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FOR:

TEMPLE UNIVERSITY, TYLER SCHOOL OF ART  
ARCHITECTURE DEPARTMENT

Architecture Masters Programs

**Track One: M Arch (pre-professional + 60 graduate credit hours)**  
**Track Two: M Arch (degree + 90 graduate credit hours)**

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# TABLE OF CONTENTS

## PART ONE: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

<b>I.1</b>	<b>Identity and Self-Assessment</b>	<b>1</b>
I.1.1	History and Mission	1
I.1.2	Learning Culture and Social Equity	7
I.1.3	Response to Five Perspectives	10
A.	Architectural Education and the Academic Community	10
B.	Architectural Education and the Students	13
C.	Architectural Education and the Regulatory Environment	16
D.	Architectural Education and the Profession	17
E.	Architectural Education and the Public Good	19
I.1.4	Long-Range Planning	21
I.1.5	Self-Assessment Procedures	29
<b>I.2</b>	<b>Resources</b>	<b>33</b>
I.2.1	Human Resources and Human Resource Development	33
I.2.2	Administrative Structure and Governance	47
I.2.3	Physical Resources	50
I.2.4	Financial Resources	59
I.2.5	Information Resources	61
<b>I.3</b>	<b>Institutional and Program Characteristics</b>	<b>68</b>
I.3.1	Statistical Reports	68
I.3.2	Annual Reports	82
I.3.3	Faculty Credentials	84

## PART TWO: EDUCATIONAL OUTCOMES AND CURRICULUM

<b>II.1</b>	<b>Student Performance – Educational Realms and Student Performance Criteria</b>	<b>87</b>
II.1.1	Student Performance Criteria	90
<b>II.2</b>	<b>Curricular Framework</b>	<b>95</b>
II.2.1	Regional Accreditation	96
II.2.2	Professional Degrees and Curriculum	103
II.2.3	Curriculum Review and Development	104

II.3	Evaluation of Preparatory / Pre-professional Education	105
II.4	Public Information	109
PART THREE: PROGRESS SINCE THE LAST VISIT		110
III.1	Summary of Responses to Team Findings	110
III.1.1	Responses to Conditions Not Met	111
III.1.2	Responses to Causes for Concern	114
III.2	Summary of Responses to Changes in NAAB Conditions	N/A
PART FOUR: SUPPLEMENTAL INFORMATION		116
IV.4	Course Descriptions	117
IV.5	Faculty Resumes	149
IV.6	Visiting Team Report (VTR) from previous visit	169
IV.7	Catalog (URL for retrieving materials)	116

# PART ONE: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

## Section I.1 – Identity and Self Assessment

Temple University is a comprehensive public research university with more than 36,000 students. Temple is comprised of seven campuses within Pennsylvania and worldwide, and has been consistently recognized as one of the most diverse universities in the nation. Student life offers initiatives, programs, activities and services that engage the entire campus community in order to help students attain their educational, personal and career goals in a diverse, nurturing and safe campus environment. Students conduct research alongside faculty and lead service trips nationally and internationally. Temple University students can take advantage of educational opportunities around the world through the study abroad experience. Students are challenged both inside and outside the classroom. Student involvement is a key to success and Temple University provides numerous opportunities for involvement.

### I.1.1 History and Mission

#### Temple University History and Mission

Temple University's history begins in 1884, when a young working man asked Russell Conwell if he could tutor him at night. A well-known Philadelphia minister, Conwell quickly said yes. It wasn't long before he was teaching several dozen students—working people who could only attend class at night but had a strong desire to make something of themselves. Conwell recruited volunteer faculty to participate in the burgeoning night school, and in 1888 he received a charter of incorporation for "The Temple College." His founding vision for the school was to provide superior educational opportunities for academically talented and highly motivated students, regardless of their backgrounds or means.

The fledgling college continued to grow, adding programs and students throughout the following decades. Today, Temple's more than 35,000 students continue to follow the university's official motto—*Perseverantia Vincit*, or "Perseverance Conquers"—with their supreme dedication to excellence in academics, research, athletics, