do Visually Interesting Sunlight Patterns Impact Occupant's Perceived Glare in Daylit Offices?" Included in IES Light + Human Health Research Symposium 2018 Proceedings, April 8-10, 2018, Atlanta, GA.

Abboushi, B., & Elzeyadi, I. 2018. "A Study of Visual Comfort Under Different Sunlight Patterns in Office Spaces", forthcoming in ARCC EAAE 2018, Philadelphia.

Abboushi, B., Elzeyadi, I., Taylor, R., & Sereno, M. (2018). Perceptual Response to Fractal Light Patterns. In IES Annual Conference 2018. Boston.

Professional Memberships:

SBSE, Society of Building Science Educators
Illuminating Engineering Society
CIBSE, The Chartered Institution of Building Services Engineers
Society of Light and Lighting

Name: Miguel Angel Calvo Salve

Courses Taught:

ARCH 450: Design Studio IX
ARCH 451: Arts and Craft of Building. Building with Natural Light.
ARCH 460: Design Studio X
ARCH 399D: The Detail in Architecture.

Educational Credentials:

Bachelor and Master of Architecture, Universidad Politécnica de Madrid. Escuela Técnica Superior de Arquitectura. ETSAM. 1992
Ph.D., Universidad de la Coruña. Escuela Técnica Superior de Arquitectura. ETSAC. 2015

Teaching Experience:

Instructor, Academy of Arts, Madrid, Spain. 1987-1989.
Full-time Lecturer, CESUGA-University College Dublin. 2005-2013.
Assistant Professor of Architecture, Marywood, Scranton, PA. 2013-2017
Associate Professor of Architecture, Marywood University, Scranton, PA. 2017-Present

Professional Experience:

Architect at ALFREDO FREIXEDO ARCHITECTS. 1992 – 93.
Architect at CARLOS MEIJIDE ARCHITECTS. 1993 – 98.
Principal at MACS, ARCHITECT. 1998-Present

Licenses/Registration:

Registered License Architect in Spain. COAG nº.: 1.805, 1993

Selected Publications and Recent Research:

2018 6th International Congress on Construction History (6ICCH). Brussels, Belgium, July 2018.
"INFLUENCES OF THE ENGINEER PIER LUIGI NERVI ON THE WORK OF MARCEL BREUER".

2018 Philadelphia Theatre Research Symposium. Villanova University, Philadelphia, May 2018.
"ARCHITECTURE AS A DRIVER FOR SITE-SPECIFIC AND COMMUNITY-BASED DEVISED PRACTICES: THE CASE OF THE PLAY PROPRIOCEPTION". In collaboration with Dr. Hank Willebrink, University of Scranton.

2017 EAAE VI Conference and workshop. Network on Conservation. "CONSERVATION / CONSUMPTION. PRESERVING THE TANGIBLE AND INTANGIBLE VALUES". A Coruña - Santiago de Compostela. September 2017. *"CONFLUENCE OF TANGIBLE AND INTANGIBLE HERITAGE: THE CASE OF EL CAMINO DE SANTIAGO"*

Professional Memberships:

CSCAE. Consejo Superior de Arquitectos de España

Name: Randolph Damico

Courses Taught:

ARCH 125: History & Theories of Architecture
ARCH 210: Design Studio III
ARCH 220: Design Studio IV
ARCH 411: Environmental Systems I
ARCH 421: Environmental Systems II
ARCH 210: LEED Accreditation
ARCH 220: History & Theories of Urban Form

Educational Credentials:

B.ARCH, University of Louisiana at Lafayette, 2001
M.ARCH II, Harvard Graduate School of Design, 2004
Graduate Studies in Art History, Louisiana State University, 2010-2012

Teaching Experience:

Marywood University, Per-Annum Instructor, 2017-present
Ohio University, Visiting Assistant Professor, 2014-2017
American University of Rome, Co-Director, Study Abroad Program, 2011-2014

Professional Experience:

Principle, Studio D'A
Project Manager/Designer, Eskew + Dumez + Ripple
Development Manager, Related Companies
Job Captain, Digital Coordination, Designer, Gehry Partners
Project Manager/Designer, Xten Architecture
Design Intern, Ashe Broussard Weinzettle Architects

Licenses/Registration:

NCARB

Selected Publications and Recent Research:

Film + Architecture: Film studies research related to visualization, adaptation, and creation of space. Comparisons between film and architecture that evidence that they are closely related: they are both structured, tell stories, and index their social and cultural milieu. How does film use space, architecture, and landscape to evoke emotions and dramatic effects? How does this resonate with the ways in which architects structure buildings and their modes of representation?

Contemporary Memorial Culture: In the post-traumatic aftermath, is it possible to imagine memorials that evoke democratic conditions for critical memory discourse, while at the same time provide a space for urban artifacts and events that produce not only a visceral registration of the traumatic act, but also the potential for its atonement?

Professional Memberships:

ACSA
IIDA

Name: James Eckler

Courses Taught:

ARCH 115: Transition Studio I (Foundation Design)

ARCH 215: Transition Studio II (2nd Year Design)

ARCH 310: Design Studio V

ARCH 453: History & Theories of Urban Form

Educational Credentials:

M.S. in Architectural Studies: Pedagogy, University of Florida, School of Architecture, 2008

Master of Architecture, University of Florida, School of Architecture, 2007

Bachelor of Design, University of Florida, School of Architecture, 2005

Teaching Experience:

Associate Professor of Architecture: Marywood University, 2015-Present

Assistant Professor of Architecture: Marywood University 2010-2015

Visiting Assistant Professor of Architecture: University of Cincinnati, 2008-2010

Professional Experience:

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

Licenses/Registration:

N/A

Selected Publications and Recent Research:

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

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

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

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

Professional Memberships:

ACSA

Name: Gabriel Fuentes

Courses Taught:

ARCH 210: Design Studio III
ARCH 216 : History & Theories of Architecture II
ARCH 225: History & Theories of Architecture III
ARCH 410: Design Studio VII
ARCH 420: Design Studio VIII

Education Credentials:

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

Teaching Experience:

Adjunct Professor, Florida International University, 2005-2008
Adjunct Professor, Miami-Dade College, 2007-2008
Adjunct Professor, New York Institute of Technology, 2008-2012
Adjunct Professor, New Jersey Institute of Technology, 2008-2013
Assistant Professor, Marywood University, 2014-2019

Professional Experience:

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

Licenses/ Registrations:

N/A

Selected Publications and Recent Research:

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

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

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

Professional Memberships:

ACSA

Name: Stephen Garrison

Courses Taught:

ARCH 110: Foundation Design Studio I
ARCH 120: Foundation Design Studio II
ARCH 112: Introduction to the Designed Environment and Design Thinking

Educational Credentials:

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

Teaching Experience:

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

Professional Experience:

None

Licenses/Registration:

None

Selected Publications and Recent Research:

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

Creatures- Real and Imagined, International Juried Exhibition, uBe Gallery, Berkeley, California, 2016
The Crow Show 2016, International Juried Exhibition, The Studio Door Gallery, San Diego, California, 2016

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

Professional Memberships:

IDEC

Name: Patrick Martin

Courses Taught:

ARCH 320: Design Studio VI
ARCH 310: Design Studio V
ARCH 313: Building Assemblies
ARCH 399R : Exercises in Digital Fabrication

Educational Credentials:

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

Teaching Experience:

Per Annum Instructor, Marywood University, 2013 – 2018

Professional Experience:

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

Licenses/Registration:

N/A

Selected Publications and Recent Research:

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

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

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

Professional Memberships:

AIA

Name: Margaret McManus

Courses Taught:

ARCH 124: Digital Media I
ARCH 210: Design Studio III
ARCH 214: Digital Media II
ARCH 220: Design Studio IV
ARCH 411: Environmental Systems I

Educational Credentials:

M.F.A., Marywood University: 2017
M.Arch, University of Pennsylvania: 2005
B.S. Architecture, University of Virginia: 2000

Teaching Experience:

Associate Professor, Marywood University: Fall 2019-Present
Associate Professor, Marywood University: Fall 2013-2019

Professional Experience:

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

Licenses/Registration:

Registered / Licensed Architect in the states of Pennsylvania and Colorado

Selected Publications and Recent Research:

JAE: 72-01 (Journal of Architectural Education): DISCURSIVE IMAGES; ACSA sponsored. 2018 "Behind the Seams: Sequence and Infrastructure," Publication March 2018.

ASCA 106th Annual Meeting Conference (Association of Collegiate Schools of Architecture): The Ethical Imperative, "Architecture + Kids." Conference Proceedings, 2018

EAEA14: European Architectural Envisioning Conference, Envisioning Ambiances: Representing Atmospheres for Architecture and the Built Environment, Proceedings "Branding Space: Deliberate Formations in Beginning Design," 2019 [Accepted, Publication Pending]

ARCC-EAAE 2018 International Conference (Architectural Research Centers Consortium + The European Association for Architectural Education): Architectural Research for a Global Community: The Built Environment Shaping the Quality of Life; "From Students to Teachers: An In-depth look at Design Students as They Embark on Teaching Architecture to Children," 2018

Design Communication Association (DCA) Conference, Virtual + Actual: Process and Product of Design, "Innerspace: Inhabiting Human Proportions through Digital Media," October 2018

Workshop; International Conference: DCA (Design Communication Association), "Architecture + Kids," Cornell University; October 2018

34th NCBDS Conference: TIME. "From Person to Place: Communicating the Human Form as a Precursor to Mapping," 2018

Professional Memberships:

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

Name: Kate O'Connor

Courses Taught:

ARCH 120: Foundation Studio II
ARCH 312: Structures I
ARCH 110: Foundation Studio I
ARCH 322: Structures II
ARCH 324: Applied Digital Media

Educational Credentials:

B. Arch, The Catholic University of America, 1995
M. Arch II, Tulane University, 2010

Teaching Experience:

Instructor, Tulane University, 2010
Associate Professor, Marywood University, 2016-Present
Assistant Professor, Marywood University, 2012-2016

Professional Experience:

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

Licenses/Registration:

In process of completing licensing exams

Selected Publications and Recent Research:

2019AAE: Learning through Practice
University of Westminster, Westminster, UK
International, Double-Blind Peer Reviewed Conference
Bridging the Gap _ The Advantage of a Pre-Collegiate Architecture Program

3rd international multidisciplinary congress phi 2017: "progress(es) - theories and practices";
University of Lisboa and The Polytechnic University of Bari - Bari, Italy
International, Double-Blind Peer Reviewed Conference
Executing Progress through the Design_Build Platform

2017 Impacting (by) Designing Conference
Sint-Lucas School of Architecture - Brussels, Belgium
"Educational Reflections" Session
Executing Progress through the Design | Build Platform
Double-Blind Peer Reviewed International Conference

Professional Memberships:

NCARB
Design Principles and Practices
ACSA

Name: Michelle Pannone

Courses Taught:

ARCH 110: Foundation Design I
ARCH 120: Foundation Design II
ARCH 124: Digital Media I
ARCH 214: Digital Media II

Education Credentials:

B.ARCH, Virginia Tech, 2017
M.S. Urbanism Studies, KTH Royal Institute of Technology, 2018

Teaching Experience:

Assistant Professor, Marywood University, 2019-Present
Per-Annum Instructor, Marywood University, 2017-2018
Program Director, Jiang China Design
Program Assistant, Center for Architecture, NYC

Professional Experience:

Perkins Eastman
Bohlin, Cywinski, Jackson

Licenses/Registration:

N/A

Selected Publications and Recent Research:

The innovative integration of participatory planning and technology to the design and fabrication process.

Venice Architecture Biennale Presentation - Activating space on campus: lessons learned about public space and implementation in practice (publication forthcoming)

Cities for All Conference exhibition- Mit Mach Allee Placemaking on Bundesallee

Changing Cities- Participatory planning and environmental psychology: where top-down and bottom-up converge (presentation and paper June 2019)

Forward Journal - Experiments with Volumetric Light: Spatial Constructs (in print)

Professional Memberships:

City Space Architecture
ACSA

Name: Emily Pellicano

Courses Taught:

ARCH 112: Introduction to the Designed Environment & Design Thinking
ARCH 120: Foundation Design II
ARCH 210: Design Studio III
ARCH 220: Design Studio IV

Education Credentials:

BFA, Interior Design, Syracuse University, 2000
M.ARCH, Syracuse University, 2004

Teaching Experience:

Assistant Professor, Marywood University, 2019-Present
Per Annum Assistant Professor, Marywood University, 2018-2019
Visiting Professor, Syracuse University
Visiting Professor, Hobart and William Smith Colleges

Professional Experience:

Ramsgard Architectural Design
HOLT Architects
King + King Architects

Licenses/Registration:

N/A

Selected Publications and Recent Research:

published as proceedings from the ACSA Fall 2017 conference, "The Painful Surface of Architecture"

presented at IDEC Regional Conferences, "Towards an Immaterial Interior" (2018) and "Representation of the Eidetic Interior" (2017) - forthcoming Spring 2019 at the Unmentionables Symposium at Woodbury University, "The Psychedelics of Representation"

Professional Memberships:

ACSA

Name: Jayashree Shamanna

Courses Taught:

ARCH 420: Design Studio - VII

ARCH 410: Interior Architecture Studio VII

Education Credentials:

M.S. Architecture, Texas A&M University, 1994

B.Arch, BMS College of Engineering, 1990

Teaching Experience:

Pro Rata Instructor, Marywood University, 2013-Present

Professional Experience:

Belur Design (Principal) 2000 – Present

Stephen Tilly Architects (Job Captain / Project Manager) Dobbs Ferry, NY 2002 - 2003

Buttrick, White & Burtis Architects (Job Captain / Project Manager) New York, NY 1997 - 2000

Kapell & Kostow Architects (Junior Architect / Job Captain) New York, NY 1995 - 1997

Appanna, Nirmala & Nirmala Architects (Junior Architect / Project Manager) Bangalore 1991 - 1992

Historic Resources Imaging Laboratory (Graduate Research Assistant) TAMU 1993 - 1994

Advani & Associates (Student Intern) Bangalore 1989 - 1989

Licenses/Registration:

Registered Architect NY State, 2007

Certificate in Historic Preservation, 2001

Selected Publications and Recent Research:

N/A

Professional Memberships:

ACSA

Name: Stefan Stanojevich

Courses Taught:

ARCH 115: Transition Studio I (Foundation Design)

ARCH 214: Digital Media II

ARCH 215: Transition Studio II (2nd year design)

Educational Credentials:

M.ARCH, Harvard GSD

Teaching Experience:

Per-Annum Instructor, Marywood University 2016-2018

Licenses/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

N/A

I.2.1 B Faculty Matrix

Spring 2017

| Faculty member | Summary of expertise, recent research, or experience | Course number | Course number | Course number | Course number |
|---------------------|--|---------------|---------------|---------------|---------------|
| Calvo Salve, Miguel | Building with natural light and new materials. | ARCH 399D* | ARCH 460 | | |
| Doyle, Andrew | Structured analytic techniques as they pertain to design thinking, passive vs. active assimilation | ARCH 124 | ARCH 324 | | |
| Eckler, James | Urbanism and place making, pedagogy, design teaching methodology. | ARCH 220 | | | |
| Fuentes, Gabriel | Architectural design, urbanism, architectural history, theory, and criticism, cultural theory | ARCH 420 | ARCH 123 | | |
| Garrison, Stephen | Allegorical figure painting, mural painting, furniture. | ARCH 120 | ARCH 499* | | |
| Handman, Carl | Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present | ARCH 320 | | | |
| Hemmler, David | Partner, Hemmler + Camayd Architects, Scranton, PA, 18503 | ARCH 462 | | | |
| Martin, Patrick | Digital fabrication, design-build as iterative exploration | ARCH 320 | ARCH 399R* | ARCH 599R | |
| McManus, Margaret | Digital representation, structural integration in architecture. | ARCH 220 | ARCH 421 | ARCH 499* | ARCH 599* |
| Muller, Michael | Design thinking and theory, Professional Practice | ARCH 460 | | | |
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 120 | ARCH 322 | | |
| Pellicano, Emily | Experimental Representation, Iterative Design Process and Thinking | ARCH 621 | | | |
| Roberts, Russell | Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008 | ARCH 460 | | | |
| Shamanna, Jayashree | Historic preservation, adaptive re-use. | ARCH 420 | ARCH 477A | ARCH 478A | |
| Stanojevich, Stefan | Design Theory, Experimental Representation, Design Thinking | ARCH 120 | ARCH 124 | ARCH 125 | ARCH 620 |
| Sullivan, James | Dean, SOA | ARCH 399W* | | | |

Summer 2017

| Faculty member | Summary of expertise, recent research, or experience | Course number | Course number |
|---------------------|--|---------------|---------------|
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 399X* | ARCH 322 |
| McManus, Margaret | Digital representation, structural integration in architecture. | ARCH 411 | |
| Stanojevich, Stefan | Design Theory, Experimental Representation, Design Thinking | ARCH 115 | ARCH 215 |

Fall 2017

| Faculty member | Summary of expertise, recent research, or experience | Course number | Course number | Course number |
|---------------------|---|---------------|---------------|---------------|
| Bilek, Edward | Full-Scale interventions, Representation | ARCH 110 | | |
| Braco, Marin | Landscape Architecture | ARCH 220 | | |
| Calvo Salve, Miguel | Building with natural light and new materials. | ARCH 450 | ARCH 451 | |
| Damico, Randolph | History & Theory, Design Thinking | ARCH 210 | ARCH 411 | ARCH 452 |
| Eckler, James | Urbanism and place making, pedagogy, design teaching methodology | ARCH 453 | | |
| Fuentes, Gabriel | Architectural design, urbanism, architectural history, theory, and criticism, cultural theory | ARCH 410 | ARCH 216 | |
| Garrison, Stephen | Allegorical figure painting, mural painting, furniture. | ARCH 110 | | |
| Goldstein, Cole | Digital Fabrication, Industrial Design | ARCH 110 | | |
| Handman, Carl | Eyerman, Csala, Hapeman & Handman Architects, Wilkes-Barre PA, 1990-Present | ARCH 310 | | |
| Martin, Patrick | Digital fabrication, design-build as iterative exploration | ARCH 310 | ARCH 313 | ARCH 399R* |
| McManus, Margaret | Digital representation, structural integration in architecture. | ARCH 210 | ARCH 214 | |
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 110 | ARCH 312 | |
| Pellicano, Emily | Experimental Representation, Iterative Design Process and Thinking | ARCH 112 | | |
| Roberts, Russell | Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008 | ARCH 450 | | |
| Shamanna, Jayashree | Historic preservation, adaptive re-use. | ARCH 410 | | |
| Stanojevich, Stefan | Design Theory, Experimental Representation, Design Thinking | ARCH 110 | ARCH 214 | |

Spring 2018

| Faculty member | Summary of expertise, recent research, or experience | Course number | Course number | Course number |
|---------------------|---|---------------|---------------|---------------|
| Calvo Salve, Miguel | Building with natural light and new materials. | ARCH 460 | ARCH 399D* | ARCH 599W* |
| Damico, Randolph | History & Theory, Design Thinking | ARCH 220 | ARCH 421 | |
| Fuentes, Gabriel | Architectural design, urbanism, architectural history, theory, and criticism, cultural theory | ARCH 225 | ARCH 420 | |
| Garrison, Stephen | Allegorical figure painting, mural painting, furniture. | ARCH 120 | ARCH 499 | |
| Gibney, Joseph | Digital Representation | ARCH 124 | | |
| Goldstein, Cole | Digital Fabrication, Industrial Design | ARCH 120 | | |
| Hemmler, David | Partner, Hemmler + Camayd Architects, | ARCH 462 | ARCH 562 | |

| | | | | |
|---------------------|---|-------------|------------|---------------|
| | Scranton, PA, 18503 | | | |
| Irwin, Christa | Art History | ARCH 125 | | |
| Martin, Patrick | Digital fabrication, design-build as iterative exploration | ARCH 320*** | ARCH 399R* | ARCH 499* |
| McManus, Margaret | Digital representation, structural integration in architecture. | ARCH 220 | ARCH 124 | ARCH 499* *** |
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 120 | ARCH 322 | ARCH 324*** |
| Pellicano, Emily | Experimental Representation, Iterative Design Process and Thinking | ARCH 120 | | |
| Roberts, Russell | Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008 | ARCH 460 | | |
| Shamanna, Jayashree | Historic preservation, adaptive re-use. | ARCH 420 | | |

Summer 2018

| Faculty member | Summary of expertise, recent research, or experience | Course number | | |
|------------------|--|---------------|----------|----------|
| Damico, Randolph | History & Theory, Design Thinking | ARCH 411 | | |
| Eckler, James | Urbanism and place making, pedagogy, design teaching methodology | ARCH 115 | ARCH 215 | ARCH 420 |
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 100 | ARCH 322 | |

Fall 2018

| Faculty member | Summary of expertise, recent research, or experience | Course number | Course number | Course number |
|---------------------|---|---------------|---------------|---------------|
| Abboushi, Belal | Environmental Systems, Energy, Building Performance | ARCH 310 | ARCH 411 | |
| Berman, Joshua | Representation, Foundation Design | ARCH 110 | | |
| Calvo Salve, Miguel | Building with natural light and new materials. | ARCH 450 | ARCH 451 | |
| Damico, Randolph | History & Theory, Design Thinking | ARCH 452 | ARCH 453 | ARCH H478** |
| Eckler, James | Urbanism and place making, pedagogy, design teaching methodology | ARCH 310 | | |
| Fuentes, Gabriel | Architectural design, urbanism, architectural history, theory, and criticism, cultural theory | ARCH 210 | ARCH 216 | |
| Garrison, Stephen | Allegorical figure painting, mural painting, furniture. | ARCH 110 | ARCH 112 | |
| Hinchey, Collyn | Principle, lighter than you think Interior Design, Wilkes-Barre, PA, 18701 | ARCH 210 | | |
| Kansfield, John | Registered Architect | ARCH 312 | ARCH 313 | |
| McManus, Margaret | Digital representation, structural integration in architecture. | ARCH 210 | ARCH 214 | |
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 110 | | |
| Pannone, Michelle | Digital Fabrication, Representation, Design Thinking, and Urban Interiority | ARCH 110 | ARCH 214 | |
| Pellicano, Emily | Experimental Representation, Iterative Design Process and Thinking | ARCH 210 | ARCH 112 | |
| Polizzi, Eva | Weaving and Textiles | ARCH 110 | | |
| Roberts, Russell | Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008 | ARCH 450 | | |

| | | | | |
|---------------------|--|----------|--|--|
| Savo, Joseph | Building Anatomy, Construction considerations in Design Processes, Architectural Practice, | ARCH 313 | | |
| Shamanna, Jayashree | Historic preservation, adaptive re-use. | ARCH 410 | | |

Spring 2019

| Faculty member | Summary of expertise, recent research, or experience | Course number | Course number | Course number |
|-------------------------|---|---------------|---------------|---------------|
| Abboushi, Belal | Environmental Systems, Energy, Building Performance | ARCH 320 | ARCH 421 | |
| Andrzejewski, Elizabeth | Detailing, Fabrication | ARCH 399z* | | |
| Berman, Joshua | Representation, Foundation Design | ARCH 120 | | |
| Calvo Salve, Miguel | Building with natural light and new materials. | ARCH 460 | ARCH 322 | |
| Damico, Randolph | History & Theory, Design Thinking | ARCH 125 | ARCH 478A** | ARCH 499D* |
| Fuentes, Gabriel | Architectural design, urbanism, architectural history, theory, and criticism, cultural theory | ARCH 225 | ARCH 420 | |
| Garrison, Stephen | Allegorical figure painting, mural painting, furniture. | ARCH 120 | | |
| Hemmler, David | Partner, Hemmler + Camayd Architects, Scranton, PA, 18503 | ARCH 462 | | |
| Hinchey, Collyn | Principle, lighter than you think Interior Design, Wilkes-Barre, PA, 18701 | ARCH 220 | | |
| McManus, Margaret | Digital representation, structural integration in architecture. | ARCH 220 | ARCH 124 | ARCH 499* |
| O'Connor, Kate | Socially responsible architecture, structures in architectural pedagogy. | ARCH 120 | | |
| Pannone, Michelle | Digital Fabrication, Representation, Design Thinking, and Urban Interiority | ARCH 120 | ARCH 124 | ARCH 399* |
| Pellicano, Emily | Experimental Representation, Iterative Design Process and Thinking | ARCH 220 | | |
| Polizzi, Eva | Weaving and Textiles | ARCH 120 | | |
| Roberts, Russell | Senior Associate and Principal, Bohlin Cywinski Jackson Architects, Wilkes-Barre, PA, 1973-2008 | ARCH 460 | | |
| Shamanna, Jayashree | Historic preservation, adaptive re-use. | ARCH 420 | | |

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

**Honors Senior Thesis, 1.5 credits

*** These courses have been combined, cross-listed, or otherwise covered by faculty as a result of Stefan Stanojevich's mid-semester resignation.

I.2.1C Faculty Development

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

University:

- The University offers funds for faculty development activities through its Faculty Development Committee. The extent to which Architecture faculty members have applied for and were awarded these funds is noted in the next section of this report, Faculty Resources.
 - [Faculty Development Policy](#)
- The University offers sabbatical opportunities to tenured faculty. Such faculty may apply for a semester or year-long sabbatical at full or half-pay, respectively, every six years of consecutive

service.

- [Sabbatical Leave Policy for Faculty Member](#)
- The University offers faculty tuition remission for courses in which they wish to enroll and receive credit.
 - [Tuition Remission Benefit Policy](#)
- The University offers career advancement through tenure and promotion of faculty.
 - Tenure is awarded to tenure-track faculty ([Tenure Policy](#)).

The criteria for faculty to be awarded tenure are:

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

School and Program:

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

Excerpt from the School of Architecture Bylaws:

The Faculty Mentorship Group

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

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

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

I.2.1 D Faculty Resources

The following resources are available to faculty.

2016-2017 & 2017-2018 University Faculty Development Funds:

Marywood University has a responsibility to help provide enabling conditions to its faculty for their ongoing professional development. This implies a commitment to make funds available and to use the financial resources for faculty development to the greatest benefit of all. Full and part time faculty can request funding from the [Faculty Development Committee](#) (FDC) to assist with travel to professional conferences, materials for research or creative endeavors, and fees associated with publishing books or

journal articles. The Committee met four times per academic year to review proposals and is comprised of faculty representatives and Deans from each college

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

- 2016-2017 maximum allowance for tenure-track faculty only:
 - All Events: \$1,000.
 - In total, six School of Architecture faculty received \$6,000.00
- 2017-2018 maximum allowance for tenure-track faculty only:
 - All Events: \$1,000.
 - In total, six School of Architecture faculty received \$5,755.00

2018-2019 University Faculty Development Funds:

Beginning in 2018-2019 University Faculty Development Funds were allocated to the colleges for distribution. The Faculty Development Committee was disbanded.

In 2018-2019, the College of Professional Studies received \$13,500.00 to distribute across 27 full and part-time faculty members in its four Schools. It has allocated \$1,000.00 for each tenure-track faculty member and \$262.00 for tenured and pro-rata faculty members. This funding is in addition to those funds allocated from the School of Architecture's budget. If the funds are not depleted, there is the possibility of a second-round of distributions.

- 2018-2019 funding for School of Architecture Faculty:
 - As of this writing, in total six School of Architecture Faculty received \$5,500.00

School of Architecture Faculty Development Funds:

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

- 2016-17: Tenure and Tenure-track faculty members were allocated a \$1,200 allowance at the start of the academic year. Supplemental requests could be submitted to the Director's Office. Non-tenure-track faculty and administrative staff were permitted to submit requests.
 - 6 faculty members received a total of \$13,525.51
 - All requests were funded, and some received additional funding beyond the allowance.
- 2017-2018: Tenure and Tenure-track faculty members were allocated a \$1,200 allowance at the start of the academic year. Additional, funding for participation in ACSA, IIDA, or IDEC conferences were available at a level of \$800 per faculty member. Supplemental requests could be submitted to the Director's Office. Non-tenure-track faculty and administrative staff were permitted to submit requests.
 - 7 faculty members received a total of \$12,276.20
 - All requests were funded, and some received additional funding beyond the allowance.
- 2018-2019: Tenure and Tenure-track faculty members were allocated a \$1,200 allowance at the start of the academic year. Additional, funding for participation in ACSA, IIDA, or IDEC conferences were available at a level of \$800 per faculty member. Supplemental requests could be submitted to the Director's Office. Non-tenure-track faculty and administrative staff were permitted to submit requests.
 - 6 faculty members received a total of \$6,366.12 Administrative Staff received a total of \$1,808.79
 - All requests were funded.

School of Architecture Resources:

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

I.2.1 E Faculty Scholarship

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

I.2.1 F Student Support Services

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

Support services available to students include:

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

The School of Architecture published links to architectural career information websites, including NCARB, AIA, AIAS, ACSA, The Emerging Professional's Companion, ARCHCareers, and The NCARB Handbook for Interns and Architects (<http://www.marywood.edu/architecture/about/accreditation/naab.html>).

Additionally, each student is assigned a faculty advisor in the Program who offers academic, career and personal advice. The Architecture Licensing Coordinator offers formal career guidance and advises students in the processes for becoming licensed. The holder of this position is required to stay current with NCARB policies and procedures for licensure and disseminate those to the student body as appropriate. The coordinator also acts as the faculty advisor to the Marywood University AIAS chapter and acts as a liaison between the local AIA chapter and the school/student body. The University continues to offer career counseling services to students at [Career Services](#).

I.2.1 G Architecture Licensing Advisor

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

Professor McManus activities related to her position include:

- Attended the NCARB Region 2 Educator/Practitioner Symposium in September 2018.
- Will attend the 2019 Licensing Advisors Summit. August 2019 in Minneapolis.
- Coordinated a school-wide lecture held in Marywood's Architecture building inviting Martin Smith, Assistant Director of Experience and Education at NCARB, from Washington DC to speak to students in the Spring of 2019.
- Promotes her position as NCARB Licensing Advisor and AIAS faculty supervisor by keeping industry pamphlets outside her door and distributing it appropriately around the school.
- Coordinates all-school presentations on licensing and has an open door policy to individual discussions on such matters as well.

I.2.2 Physical Resources

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

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

Studios:

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

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

Classrooms:

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

Fabrication Facilities:

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

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

Fabrication facilities are available to students upon completion of orientation and tool/equipment specific training. The fabrication facilities are managed by a full-time shop technician who has a Bachelor's degree

in Technology Education. He oversees safety training and skills development for all equipment except the digital fabrication equipment. He is responsible for machinery maintenance. An annual budget provides for tool replacement and maintenance. Due to the heavy demands being made on these facilities, open hours include nights and weekends. A complete list of equipment is available in the supplemental material.

Computer Lab:

The *Interior Architecture CAD Lab* is open to all School of Architecture students. The lab is used for classroom instruction and as an open lab. The CAD Lab has 24 workstations, and two flatbed scanners, and a color printer. The workstations have the following software: Adobe Design Suite CC 2015, Autodesk Educational Suite 2016, Rhinoceros 3D, SketchUp, Bongo, Flamingo 2.0, Microsoft Office, and Mastercam X6, and V-Carve.

Printing Lab:

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

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

School Laptop Program.

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

Offices:

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

Challenges:

The Program faces some challenges in the facilities area given the growth of the program.

- Classrooms within the CAS are not equipped to easily accommodate more than 30 students with personal laptops.
 - Classroom 107 is limited to 28 students (desk space for computer equipment – can accommodate 36 without computers)
 - The CADLab is limited to 24 students (number of student work stations)
 - The Cloud Room is a large scale lecture space that can accommodate up to 70 students, but only without instructional furniture to accommodate laptops. (adding instructional furniture for laptops severely reduces its capacity)

Several required courses within the curriculum (e.g. Digital Media ARCH124 and ARCH214) have 45+ students. Alternative spaces to host large class sizes at the University do not meet the technology requirements for the courses or are not organized for productive instruction in architecture.

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

- With the construction of the Digital Fabrication Classroom, the CAS has no area properly outfitted for wet media or casting. This has led to fabrication activities spilling out to areas that were designed for design studios.

The School is currently seeking alternative to this arrangement involving sharing lab space with other programs.

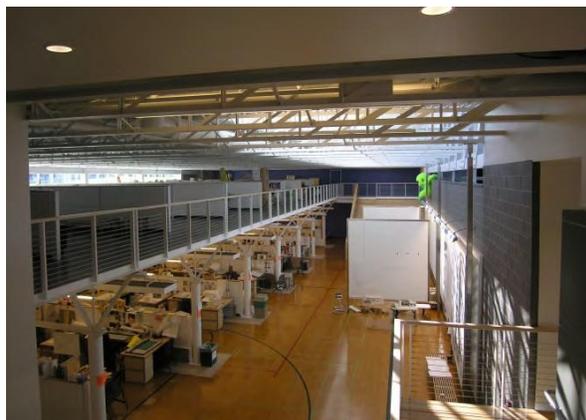
- Faculty offices do not have network access to hardware located in the printing lab. Additionally, wireless connectivity within some areas of the building is inconsistent/limited (e.g. the wood shop, various locations throughout the studio bays).

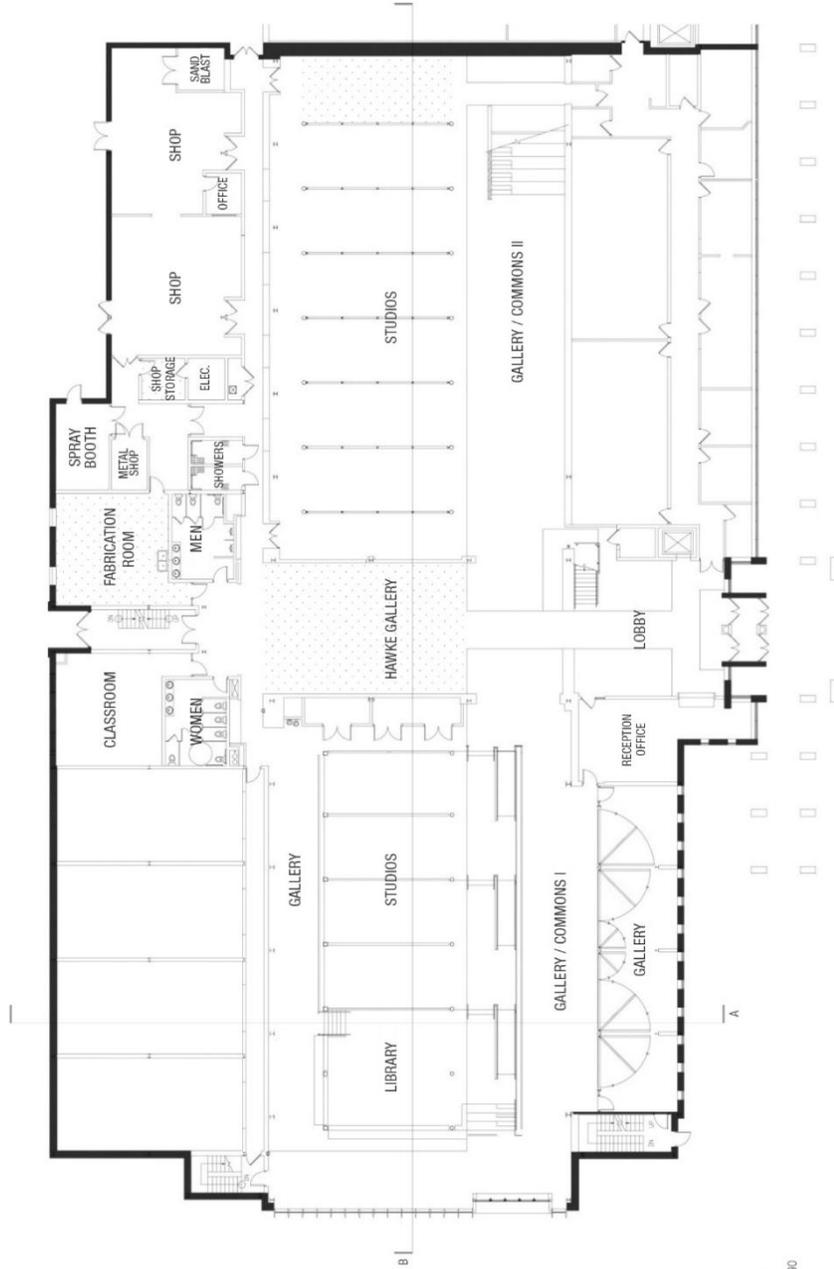
The Program is working with the University to remediate this issue. Updated servers have already resulted in improvements across campus.

- The School does not have a dedicated staff member to monitor and maintain digital technology (e.g. plotters, laser cutting systems, 3D printers, software issues, etc.). Hardware and software issues are currently addressed through the University information technology help desk or external companies. Slow or inconsistent response times can negatively affect the operational performance of the Program. Faculty and administrative staff have to manually address frequent hardware/software issues in the absence of dedicated personnel. A graduate assistantship has been allocated to help with this need. This issue is a considerable concern of the Program and School.

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





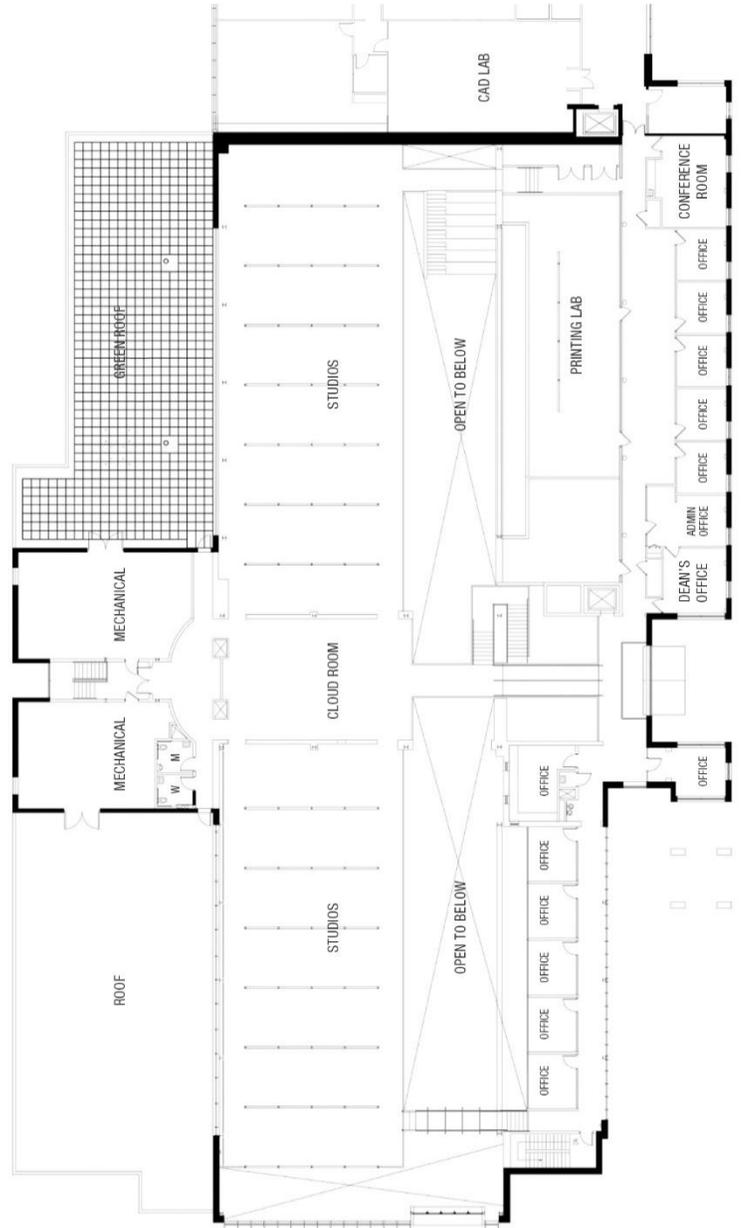


MUSOA
 FIRST FLOOR PLAN
REVISED 1/19

LEGEND:

- First Floor Total sq. ft.: 27,122
- Second Floor Total sq. ft.: 22,451
- Green Roof sq. ft.: 3,425
- Shop net sq. ft.:
 - Shop: 1,593
 - Metal Shop: 216
 - Spray Booths: 64
 - Shop Storage: 64
 - Sandblast: 32
- Classrooms net sq. ft.:
 - Classrooms: 595
 - Fabrication Room: 617
 - Cloud Room: 958
- Support Spaces net sq. ft.:
 - CAD Lab: 1103
 - Print Room: 1,406
 - Conference Room: 361
 - Reception / Office: 523
 - Admin Office: 251
- Studio Spaces net sq. ft.:
 - 7 Studios @ 421
 - 4 Studios @ 379
- Second Floor:
 - 15 Studios @ 415
- Exhibition Gallery sq. ft.:
 - Hawke Gallery: 1,244
 - Gallery / Commons I: 760
 - Gallery / Commons II: 795
 - Gallery (front): 1,186
 - Gallery (rear): 773
- Faculty Offices (total net sq. ft.): 2117
- Commons Space (total net sq. ft.): 7700

Under Construction



MUSOA
 SECOND FLOOR PLAN
DATE TO BE DETERMINED

- LEGEND:**
- First Floor Total sq ft: 27,122
 - Second Floor Total sq ft: 22,451
 - Green Roof sq ft: 3,425
 - Shop net sq ft:
 - Shop: 1,583
 - Metal Shop: 216
 - Spray Booth: 84
 - Shop Storage: 64
 - Sandblast: 92
 - Classrooms net sq ft:
 - Classroom: 535
 - Fabrication Room: 617
 - Cloud Room: 565
 - Support Spaces net sq ft:
 - CAD Lab: 1103
 - Print Room: 1406
 - Conference Room: 361
 - Reception / Office: 523
 - Admin Office: 251
 - Studio Spaces net sq ft:
 - First Floor:
 - 7 Studios @ 421
 - 4 Studios @ 376
 - Second Floor:
 - 15 Studios @ 415
 - Exhibition Gallery sq ft:
 - Hawks Gallery: 1,244
 - Gallery / Commons I: 760
 - Gallery / Commons II: 795
 - Gallery (front): 1186
 - Gallery (rear): 773
 - Faculty Offices (total net sq ft): 2117
 - Commons Space (total net sq ft): 7760
- Under Construction

MUSOA
 BUILDING SECTIONS
1/8" = 1'-0"

LEGEND:

First Floor Total sq ft: 27,122
 Second Floor Total sq ft: 22,451
 Green Roof sq ft: 3,425

Shop net sq ft:

- Shop: 1,583
- Metal Shop: 216
- Spray Booth: 84
- Shop Storage: 84
- Sandblast: 92

Classrooms net sq ft:

- Classroom: 595
- Fabrication Room: 617
- Cloud Room: 358

Support Spaces net sq ft:

- CAD Lab: 1103
- Print Room: 1406
- Conference Room: 361
- Reception / Office: 523
- Admin Office: 251

Studio Spaces net sq ft:

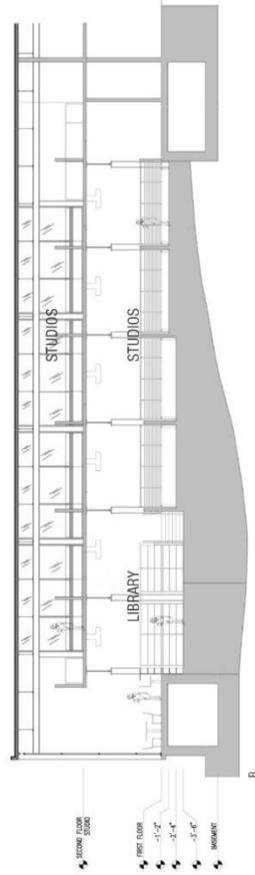
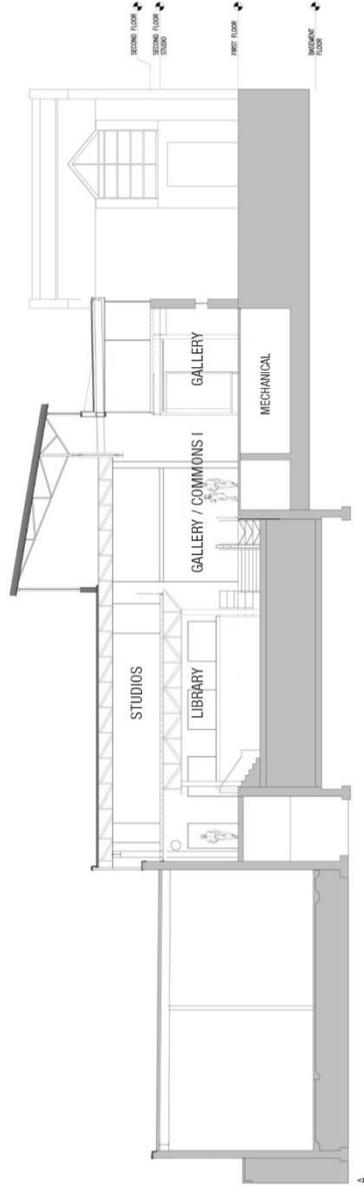
- First Floor:
 - 7 Studios @ 421
 - 4 Studios @ 376
- Second Floor:
 - 15 Studios @ 415

Exhibition Gallery sq ft:

- Hawke Gallery: 1,244
- Gallery / Commons I: 780
- Gallery / Commons II: 795
- Gallery Front: 1136
- Gallery Rear: 773

Faculty Offices (total net sq ft): 2117

Commons Space (total net sq ft): 7790



I.2.3 Financial Resources

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

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

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

Appropriations beyond the originally approved budget for a fiscal year are considered on an as-needed basis; criteria for funding may include addressing safety concerns, for example.

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

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

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

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

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

I.2.4 Information Resources

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

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

SoA library (Deep End):

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

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

Services:

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

- Discovery Search
- Library Catalog: Koha
- libraryhelp@maryu.marywood.edu
- PALCI- E-ZBorrow Interlibrary Loan for books
- RapidILL for electronic journal articles and book chapters
- Credo Reference
- ebrary
- Visual Databases
 - Associated Press Images Collection
 - Artstor
- Architecture, Art, & Design Databases
 - Architectural Digest Archive
 - Art & Architecture Source
 - JSTOR Scholarly Archive
 - Wiley Online Library
 - Academic Search Premier

Liaison librarian

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

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

- Help and contact information

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

Collection

There are currently 2,550 print books in the architecture section of the library collection and approximately 150 eBooks on architecture. The total library collection includes 262,906 print volumes, 40,601 eBooks, more than 18,500 media items in various formats, 107 active print periodical subscriptions, and over 35,169 full-text electronic journals.

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

Requests for purchase

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

Interlibrary loan

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

Projects

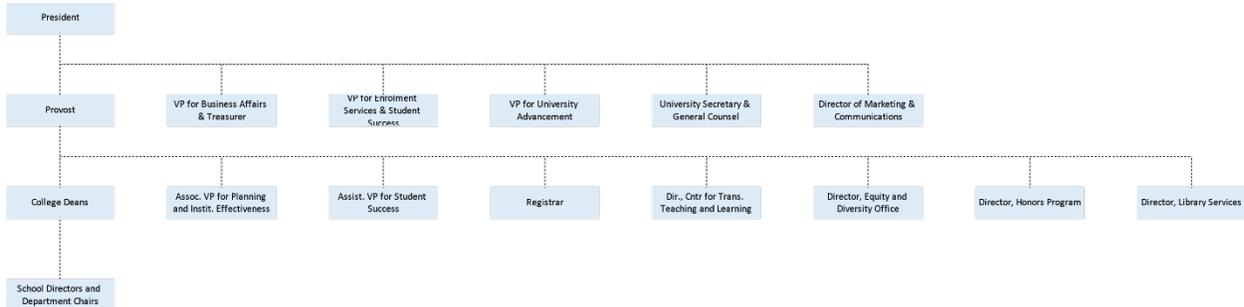
The SoA is planning a digital archive of canonical drawings and exemplary buildings and building details for immediate student/faculty reference. When stored in a central database, this archive should prove to be an important learning resource for the entire School.

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

The Library Collection Policy is included in the supplemental materials appended to this report.

I.2.5 Administrative Structure & Governance

University Administrative Structure



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

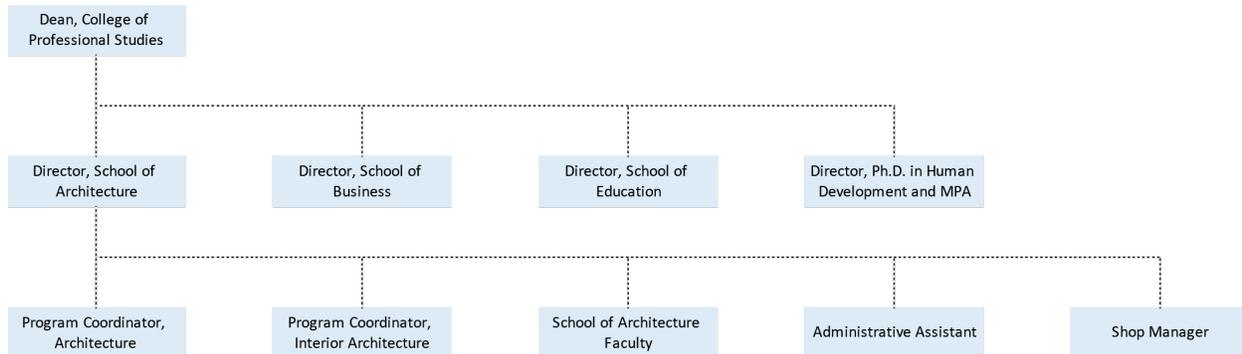
Administrative officers of the University consist of the academic deans of three Colleges: the College of Arts and Sciences, the College of Health and Human Services, and the College of Professional Studies.

Academic Council, consists of the Provost (chair), the Assistant Provost, the Assistant Vice President for Student Success, Assistant to the Provost for Research and Sponsored Programs, the Academic Deans, the Director of the Center for Transformational Teaching and Learning, the Director of Continuing Education, the Director of Institutional Equity & Inclusion and Title X Coordinator, the Director of Honors Program, the Director of Library Services, the President of the Faculty Senate, the Registrar, and the Support Specialist English Language Learners

Meeting monthly, [Academic Council](#) serves to provide a forum for communication, mutual support and coordination among academic deans and others who are directly responsible to the Provost. It is also a means for the Provost to relate information from the President of the University or the President's Cabinet to the members. It is also a means for Faculty Senate to maintain formal communication with the Provost, academic deans, and others who are directly responsible to the Provost.

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

School of Architecture Administrative Structure



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

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

Program Coordinator: The Architecture Program Coordinator is a service position reserved for a senior faculty member in the Architecture Program. She/he advises and assists the Director on issues related to Architecture Program governance, instruction, faculty affairs, external communications, and program equipment needs. Specifically, the responsibilities of the Architecture Program Coordinator include:

- advising and assisting the Director:
 - preparation for program accreditation visit;
 - development and implementation of Program's outcomes assessment;
 - student recruitment;
- mentoring faculty;
- archiving student work for accreditation review.

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

- University Committees on which Architecture Faculty serve include:
 - Emeritus Committee
 - Election Committee
 - Technology Advisory Committee
 - UG Curriculum Committee
 - Policy Committee
 - Policy Committee (Vice Chair)
 - Faculty Senate (Vice President)

- Compensation Committee
 - Rank & Tenure Committee
 - Rank & Tenure Review Task Force
 - Core Curriculum Transfer Committee
 - Conduct Board
 - Instructional Effectiveness Committee
 - UG Research Review Committee
 - Emeritus Committee
 - Faculty Senate
 - UG Core Curriculum Revision Task Force
 - High Impact Practices Subcommittee
 - Institutional Review Board
 - Faculty Senate Executive Committee
 - Policy Executive Committee
- School Committees: Committees perform work for the Faculty. Standing Committees address areas of faculty responsibility that require ongoing work. They are established through amendments to the Bylaws. Ad-Hoc Committees address areas of faculty responsibility that require work intermittently or for short periods of time. Ad-Hoc Committees may be established by the Faculty or the Dean. All committees may invite non-members to meetings for input. Standing Committees may establish subcommittees with members from within and/or outside the standing committee.
 - Curriculum Committee: Responsible for maintaining curricula that are current and relevant to the disciplines and professional practices of the School's programs, and are responsive to the University's requests, mission and goals, the School's mission, vision and goals, and accreditations' requirements. The Committee proposes and reviews curricular changes, new courses, and changes to existing courses, and makes recommendations to the Faculty for action. Additionally, the Committee will review academic policies and regulations of the School and make recommendations to the Faculty for action. Lastly, the Committee assists faculty members with the preparation of new course proposals and/or course change forms, completes other forms as required for the Committee's work and directs all forms to the University for review and approval.
 - Faculty Mentorship Group: Responsible for mentoring faculty members in their teaching, scholarship and service activities through a range of presentations, workshops and discussions. The intent of the group is: (1) to provide advice to faculty members to develop, focus and sustain productive and meaningful work in the areas of teaching, scholarship and/or service; (2) to foster community through a shared experiences of faculty work; and (3) to advise tenured and tenure-track faculty about Marywood University's tenure and promotion process.
 - Technology Committee: Responsible for maintaining and advancing digital media and fabrication equipment and software that is current and relevant to the disciplines and professional practices of the School's programs, and is responsive to the University's requests and goals, the School's mission and vision, and accreditations' requirements. Additionally, the Committee makes recommendations to the Curriculum Committee on course offerings and content of courses associated with digital media and fabrication equipment and software. The Committee proposes and reviews changes in digital media and fabrication equipment and software, changes in policy and procedures for the use of digital media and fabrication equipment and software, as well as makes recommendations to the Faculty and Dean for action. The Committee coordinates the use of digital media and fabrication equipment and software, and records and reports all malfunctions and coordinates repairs.
 - Ad-Hoc Committee: Examples of recent ad-hoc committees:
 - Faculty Search
 - Master of Interior Architecture Program
 - Building Technology Sequence

- **School Service Positions:**
 - **School Archivists:** There are two School Archivists, one for the Interior Architecture Program and one for the Architecture Program. Archivists are responsible for coordinating and assisting the Faculty with the collection, cataloging, and archiving of student work. School Archivists are also responsible for developing policies and procedures relative to archiving, in consultation with the Faculty. Archivists serve three-year terms and may be reappointed.
 - **Social Media Coordinator:** The Social Media Coordinator is responsible for the development, maintenance and output of social media, such as Facebook, Instagram, Twitter and others in consultation with the Faculty and Dean. The Social Media Coordinator serves a three-year term and may be reappointed.
 - **Graphics Coordinator:** The Graphics Coordinator is responsible for the development, maintenance and output of graphic related items, such as posters and brochures, in consultation with the Faculty and Dean. The Graphics Coordinator serves a three year term and may be reappointed.
 - **Year Level Coordinators:** Year Level Coordinators facilitate and assist year level instructors to coordinate logistical issues, such as exam and project scheduling, and respond to established curricular obligations such as learning objectives. Year Level Coordinators serve one-year terms and may be reappointed.
 - **Lectures Coordinator(s):** The Lectures Coordinator(s) are responsible for organizing, scheduling, and implementing the School of Architecture Lecture Series in consultation with the Faculty and Dean. The Lectures Coordinator(s) serves a one year term and may be reappointed.
 - **Library Liaison:** The Library Liaison is responsible for developing and coordinating the School's collection with the University's librarians. The Library Liaison also oversees the in-house collection and is responsible for developing and proposing policies and procedures relative to its use, in consultation with the Faculty. The Library Liaison serves a three-year term and may be reappointed.
 - **AIAS Faculty Advisor/ NCARB Licensing Advisor (combined position):** The AIAS Faculty Advisor/NCARB Licensing Advisor serves as a mentor to the AIAS student chapter and provides guidance to AIAS officers and members. The AIAS Faculty Advisor/NCARB Licensing Advisor is also responsible for informing the Architecture program student body about the Intern Development Program through informational pamphlets, presentations, workshops and other activities. The AIAS Faculty Advisor/NCARB Licensing Advisor serves a three-year term and may be reappointed.
 - **Student Council Advisor:** Student Council Advisor serves as an invited member of the Student Council and acts as the liaison between the School's administration and student body. The Student Council Advisor shall be the Dean or his/her designate.
- **Faculty Meetings:** Faculty meet as required to manage the business of the School (usually five meetings per semester, including extended start-of-semester and end-of-semester meetings). The Director, or his/her designate, shall call and preside over meetings. Tenured, tenure-track, clinical, per annum and pro rata faculty members are required to attend faculty meetings. Adjunct faculty members are invited to attend but are not required. The Director is responsible for recording and distributing the minutes of meetings to the Faculty, and for maintaining an official record of the minutes.
- **Staff Meetings:** School of Architecture staff (Director, Program Coordinator, and Administrative Assistant) meet on a biweekly basis to discuss upcoming reports, deadlines, student issues, course scheduling and agendas for faculty meetings.
- **Student Council:** The School of Architecture Student Council's purpose is to be the voice for the

student body. Student Council representatives are elected once a year, in mid-April. Student representatives are nominated by the student body, one per studio year (for example, first year architecture has one representative elected). The Student Council is a liaison between the student body and the faculty. The student council also works with the Dean to write official documents needed for the student body, such as the Studio Culture Policy and the MUSOA Student Survival Guide. The student council has recently taken on the challenge of facilitating teamwork and comradery among the SoA students.

II.1.1 Student Performance Criteria

Description of the Pedagogy and Methodology of Realm C

ARCH 410 and ARCH 420 are both taught as “Integrative Studios” that challenge students to synthesize a wide range of urban, social, and technological issues. Stressing design as research, ARCH 410 is team taught as a self-driven integrative urban ecology studio in which students work collaboratively to propose a complex and multi-scalar project (making informed decisions along the way regarding design problems to address, site and program selection, and phasing strategies) that synthesizes a semester long investigation into a socially-driven urban problem. Conversely, ARCH 420 is team taught as an integrative building studio in which students propose a highly resolved project of medium to high complexity that simultaneously integrates structure, enclosure, building and zoning codes, environmental systems, sustainability, and life safety. To achieve this level of integration, this studio is supported with outside consultations from structural engineers, mechanical engineers, code consultants, and landscape architects. Both ARCH 410 and ARCH 420 are coordinated with Environmental Systems 1 and 2 in order to reinforce the relationship(s) between the formal requirements of design and the technical requirements of building. Additionally, aspects of this integrative approach are reinforced in the ARCH 450 and ARCH 460 studios to ensure students are adequately exposed to the content.

Assessment of Student Work:

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

- Knowledge of content presented in class
- Proficiency with techniques presented in class
- Inquiry and investigation of architectural principles through process
- Clarity of spatial, formal, and material ideas
- Completeness of assignments
- Craft in the products developed for each project

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

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

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

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

A *Low-Pass* project is one that received a "C+", "C" or a "C-" and demonstrates a limited understanding and/or ability related to NAAB SPC content.

| Year | Semester | Course Number | Course Title | Credits | Student Performance Criteria | | | | | | | | | | | | | | | | | | | | | | | | | |
|------|----------|---------------|------------------------------|---------|------------------------------------|----|----|----|----|-------------------------------------|----|----|----|----|---|----|----|-----------------------------------|----|----|----|-----|----|----|----|----|----|----|----|----|
| | | | | | Ability | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Understanding | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 |
| | | | | | Professional Communication Skills | | | | | Pre-Design | | | | | Research | | | Stakeholder Roles in Architecture | | | | | | | | | | | | |
| | | | | | Design Thinking Skills | | | | | Site Design | | | | | Integrated Evaluations & Decision Making Design Process | | | Project Management | | | | | | | | | | | | |
| | | | | | Investigative Skills | | | | | Codes & Regulations | | | | | Integrative Design | | | Business Practices | | | | | | | | | | | | |
| | | | | | Architectural Design Skills | | | | | Technical Documentation | | | | | Building Envelope Sys. & Assemblies | | | Legal Responsibilities | | | | | | | | | | | | |
| | | | | | Ordering System Skills | | | | | Structural Systems | | | | | Building Materials & Assemblies | | | Professional Conduct | | | | | | | | | | | | |
| | | | | | Use of Precedents | | | | | Environmental Systems | | | | | Building Service Systems | | | | | | | | | | | | | | | |
| | | | | | History & Global Culture | | | | | Building Envelope Sys. & Assemblies | | | | | | | | | | | | | | | | | | | | |
| | | | | | Cultural Diversity & Social Equity | | | | | Building Materials & Assemblies | | | | | | | | | | | | | | | | | | | | |
| 1st | FALL | ARCH110 | Foundation Design I | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPRING | ARCH124 | Digital Media I | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2nd | FALL | ARCH210 | Design Studio III | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPRING | ARCH224 | Hst. & Theories of Arch. III | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3rd | FALL | ARCH312 | Structures I | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPRING | ARCH322 | Structures II | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4th | FALL | ARCH410 | Design Studio VII | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPRING | ARCH421 | Environmental Systems I | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5th | FALL | ARCH450 | Design Studio IX(A) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SPRING | ARCH462 | Professional Practice | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |

REVISED: 08.19.2018

II.2.1 Institutional Accreditation

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

http://www.msche.org/institutions_view.asp?idinstitution=287



March 20, 2018

Sister Mary Persico, IHM, Ed.D.
President
Marywood University
2300 Adams Avenue
Scranton, PA 18509

Dear Sister Mary:

At its session on March 15, 2018, the Middle States Commission on Higher Education acted:

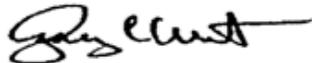
To accept the monitoring report and note that a small team visit will not be conducted at this time. The next evaluation is scheduled for 2025-2026.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with Commission policy, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

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

Sincerely,



Gary L. Wirt, Ed.D.
Chair

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



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

STATEMENT OF ACCREDITATION STATUS

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

Chief Executive Officer: Sister Mary Persico, IHM, Ed.D., President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 1931 Undergraduate ; 1077 Graduate
Control: Private (Non-Profit)
Affiliation: Religious - Roman Catholic Church
2015 Carnegie Classification: Master's Colleges & Universities - Larger Programs
Approved Degree Levels: Postsecondary Award/Cert/Diploma (< 1 year), Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice (PsyD), Doctor's - Research/Scholarship;
Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education:

Instructional Locations

Branch Campuses: None

Additional Locations: Bloomsburg University of Pennsylvania, Bloomsburg, PA; East Stroudsburg University of Pennsylvania, East Stroudsburg, PA; Lehigh Valley Center, DeSales University, Center Valley, PA.

Other Instructional Sites: Linn McDonald School of Dance, Scranton, PA; Valley Aviation at Wilkes-Barre Wyoming Valley Airport, Forty Fort(Kingston), PA.

ACCREDITATION INFORMATION

Status: Member since 1921

Last Reaffirmed: March 2, 2017

Most Recent Commission Action:

March 15, 2018: To accept the monitoring report and note that a small team visit will not be conducted at this time. The next evaluation is scheduled for 2025-2026.

Brief History Since Last Comprehensive Evaluation:

March 2, 2017: To reaffirm accreditation and to request a monitoring report, due December 1, 2017, documenting further evidence of (1) development and implementation of a comprehensive institutional strategic plan that links long-range planning to decision-making and budgeting processes (Standard 2); (2) development and implementation of an operating and capital budget process – including multi-year budget projections – that is aligned with the institution's mission, goals, and strategic plan (Standard 3); (3) further implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness with evidence that assessment information is used in budgeting, planning, and allocating resources (Standard 7); and (4) development and implementation of a comprehensive multi-year enrollment management model that informs budgeting and planning (Standard 8). A small team visit may follow submission of the report. The next evaluation visit is scheduled for 2025-2026.

Next Self-Study Evaluation: 2025 - 2026

Date Printed: March 16, 2018

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. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

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

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates

whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

II.2.2 Professional Degrees & Curriculum

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

| | Courses | Credit Hours |
|-----------------------------------|-----------|--------------|
| General (University Core) Studies | 17 | 49 |
| Required Professional Studies | 23 | 98 |
| Optional (Elective) Studies | 5 | 15 |
| TOTALS | 47 | 162 |

The University offers the following minors. In 2018, four Architecture students graduated with minors, one in Art (Graphic Design), one in mathematics, and two in Business.

| | | |
|---|-----------------------------|------------------------------------|
| Advertising | English | Pre-Law |
| Art | Environmental Science | Pre-Law: History/Political Science |
| Art History | Forensic Accounting | Psychology |
| Biology | Health & Physical Education | Public Relations |
| Business | History | Religious Studies |
| Chemistry | Journalism | Science |
| Coaching | Mathematics | Sociology |
| Comprehensive Social Science | Multimedia | Spanish |
| Computer Science | Music | TESOL |
| Counseling and Development | Nutrition and Dietetics | Theatre |
| Criminal Justice | Peace & Justice Studies | Women's Studies |
| Digital Media & Broadcast Production: Broadcast Communication | Philosophy | Writing |
| Digital Media & Broadcast Production: Corporate Communication | | |

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

| | FALL | SPRING | TOTAL S |
|---------------|-----------|-----------|------------|
| First Year | 14 | 16 | 30 |
| Second Year | 18 | 15 | 33 |
| Third Year | 18 | 18 | 36 |
| Fourth Year | 18 | 15 | 30 |
| Fifth Year | 15 | 15 | 30 |
| Totals | 83 | 79 | 162 |

Off-Campus Programs:

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

Florence, Italy.

Courses:

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

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

Facilities:

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

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

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

Other Degree Programs in the School of Architecture:

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

- Bachelor of Environmental Design in Architecture (BEDA, Pre-Professional)

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

| | BEDA | BARCH | Notes |
|------|------|-------|-------|
| 2018 | 1 | 27 | |

| | | | |
|------|---|----|-------------|
| 2019 | 2 | 25 | |
| 2020 | 2 | 22 | Projections |

New students enroll in the BARCH program. Any students who wishes to graduate with a BEDA degree may change their degree program at any time.

- Bachelor of Interior Architecture (BIA, NASAD-accredited)

The B.I.A. is a four year curriculum that is intended for students who will pursue a career as an interior architect and/or designer or advanced study in the field of interior architecture or architecture.

- Masters of Interior Architecture (MIA, NASAD-accredited)

The MIA is a two year curriculum intended for students who seek advanced study in an area of Interior Architecture focusing on adaptive reuse.

II.3 Evaluation of Preparatory Education:

Student Admissions. The majority of students enter as freshmen in the fall semester as recent secondary school graduates. Marywood offers rolling admissions and applicants may submit at any time, however application submitted prior to March 1st receive priority placement in courses and in residence halls.

Applications to the Bachelor of Architecture program are submitted directly to the University's Office of Admissions with the following materials:

- 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.
- 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://www.marywood.edu/admissions/>

The Office of Admissions invites prospective students to campus and most prospective students who are considering the Bachelor of Architecture program visit campus and tour the School with a member of our faculty.

A portfolio of creative work may be submitted, but it is not required for first year students.

Transfer Admissions: Students who have demonstrated satisfactory performance at another college or university may apply for admission as a transfer student. All transfer students must meet Marywood's Core Curriculum requirements. For additional information, please see: <http://www.marywood.edu/admissions/landing.html?audience=undergrad&acat=Transfer>

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

For non-studio courses, a catalog course description that address the content and goals of an equivalent

Marywood architecture course will be accepted for transfer. The content of the transfer course must coincide with the appropriate SPC as defined by the NAAB.

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

II.4 Public Information:

II.4.1 Statement on NAAB-Accredited Degrees

Statement on NAAB-accredited degrees is posted on the School of Architecture Website at:
<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

II.4.2 Access to NAAB Conditions and Procedures

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

II.4.3 Access to Career Development Information

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

II.4.4 Public Access to APRs and VTRs

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

II.4.5 ARE Pass Rates

National Data on ARE pass rates are posted on the School of Architecture Website at:
<http://www.marywood.edu/architecture/about/accreditation/naab.html>.

II.4.6. Admissions and Advising

Application and admission to the Architecture Program is coordinated by the University with an online application system. The portal to this online application system is at:
<http://www.marywood.edu/admissions/applying/index.html?audience=Undergrad>

General information on a host of admissions related topics is available at the University's Admissions Website: <http://www.marywood.edu/admissions/landing.html>. Included here is information on the cost of attending the University and financial aid opportunities: <http://www.marywood.edu/admissions/financial-aid/>. Admissions information directly related to the Architecture Program is located in the online Undergraduate Catalog at <http://www.marywood.edu/catalog/dept.html?id=14e84a8e-fa75-4c89-8fb3-ae2fff54b8b6>.

II.4.7 Student Financial Information

The University provides the following financial information to prospective students:

- Scholarship Information

Marywood offers a variety of scholarships and grants designed to help students meet the cost of tuition.
http://www.marywood.edu/fin_aid/types-of-aid/scholarships/

- Direct and Estimated Costs

Direct/estimated costs for basic and other expenses.

<http://www.marywood.edu/cashier/financial-facts/direct-and-estimated-costs.html>

- Net Price Calculator

Designed to help estimate the cost of attending Marywood.

<http://www.marywood.edu/admissions/calc.html>

- Office of Financial Aid

Additional information on financing Marywood education.

http://www.marywood.edu/fin_aid/

- Veterans Benefits

Support to Military and Veteran students and their families.

<http://www.marywood.edu/veterans/>

III.1.1 Annual Statistical Reports



Office of Planning & Institutional Effectiveness
Marywood University
Scranton, PA 18509
570-348-6211

March 11, 2019

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

To Whom It May Concern,

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

Sincerely,

A handwritten signature in cursive script, appearing to read 'LWCE'.

Leslie Worrell Christianson
Assistant Provost
lchristianson@maryu.marywood.edu

III.1.2 Interim Progress Reports

Not applicable.

Section 4 Supplemental Material

The following Marywood University materials may be found attached or at the link provided.

- [MU Academic Integrity](#)
- [MU Equal Opportunity](#)
- [MU Faculty Sabbatical Leave Policy](#)
- [MU Professional Staff Sabbatical Policy](#)
- [MU Tenure and Promotion](#)
- [MU Information Resource Policy \(Library Collections\)](#)
- MU Marywood Strategic Plan (attached) P. 70

The following School of Architecture material may be found attached and/or at <http://www.marywood.edu/architecture/about/accreditation/naab.html>.

- SOA Diversity Plan P.75
- SOA NAAB Course Descriptions P.79
- SOA Studio Culture Policy P.105
- SOA Strategic Plan P.109
- [SOA Self-Assessment](#)
- [SOA Faculty Bylaws](#)

Supplemental Materials: Marywood University Strategic Plan

MARYWOOD STRATEGIC PLAN 2016-2021

Preamble

Marywood University is a comprehensive, Catholic university, providing undergraduate, graduate and doctoral degree programs, and adult continuing education. Established in 1915 by the Sisters, Servants of the Immaculate Heart of Mary, the University is committed to enriching human lives through ethical and religious values and a tradition of service. Motivated by a pioneering, progressive spirit, Marywood provides a framework for educational excellence that enables students to develop fully as persons and to master professional leadership skills necessary for meeting human needs.

Marywood University has a long and rich tradition of strategic planning framed and guided by the University's Mission and Core Values. Work on the 2016-2021 Strategic Plan began in August, 2015 with a presentation by Madeline F. Berlin entitled: Launching the Strategic Plan 2016-2021. The interactive session gave administration, faculty, and professional staff the opportunity to identify topics/issues that should be included in the strategic plan. The process was replicated with groups across campus including support staff, students, alumni, and the Board of Trustees. Approximately 500 people were included in the process. Some common themes that emerged from the various groups include: increasing flexibility in course delivery (e.g. online, evening/weekend offerings); strengthening recruitment, enrollment and retention efforts; and increasing articulation agreements. The strategic planning process seeks input from every constituency; the resulting Plan is a synthesis of that input.

Mission Statement

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

Core Values

In support of the mission, the Marywood University community actively espouses five core values:

Catholic Identity

The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews

Respect

Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability

Empowerment

Access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society

Service

A commitment to promoting social responsibility which fosters community engagement to meet real needs

Excellence

Manifesting Marywood University's pursuit of the highest level of achievement in support of *Sanctitas, Scientia, Sanitas*

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

**STRATEGIC PLAN GOALS AND
OBJECTIVES 2016 – 2021**

GOAL 1: Align resources to achieve and maintain long-term fiscal sustainability and environmental stewardship

- A. Develop a plan to ensure fiscal stability of the institution over the next five years and beyond
- B. Improve financial position through revenue enhancement activity
- C. Develop strategies for recruitment, enrollment, retention, and timely graduation of undergraduate and graduate students
- D. Develop strategies and processes for seamless transition for students transferring into Marywood
- E. Improve the quality and efficiency of the physical and environmental infrastructure.
- F. Develop strategies to track employment, provide networking opportunities, and meet the ongoing educational needs of alumni
- G. Promote and market campus and curricular environmental sustainability efforts

Goal 2 Create a university-wide planning process that strengthens the alignment of area goals with the University Strategic Plan and resource allocation

- A. Develop three – five year operational plans for all academic and non-academic areas of the University
- B. Increase communication in the budget process to include input from all departments across the University
- C. Expand, promote, and appropriately allocate resources for academic and non-academic programming

GOAL 3: Create both academic and physical infrastructure to provide a learning environment that enables graduate and undergraduate students to succeed academically and professionally.

- A. Complete the Middle States self-study process with a positive outcome
- B. Enhance the quality of the Marywood educational experience
- C. Analyze committee and existing structures to identify and implement changes that can be made in order to facilitate improved communication and sharing of information among all constituencies on campus.
- D. Enhance and promote Marywood University's academic reputation
- E. Continue to expand research opportunities for faculty and students
- F. Improve physical environment for delivering instruction, conducting research, and accommodating all learning styles
- G. Provide support for faculty for developing and implementing online/hybrid courses and

programming

GOAL 4: Create a culturally diverse and global educational experience to educate graduate and undergraduate students to live responsibly in a diverse and interdependent world.

- A. Increase the number of culturally diverse students, faculty and staff
- B. Create a culture that strengthens cultural competence through dialogue, experiences, programming and mutual understanding
- C. Expand current infrastructure to better support the academic and social needs of non-traditional, diverse, and international students

Supplemental Materials: SOA Diversity and Inclusion Plan

0512016

MUSOA DIVERSITY PLAN

INTRODUCTION

Founded in 2009, the School of Architecture at Marywood University offers the only professional programs in architecture and interior architecture in Northeast Pennsylvania. Located in one of the most diverse regions in the United States, the School of Architecture is committed to creating and maintaining an equitable and inclusive workplace for faculty, staff and students of all races, genders, religious/cultural affiliations, physical abilities, and sexual orientations. The following Diversity Plan has been designed in that spirit as a mechanism to plan, measure, and assess the inclusiveness of our school and to ensure that diversity remains a high priority.

While there are many reasons to craft and adopt a Diversity Plan for the School of Architecture - ranging from humanist ethics to the current demographic landscape of our respective disciplines and professions - we offer below a series of overarching rationales:

Marywood University's Core Values

Marywood University's social and educational mission is centered around five core values: 1) The pursuit of justice and the common good (Catholic Identity), 2) Honoring the uniqueness and dignity of each human person (Respect), 3) Providing a pluralistic society access to quality education (Empowerment), 4) A commitment to social responsibility (Service), and 5) The pursuit of higher knowledge (Excellence). Diversity is necessary to reflect those values.

The School of Architecture's Core Values

In alignment with Marywood University's social and educational mission, The School of Architecture's values an education that celebrates difference by encouraging critical thinking and design for the common good.

The Demographics of the Architecture Profession

Minorities - particularly women and people of color - are historically underrepresented in the architectural disciplines and professions. We are in a position to help reverse that trend.

Social / Demographic Shifts

We live in a society where cultures once considered minority are becoming majority. The future demands that we respond to this reality in order to be competitive.

An Opportunity to Lead

A twenty-first century architecture school should step up for diversity and inclusion. As a "generalist expertise," architects/interior architects must be critical thinkers unafraid to push for change.

NAAB Accreditation

The Architecture Program's accreditation requires it. Our last review requested a Diversity Plan.
AN EIGHT-POINT PLAN TO STRENGTHEN DIVERSITY

As an extension of these rationales, the School of Architecture offers the following **Eight-Point Plan to Strengthen Diversity:**

1. Fostering a Culture of Inclusion
2. Recruiting a Diverse Student Body
3. Retaining a Diverse Student Body
4. Recruiting a Diverse Faculty
5. Retaining a Diverse Faculty
6. Teaching a Diverse Curriculum
7. Diversity Among Outside Reviewers
8. Service and Extracurricular Activities

DEFINITIONS

Diversity

At the School of Architecture, diversity is said to exist when a mix of people from a variety of cultures and backgrounds make it such that a healthy conflict of ideas is unavoidable. Diversity, then, is at the heart of Marywood University's mission, the School of Architecture's mission, and an intrinsic part of any educational program that centers on the exchange of ideas and propositions (read: design schools).

Underrepresented Groups

"Underrepresented Groups," as used in this document, refers to demographic groups that are not represented in the discipline/profession of architecture/interior architecture commensurate with that group's representation in the United States of America. Such groups have traditionally been discriminated against or otherwise disenfranchised from the discipline/profession on the basis of race, national origin, age, gender, sexual orientation, religious/cultural affiliation, and/or physical disabilities.

1. FOSTERING A CULTURE OF INCLUSION

Goals:

1.1 To ensure that all groups in the school are included in its social and educational objective, especially people from underrepresented groups.

1.2 To publicize our diversity initiatives.

Actions:

1.1.1 Assess the current state of racial, religious, ethnic, and gender diversity in the School's faculty and student body and compare this data to national benchmarks for architectural education and the profession in our region and in the United States.

1.1.2 Develop a culture of representing a wide spectrum of student and faculty demographics - especially people from underrepresented groups - in school activities, events, and promotional materials.

1.2.1 Publish the School of Architecture's Diversity Plan and yearly progress report.

2. RECRUITING A DIVERSE STUDENT BODY

Goals:

2.1 To increase the diversity of our student body at both undergraduate and graduate levels in order to expand the school's perspective and intellectual culture.

Actions:

2.1.1 Create recruitment materials that feature a diverse range of people, especially from underrepresented groups.

2.1.2 Identify and attend recruitment events that serve a wide range of people from underrepresented groups.

2.1.3 Identify and strengthen our relationship to regional community colleges with degree programs related to the School's.

2.1.4 Finalize our articulation agreement with Luzerne Community College.

2.1.5 Host Luzerne Community College students and faculty at our school.

2.1.6 Develop articulation agreements and recruitment activities with other community colleges in our region.

2.1.7 Identify and strengthen our relationship with CHAD.

2.1.8 Identify and develop relationships with local middle and high schools.

2.1.9 Establish *Design Your Future* scholarships specifically for students from underrepresented groups.

2.1.10 Strengthen our social media presence in order to reach a greater number of potential underrepresented students.

3. RETAINING A DIVERSE STUDENT BODY

Goals:

- 3.1 To minimize challenges/obstacles to the academic and social success of students from underrepresented groups.
- 3.2 To encourage and support student activities that advocate causes of people from underrepresented groups.
- 3.3 To mentor students from underrepresented groups

Actions:

- 3.1.1 Identify and assess both actual and potential challenges/obstacles to the academic and social success of students from underrepresented groups.
- 3.1.2 Develop and maintain funding sources and scholarship programs specifically for students from underrepresented groups.
- 3.2.1 Encourage and support the participation of students from underrepresented groups to participate in the School of Architecture's committees, where appropriate.
- 3.2.2 Encourage and support the development of student groups with missions that focus on representing underrepresented groups (NOMA, Women in Architecture, etc.).
- 3.3.1 Invite alumni from underrepresented groups to mentor current students.
- 3.3.2 Develop a formal mentoring program for all students, particularly those from underrepresented groups.
- 3.3.3 Encourage diverse students to publish and promote their work on a variety of platforms.

4. RECRUITING A DIVERSE FACULTY

Goals:

- 4.1 To enrich the social, cultural and pedagogical fabric of the school by attracting and recruiting a balanced and well-represented faculty inclusive of individuals from various underrepresented groups.

Actions:

- 4.1.1 Identify and access challenges/obstacles to the successful recruitment of diverse faculty.
- 4.1.2 Develop diversity standards and procedures for faculty searches (tenure-track and non tenure-track) and adjunct hires, including the inclusion of diverse members within faculty search committees.
- 4.1.3 Diversify the pool of qualified applicants by identifying qualified applicants from underrepresented groups and encouraging them to apply.
- 4.1.4 Identify diverse candidates from within the school's alumni for potential future faculty positions.

5. RETAINING A DIVERSE FACULTY

Goals:

- 5.1 To retain a diverse faculty by minimizing challenges/obstacles to their academic development.
- 5.2 To retain a diverse faculty by minimizing challenges/obstacles to their professional development.
- 5.3 To retain a diverse faculty by minimizing challenges/obstacles to their promotion and tenure.

Actions:

- 5.1.1 Establish a mentoring program/committee in order to help faculty identify areas of research interests, strengths and weaknesses and encourage them to develop a 'plan of action' to meet their academic, teaching, and service goals.
- 5.1.2 Establish annual meeting with all new faculty to identify problems as they arise.
- 5.1.3 Support faculty research on/within cross-cultural contexts.
- 5.1.4 Encourage faculty to publish and promote their scholarly, creative, and/or professional work on a variety of platforms.
- 5.1.5 Establish forums where faculty can discuss their work with colleagues and students both within and outside of the School of Architecture.
- 5.2.1 Establish a mentoring program for junior faculty, particularly those from underrepresented groups.
- 5.3.1 Establish a mentoring program/committee dedicated to helping diverse faculty navigate the promotion and tenure process, including 3-year, 5-year, and 6-year reviews.

6. TEACHING A DIVERSE CURRICULUM

Goals:

- 6.1 To increase exposure to the contributions of women, people of color, disabled people, and LGBT people on the built environment in our course offerings.
- 6.2 To increase opportunities to study non-Western architecture in the curriculum.
- 6.3 To expand the pedagogical positions and viewpoints of the faculty in order to expose students to a diversity of approaches to thinking about and designing the built environment.

Actions:

- 6.1.1 Expand the History/Theory curriculum to include the multifaceted contributions of people from underrepresented groups to the architectural disciplines and professions.
- 6.1.2 Explore ways in which underrepresented groups can be incorporated into studio courses.
- 6.1.3 Encourage community outreach and service as a direct learning experience in both studio and non-studio courses.
- 6.1.4 Reinforce the historical and current state of diversity in the discipline/profession in the Professional Practice course.
- 6.2.1 Offer opportunities for students to study abroad in order to expand their perspectives.
- 6.2.2 Offer program electives that explore non-Western architecture history and theory.
- 6.3.1 Recruit faculty with a diversity of educational and professional backgrounds.
- 6.3.2 Encourage and support academic freedom and experimental approaches to teaching within the framework of the School of Architecture's mission by diversifying the range of program electives.

7. DIVERSITY AMONG OUTSIDE REVIEWERS

Goals:

- 7.1 To reflect a wide range of ethnicities, races, and genders as well as diverse educational and philosophical backgrounds and perspectives in both studio and non-studio reviews.
- 7.2 To encourage reviewers and visiting critics to openly engage diversity issues and to share their experiences with students.

Actions:

- 7.1.1 Consider diversity when assembling a jury by regularly inviting people from underrepresented groups as lecturers and visiting critics.
- 7.2.1 Seek input from students and alumni to ensure that diversity issues are addressed in their reviews.

8. SERVICE AND EXTRACURRICULAR ACTIVITIES

Goals:

- 8.1 To provide opportunities for students to engage in extra curricular activities that promote diverse learning and understanding the built environment.
- 8.2 To expose students to a diverse range of architectural ideas and practices outside of their regular coursework.

Actions:

- 8.1.1 Encourage and support attendance at lectures, exhibitions, service opportunities, and social activities outside of the School of Architecture.
- 8.1.2 Expose students to a broad range of cultural, ethnic, and social situations/issues in order to broaden their understanding of architecture, interior architecture, urbanism, and the allied arts.
- 8.1.3 Encourage participation in field trips and site visits as venues that promote a broader understanding of the diverse socio-cultural and intellectual environments in which architecture is practiced.
- 8.2.1 Consider and plan for diversity when assembling the in-school lecture series.

Supplemental Materials: SOA NAAB Course Descriptions

ARCH 110 – Foundation Design I, 4 credits

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:

Primary

A.4 Architectural Design Skills

A.5 Ordering System Skills

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):

Kate O'Connor (Coordinator) (F/T), Stephen Garrison (F/T), Michelle Pannone (F/T), Stefan Stanojevich (F/T), Edward Bilek (P/T), Eva Polizzi (P/T), Cole Goldstein (P/T), Joshua Berman (P/T)

ARCH 112 – Introduction to the Designed Environment & Design Thinking, 3 credits

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 addressed:

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:

None

Offered:

Fall only; annually

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

Emily Pellicano (F/T), Stephen Garrison (F/T)

ARCH 120 – Foundation Design II, 4 credits

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:

Primary

- A.2. Design Thinking Skills
- A.4 Architectural Design Skills
- A.5 Ordering System Skills

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):

Kate O'Connor (Coordinator) (F/T), Stephen Garrison (F/T), Michelle Pannone (F/T), Stefan Stanojevich (F/T), Emily Pellicano (P/T), Eva Polizzi (P/T), Cole Goldstein (P/T), Joshua Berman (P/T)

ARCH 124: Digital Media I, 3 credits

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:

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):

Margaret McManus (F/T), Michelle Pannone (F/T), Joseph Gibney (P/T)

ARCH 125 – History & Theories of Architecture I, 3 credits

Course Description (limit 25 words): History and theory of architecture from pre-antiquity to mid-17th century through built projects, drawings, and texts.

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:

Primary

A.7. History & Global Culture

A.8. Cultural Diversity & Social Equity

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:

Spring only; annually

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

Christa Irwin (F/T – Art Dept.), Randolph Damico (F/T)

ARCH 210 – Design Studio III, 6 credits

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:

Primary

A.2. Design Thinking Skills

A.4. Architectural Design Skills

B.2. Site Design

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):

Margaret McManus (Coordinator) (F/T), Randolph Damico (F/T), Gabriel Fuentes (F/T), Emily Pellicano (F/T), Marin Braco (P/T), Collyn Hinchey (P/T)

ARCH 214: Digital Media II, 3 credits

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:

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):

Margaret McManus (F/T), Stefan Stanojevich (F/T), Michelle Pannone (F/T)

ARCH 216 – History & Theories of Architecture II, 3 credits

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:

Primary

A.7. History & Global Culture

Secondary

A.8. Cultural Diversity & Social Equity

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: Fall only; annually

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

Gabriel Fuentes (F/T)

ARCH 220 – Design Studio IV, 6 credits

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:

Primary

B.2. Site Design

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):

Margaret McManus (Coordinator) (F/T), Randolph Damico (F/T), Emily Pellicano (F/T), Collyn Hinchey (P/T)

ARCH 224 – Theories of Architecture, 3 credits

Catalog Description: History and theory of architecture from mid-20th century to the present through built projects, drawings, and texts.

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:

Primary

A.7. History & Global Culture

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):

Gabriel Fuentes (F/T)

ARCH 310 – Design Studio V, 6 credits

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 collaboratively 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:

Primary

- A.1. Professional Communication Skills
- B.1. Pre-Design
- B.9. Building Service Systems

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

Development of architectural design investigation and communication skills: 30 %

Investigations into site / Pre-Design analysis: 30%

Understanding accessibility standards: 30%

Understanding materials impact on the environment: 10%

Prerequisites: Arch 220

Textbooks: None

Offered: Fall only; annually

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

Carl Handman, A.I.A. (P/T), Patrick Martin (F/T), Belal Abboushi (F/T), James Eckler (F/T)

ARCH 312 – Structures I, 3 credits

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:

Primary

B.5. Structural Systems

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 Chiuni, 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 (F/T), John Kansfield

ARCH 313 – Building Assemblies, 3 credits

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:

Primary

- B.4. Technical Documentation
- B.7. Building Envelopes Sys. & Assemblies
- B.8. Building Materials & Assemblies

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):

Patrick Martin (F/T), Joseph Savo (P/T), John Kansfield (P/T)

ARCH 320 – Design Studio VI, 6 credits

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:

Primary

B.4. Technical Documentation

B.8. Building Materials & Assemblies

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):

Patrick Martin (F/T), Belal Abboushi (F/T)

ARCH 322 – Structures II, 3 credits

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:

Primary

B.5. Structural Systems

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 (F/T), Miguel Salve

ARCH 410 – Design Studio VII, 6 credits

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:

Primary

A.3 Investigative Skills

C.2 Integrative Evaluation and Integrated Design Process

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):

Gabriel Fuentes (F/T), Jayashree Shamanna (P/T)

ARCH 411 – Environmental Systems I, 3 credits

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:

Primary

B.6. Environmental Systems

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):

Margaret McManus (F/T), Randolph Damico (F/T), Belal Abboushi (F/T)

ARCH 420 – Design Studio VIII, 6 credits

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:

Primary

- A.3. Investigative Skills
- B.3. Codes & Regulations
- B.7. Building Envelopes Sys. & Assemblies
- B.8. Building Materials & Assemblies
- B.9. Building Service Systems
- C.2. Integrated Evaluations & Decision Making Design Process
- C.3. Integrative 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):
Gabriel Fuentes (F/T), Jayashree Shamanna (P/T)

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:

Primary

B.6. Environmental Systems

B.9. Building Service Systems

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):

Randolph Damico (F/T), Belal Abboushi (F/T)

ARCH 450 – Design Studio IX, 6 credits

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

Primary

- A.6. Use of Precedents
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes & Regulations
- C.2 Integrative Evaluation and Decision Making Design Process

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), Russell Roberts (P/T)

ARCH 451 – Art & Craft of Building, 3 credits

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:

Primary

C.1. Research

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 Accreditation, 3 credits

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:

1. to expose students to sustainability guidelines
2. to demonstrate to students industry-specific regulations
3. to provide an in-depth understanding of the changing technologies related to sustainable architecture and interiors
4. students will gain experience with the inclusive list of items that must be evidenced as they relate to LEED Guidelines
5. to provide opportunities for understanding the global implications of conducting sustainable design practices
6. to prepare students for the Green Associate Exam

NAAB Student Performance Criteria Addressed:

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

Students will demonstrate an understanding of the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants (40%);

Students will select and apply appropriate standards: a) federal, state/provincial, and local codes b) accessibility guidelines (20%);

Students will be exposed to rapidly evolving technological advances in the sustainable design industry via research projects, presentations and visiting lecturers (10%);

Students will investigate research based global design products and their impact on the planet (30%).

Prerequisites: None

Textbook: "Cradle to Cradle: Remaking the Way We Make Things" by William McDonough & Michael Braungart

Offered: Spring only; annually

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

Randolph Damico (F/T), Brian Loughlin (F/T), Avery Gretton (P/T)

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

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:

Primary

A.7. History & Global Culture

A.8. Cultural Diversity & Social Equity

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), Randolph Damico

ARCH 460 – Design Studio X, 6 credits

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

Primary

- A.6. Use of Precedents
- B.1 Pre-Design
- B.3. Codes & Regulations
- B.5. Structural Systems

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), Russell Roberts (P/T)

ARCH 462 – Professional Practice, 3 credits

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:

Primary

- B.10. Financial Considerations
- D.1. Stakeholder Roles in Architecture
- D.2. Project Management
- D.3. Business Practices
- D.4. Legal Responsibilities
- D.5. Professional Conduct

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):
David Hemmler (P/T)

Supplemental Materials: SOA Studio Culture Policy

Overview:

At Marywood University's School of Architecture, our goal is to educate a new generation of designers who are self-driven, socially conscious, and environmentally responsible. In doing so, it is our responsibility as a school and community to foster a healthy learning environment structured around core values of **RESPECT, RESPONSIBILITY, OPTIMISM, COMMITMENT, and INNOVATION**. Working together, **WE** (any constellation of **MUSoA** faculty, students, administration, and staff) can help build and maintain a healthy learning environment.

The Design Studio:

As a School of Architecture, **WE** believe in, value, and support the design studio as a teaching and learning environment that encourages critical thinking, dialogue, collaboration, risk-taking, material speculation, and design innovation. Design studio is an environment where students and faculty ask questions, propose visions, and explore the unknown. In short, **WE** value the design studio as a place to critically reframe and refocus the world through our respective design disciplines.

In this spirit, our studio culture policy highlights the fundamental values that foster a positive learning environment and serves as a series of mutual expectations between and among those who teach, study, and work at the MUSoA.

Core Values:

1. To treat each other, our work, our ideas, our environment, and our differences with mutual **RESPECT; WE:**
 - respect, promote, and maintain a culture of mutual respect for each other including the ideas, work, property, and opinions of our peers and coworkers; recognizing that a healthy studio environment is a place that encourages growth and diversity;
 - respect and encourage multicultural perspectives and views;
 - promote respectful, constructive, and productive criticism: faculty listen and respond to students' ideas and design processes, and students respond to such criticism through the consistent development of their work;
 - respect, foster, and value iterative design processes; recognizing that good design is crafted both physically and intellectually;
 - respect each other's personal property, tools, materials, models, drawings, desk space, etc. Do not take things, please ask;
 - respect each other's personal space; music, computer games, and/or cell phones that disturb others - during studio hours or otherwise - is too loud;
 - respect our workshop and recognize that it is a privilege not an entitlement; any borrowed tools and/or materials shall be returned in their proper condition and in timely fashion;
 - respect our workspaces and equipment including, but not limited to: desks, chairs, computers, projectors, printers, plotters, laser cutters, fabrication lab, tools, pin-up areas, classrooms, and all parts of our architecture building - any damage shall be reported to the Dean's Office and/or the Workshop Manager;
 - respect our air and our environment; chemicals and sprays (including but not limited to spray

- paint, stains, glues, and adhesives, etc.) shall be used in the spray booth and not in studios.
- respect the hard work of others - teaching and learning in the design studio is enriched when ideas become public discourse: faculty members shall make criticism constructive and do all they can to make public reviews (juried or otherwise) productive, and students shall give proper consideration to the issues discussed and be prepared to put their own ideas forward for discussion cogently and confidently;
2. To pursue teaching and learning in the design studio with a sense of mutual **RESPONSIBILITY**; **WE**:
- are responsible for the quality, evolution, and completion of our work: faculty shall clearly articulate their teaching methods and performance expectations through comprehensive syllabi, and students shall be self-driven, committed, and accountable for the work produced - back up files and print on time;
 - are responsible for how we manage our time: faculty shall be mindful of the amount of time required to complete assignments, and students shall use studio time productively, plan for and anticipate deadlines, and aim to exceed expectations. While the school is open 24/7, we recognize that an unbalanced work schedule is not only counterproductive, but can also be avoided with proper time management:
 - are responsible for encouraging healthy, balanced lifestyles; while faculty and students shall expect the best from each other in the studio, both shall also encourage healthy non-academic activities (proper eating, sleeping, exercise, etc.). Such balance is necessary in order to be educated and well-rounded members of the community, both in the studio and beyond;
 - are responsible for our schedules; faculty shall be available during studio and office hours, and students shall come to studio on time, use studio time wisely, and participate in all studio related activities;
 - are responsible to communicate; faculty shall be open to advising and discussing studio work, and students shall openly discuss their process and ideas;
 - are responsible for safety - everyone must follow all posted safety rules in addition to their common sense;
3. To recognize that design education is empowering and approach our work with **OPTIMISM**; **WE**:
- are optimistic about architecture's environmental and ethical role in the world; while faculty should work hard to foster an environmental and ethical culture through coursework and extracurricular activities, students should optimistically strive toward environmental stewardship and ethics through their work and participate in extracurricular activities when possible.
 - are optimistic about the future; recognizing the powerful role that architecture / interior architecture has in shaping both individual and collective lives.
4. To pursue teaching and learning in the design studio with mutual **COMMITMENT**; **WE**:

- are committed to the MUSoA's educational mission; faculty shall be passionate and dedicated teachers, and students shall be fully committed to their coursework, recognizing that they bear the responsibility to establish personal goals and work toward achieving them;
 - are committed to studio teaching/learning as a form of higher education; faculty shall work hard to be the best teachers they can be, and students shall work hard to be the best learners and doers they can be;
 - are committed to environmental stewardship as both a means of fostering responsible and intelligent design decisions and a shared working culture; that is, we are conscious of our own footprint, use the plotters wisely, and properly recycle and reuse whenever possible;
 - are committed to helping others and sharing knowledge; recognizing that our school will only grow if we mutually support the intellectual growth of future generations. We are willing to help others through critiques when appropriate and possible.
5. To strive toward **INNOVATION**; **WE**:
- recognize that the design studio is a place of discovery and calculated risk; faculty shall be open to new ideas, and students shall also be willing to venture outside of their comfort zones, to think critically, and to pursue novelty;
 - foster, value, and support collaboration; recognizing that novel ideas are often rooted in the complexities of multiple voices, interests, concerns, and abilities.

Implementation:

1. The Studio Culture Policy will be reviewed annually by a committee of the SoA Student Council with faculty representation. The committee shall seek faculty and student input when reviewing the Policy.
2. The Policy shall be distributed in the following ways:
 - a. Posted on the SoA website
 - b. Included as part of the SoA Student Handbook
 - c. Included with the first year fall semester syllabus, and discussed during the first week of studio.
3. Students may formally report infractions to School of Architecture faculty or staff. Complaints shall be addressed first by the offending student's studio instructor, and then, if necessary, by the Dean for resolution and possible sanctions. Sanctions will reflect the severity of the infraction and/or the offending student's past record.
4. Students who do not adhere to this policy are subject to a range of sanctions from formal warnings to restricted access to temporary or permanent loss of access to The Center and its facilities.

History:

In 2005, the National Architectural Accreditation Board (NAAB) issued an additional condition for accreditation: Studio Culture. Each accredited school of architecture is now required to have a written policy addressing and shaping its studio culture. This new condition was inspired by the American Institute of Architecture Students Studio Culture Task Force report, released in December 2001, which encouraged the profession to be more explicit about the pedagogical benefits and purpose of the most unique and memorable aspect of architecture education. Subsequently, the AIAS created another task force to address both the positive and negative aspects of studio culture and issued its report in 2002. In that report the writers call for explicit policies to support the positive aspects of studio culture, while curbing some of the more unhealthy practices. The positive values identified by the report include optimism, respect, sharing, engagement, and innovation - values which are shared and supported fully by the School of Architecture at Marywood University.

To download the AIAS report, go to: <http://www.aias.org/website/download.asp?id=314>.

Students are also encouraged to consult the National Architectural Accrediting Board (NAAB) website for general information on the NAAB Conditions of Accreditation for Professional Degree Programs in Architecture, which includes information on Student Performance Criteria. To download the NAAB Student Performance Criteria, go to: <http://www.naab.org>.

Supplemental Materials: SOA Strategic Plan

REV 08/23/2018

MARYWOOD UNIVERSITY SCHOOL OF ARCHITECTURE STRATEGIC PLAN

OUR MISSION: PROFESSIONAL EDUCATION IN A LIBERAL ARTS SETTING

Our mission is to educate a new generation of architects and interior architects who engage the world passionately and intelligently, as a professional school [GOAL 1] in a liberal arts university [GOAL 2], our programs set a rigorous studio based curriculum [GOAL 3] 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** [GOAL 4]. Our shared values allow differences between and among our programs to become opportunities for productive exchange, collaboration, and growth.

Goal 1: Strengthen the Professional Quality of the School's Programs

| Outcome | MU Goal | Priority | Action Steps | Resources | Accountability | Timeline | |
|--|---------|----------|---|---|---|---|--|
| 1A: Maintain NASAD Accreditation | SJ3D | Y | Collect and archive student work | Space for storage Personnel | Sullivan, McDonald Program Archivist | Visit postponed til Fall 2017. C. Parker to inform Sullivan of new date. | |
| 1B: Earn NAAB Continuing Accreditation | SJ3D | Y | Review accreditation standards for program compliance | | McDonald | | |
| | | Y | Improve Building | Build Team Room Repair small items (grant touch-up, ceiling tiles) | NA NA | Yankelits Yankelits | Early Spring 2019 Summer 2019 |
| | | Y | Team Room | Organize course notebooks Curate and hang student work in team room | NA NA | O'Corner, with Faculty O'Corner, Adjunct Appointment | May 2019 All courses: mid-March to early-May |
| | | Y | | Install computer and monitors Add coffee maker, fridge, snacks | NA NA | LOT O'Corner | Summer 2019 Fall 2019, a couple weeks prior to visit. |
| | | Y | Exhibits | Organize and hang faculty work exhibit | NA | O'Corner | Early Fall 2019 |
| | | Y | | Organize and hang "brag" exhibit | NA | O'Corner | Early Fall 2019 |
| | | Y | Reporting | Submit Annual Report Submission (NAAB AAS) | NA | Eckler | November, 2018 |
| | | Y | | Submit Accreditation Report (NAAB APR) | NA | Eckler | March 2019 |
| | | Y | | Submit Budget for team visit to MU | NA | Eckler, Sullivan | TBA |
| | | Y | School Governing Documents | Revise Strategic Plan Revise Studio Culture Policy Program Assessment Process | NA NA NA | Eckler, Faculty SOA Student Council, Faculty | March 2019 December 2018 |
| | | Y | | Website: Update NAAB required content | NA | Eckler, Rigg, Murray, Faculty | May 2019 November, 2018 |

(Continued) Goal 1: Strengthen the Professional Quality of the School's Programs

| Outcome | MU Goal | Priority | Action Steps | Resources | Accountability | Timeline |
|--|---------|----------|---|---------------|---|--------------------------|
| 1D: Increase Student Professional and Governing Activities | 4 3B | Y | Increase student organizations' activities | School funds? | AAS, IIDA, Student Council, Faculty Mentors | Fall 2016, Spring 2017 |
| | | Y | Increase students' academic travel | Student funds | Curriculum Committee Faculty, Curriculum Com | Fall 2016 Spring 2017 |
| | | Y | Assess peer institutions for comparable data/information | | | |
| | | Y | Review curriculum for rational and strategy for course related travel | | | |

| | | | | | | | | |
|--|---------|--|---|--|--|--|--|-------------|
| | Y | | Propose course fees for course related travel | | | | | Spring 2017 |
| 1E: Increase the Facilities and Infrastructure in the School | Done | Increase and support school wide professional enrichment activities | Formalize Learning Advisor activities Support student travel to professional meetings Support School Lecture Series Support Spring Competition | School funds | McManus Sullivan Sullivan Faculty | Spring 2016 Fall 2016, Spring 2017 Fall 2016, Spring 2017 Spring 2017 | | |
| | Done | Increase digital technology resources; hardware and software | Develop and install Digital Fabrication Classroom | University funds, School funds, School space | Technology Committee, Sullivan Technology Committee Technology Committee, Sullivan | Spring 2016 Fall Spring 2016 | | |
| | ongoing | | Assess digital technology needs of the School's curricula, propose upgrades; Draft and submit proposals to the upper administration for large sum purchases Budget internally for small sum purchases | | | | | |
| | Y | | Propose fees for student use of technology (Printing, Fabrication, and/or Lab Fees) | Student funds | Technology Committee, Sullivan | Spring 2017 | | |
| | Y | Assess peer institution fee structure. Enlist MU students in assessment. | | Technology Committee, Sullivan | Fall 2017 | | | |
| | Y | Propose fee structure to University | | Technology Committee, Sullivan | Spring/fall 2016 | | | |
| | Done | Develop User Guidelines Policy for use of digital output equipment | | Sullivan, Gorglewski, Sullivan, Gorglewski, Faculty | Spring 2016 TBA | | | |
| | Done | Utilize and expand existing space to accommodate program needs | Allocate space for large scale construction Allocate space for concrete and plaster work Develop space for an enclosed classroom Expand pin-up areas | University funds, School funds, School space | TBA Sullivan, Gorglewski TBA | Long Term Summer 2016 Long Term | | |
| | Y | Expand library/resources. | Develop role for in-house library holdings based on curricular needs Develop strategy for collection development based on faculty interest and curricular needs | None | Calve-Salvo, Fuentes, Faculty Calve-Salvo, Fuentes, Faculty | TBA TBA | | |

Goal 2: Strengthen the Liberal Arts Quality of the School's Programs

| Outcome | MU Goal | Priority | Action Steps | Resources | Accountability | Timeline | |
|---|---------|----------|---|--|----------------|-------------------------------|-------------------------------|
| 2A: Support a university's liberal arts culture in the school's curricula | 5 3B | Y | Increase the number of School courses accepted in the University Core | Submit Architectural History course(s) for inclusion in Core Develop an arch appreciation lecture course for non-majors for inclusion in the Core | None | Faculty, Curriculum Committee | |
| | | | Develop interdisciplinary minor(s) | | | | Faculty, Curriculum Committee |
| | | | Invite liberal arts faculty to teach program electives, independently or with School faculty | | | | Faculty, Sullivan |
| | | | Set enrollment for upper level courses at seminar size | | | | Sullivan |
| | | | Offer program electives that require seminar-type dialogue based on reading and writing/making. | | | | Faculty |
| | | | | | | | |

Goal 3: Strengthen the Rigor of the Studio-based Curriculum

| Outcome | MU Goal | Priority | Action Steps | Resources | Accountability | Timeline |
|--|------------|----------|---|--------------|---------------------------|---------------|
| 3A: Develop assessment system for curricular goals. | 5 3B, 3D | Y | Define curricular goals based on the School's Values | None | Ad-Hoc Committee, Faculty | Spring 2016 |
| | | | Identify places in the curriculum to assess evidence of goals | | | |
| | | | Develop rubrics for the assessment of goals | | | |
| 3B: Develop a processes for curricular coordination, within and between programs. | 5 3B, 3D | Y | Schedule end of the semester faculty review of student work. | None | Faculty, Sullivan | Each semester |
| | | | Organize and schedule faculty workgroups focused on curricular areas. | | | |
| | | | Review course offerings, scheduling and staffing for in-semester cross-course learning opportunities. | | | |
| 3C: Develop processes for assessment of student work related to progress in required coursework. | 5 3B, 3D | Y | Review the advantages and disadvantages of a minimum grade point average | None | Faculty, Sullivan | Spring 2017 |
| | | | Review the advantages and disadvantages of a minimum grade in a required professional course | | | |
| | | | Review the advantages and disadvantages of year-level portfolio review | | | |
| 3D: Invite and fund visiting critics for review of student work | 5 3B, 3D | DONE | Develop visiting critic compensation policy | School funds | | Fall 2015 |

Goal 4: Strengthen Community and Social Engagement:

| Outcome | MU Goals | Priority | Action Steps | Resources | Accountability | Timeline |
|---|------------------|----------|---|-----------|-------------------------------|-----------|
| 4A: Establish curricular requirements for community outreach projects | 1, 2, 6 4B, 4C | ongoing | Review curriculum to determine appropriate community outreach projects. | None | Faculty, Curriculum Committee | Fall 2016 |
| | | | Work with local community agencies to identify community needs. | | | |
| 4B: Support elective outreach projects | 1, 2, 6 4B, 4C | ongoing | Discuss and choose appropriate projects for inclusion in the curriculum | None | Faculty, Curriculum Committee | Fall 2016 |
| | | | Establish a mechanism for submission of outreach projects by campus and the broader community | | | |
| 4C: Support institutional policies related to service projects | 1, 2, 6 4B, 4C | ongoing | Establish policies within the SDA related to working on elective/non-course related projects | None | Faculty, Curriculum Committee | Fall 2016 |
| | | | Review institutional policies to ensure alignment between SDA and University policies related to service projects | | | |

| | | | | | | | | |
|---|----------------|--|--|---|--|--|--|--|
| | | | | Discuss projects that are most appropriate for student/faculty involvement based on the mission and resources of the SOA and the University | | | | |
| | | | | Post and distribute projects via the most appropriate channel | | | | |
| 4C: Support non-course related projects | 1,2,6I, 4B, 4C | | | Establish a mechanism for recording /ro program assistance with community based projects | | | | |
| | | | | Review and prioritize request at least once a semester to determine appropriateness | | | | |
| | | | | Distribute viable projects to faculty and students for consideration and action | | | | |

Goal 5: Strengthen the School's Community (Students, Faculty, Staff, Alumni)

| Area | Outcome | MU Goals | Priority | Action Steps | Resources | Accountability | Timeline |
|----------------------------|--|----------|----------|--|-------------|---|------------------------|
| Diversity | Identify underrepresented groups in the School's student body | 2,3 1A | Y | Assess current state of racial, ethnic, gender and age diversity of the student body and compare to national benchmarks for architectural education and the professions. | Time | Sullivan, Washicosky | Summer 2016 |
| | Increase recruit activates for students from underrepresented groups | 2,3 1A | Done | Strengthen the School's relationship to CHAD | Funds | Sullivan, Ecker, MacDonald, MU Students | Spring 2016, Annually |
| | | | Done | Host CHAD students for an off-campus visit | Funds | Sullivan, Ecker, MacDonald, MU Students | Fall 2016, Annually |
| | | | Done | Develop articulation agreements and recruitment activities with community colleges. | Time | Sullivan, Faculty | Summer 2016 |
| | | | Done | Identify regional community colleges with degree programs related to the School's | Time | Sullivan, University | Spring 2016 |
| | | | Done | Complete Lucerne Community College articulation agreement | Time | Sullivan | Fall 2015, Spring 2016 |
| | | | Done | Visit LLC and meet with student and faculty | Funds | Sullivan, Ecker, Macdonald, MU Students | Spring 2016 |
| | | | Done | Host LLC Students and faculty at School | Funds | Sullivan, Ecker, Macdonald, MU Students | Spring 2016 |
| | | | Y | Develop relationships with local middle and high schools that serve underrepresented groups. | Time | O'Conner, Washicosky | Summer 2016 |
| | | | | Establish Design Your Future scholarships for underrepresented groups. | Time, Funds | | |
| | | | | Identify and attend recruitment events that serve underrepresented groups. | Time | | TBA |
| | | | | Create recruitment materials that feature underrepresented groups. | Time | | TBA |
| | Increase retention of students from underrepresented groups. | 2,3 1A | Y | Develop culture of representing underrepresented groups in School activities, events, and promotional materials. | Funds | Lecture Series Coordinators | 2016-17 Annually |
| | | | Done | Invite members from underrepresented groups as lecturers and critics. | Time, Funds | Sullivan, Washicosky | Fall 2016, Spring 2017 |
| | | | Done | Develop a NONA student group in the School. | Time, Funds | Sullivan, Washicosky, Faculty Leader | Fall 2016, Spring 2017 |
| | | | Done | Develop a Woman in Architecture group in School. | Funds | Sullivan, Faculty | 2015-16, annually |
| Recruitment and Enrollment | Increase the SOA undergraduate enrollment by 2% each year for five years | 31C 21A | Ongoing | Recruit beyond the local and regional market | Time, Funds | Sullivan, Faculty | TBA |
| | | | Y | Develop relationships with local middle and high schools | Time | Sullivan, Ecker, MacDonald | TBA |
| | | | | Develop articulation agreement with div schools | Time | Sullivan, Ecker, MacDonald | TBA |
| | | | | Train SOA ambassadors who can serve as liaisons between the school and prospective students. | Time | Sullivan, Faculty | TBA |

| FACULTY AND STAFF | | | | | | | |
|-----------------------------|--|----------|----------|--|-----------|------------------------------------|--------------------|
| Area | Outcome | MU Goals | Priority | Action Steps | Resources | Accountability | Timeline |
| Diversity | Identify underrepresented groups in the School's faculty. | 2.3.1A | Y | Assess current state of racial, ethnic, gender, and age diversity of the faculty and compare to national benchmarks for architectural education and the professions. | Time | Sullivan, Washtcasky | Summer 2016 |
| | Increase recruit advocates for faculty hires from underrepresented groups | 2.3.1A | Y | Advertise all open positions in national and professional publications that target underrepresented groups | Funds | Sullivan, Faculty Search Committee | When hiring |
| | Increase retention of faculty from underrepresented groups | 2.3.1A | Y | Establish SOA faculty mentoring program to assist new faculty in acclimating to the University and the broader community | Time | Sullivan, Faculty | After new hire |
| Development | Increase culture of faculty and staff development | | Y | Align funds for faculty and staff travel | Funds | Sullivan | 2016-17 |
| | | | Y | Write productivity expectations document for tenure and promotion | Time | Sullivan, Faculty | 2016-17 |
| | | | Y | Formalize mentoring for progression through ranks and tenure | Time | Faculty | Spring 2016 |
| | | | Ongoing | Develop and support sabbatical leave proposals | Funds | Faculty | |
| | | | Done | Support staff pursuit of academic credit | Time | Sullivan | 2015, 16, Annually |
| Numbers | Increase the number of tenure-track faculty | | Y | Assess curricular requirements and enrollment to determine appropriate number of faculty | Time | Sullivan, Faculty | Summer 2016 |
| | Increase adjunct faculty compensation | | Y | Submit proposal based on the above review for new positions to VPAA | Funds | Sullivan | Fall 2016 |
| | Add faculty of staff position for the oversight of in-house digital technologies | | Y | Assess peer institutions for comparable data and information | Time | Sullivan, Sosa, Tech Committee | Fall 2016 |
| | | | Y | Submit proposal based on the above review for position to VPAA | Funds | Sullivan | Spring 2017 |
| ALUMNI | | | | | | | |
| Area | Outcome | MU Goals | Priority | Action Steps | Resources | Accountability | Timeline |
| Development and Initiatives | Develop strategic goals for development of alumni and alumni initiatives. | 1F | | Hold meetings with Faculty and MU Development Office | Time | Sullivan, Faculty | 2016-17 |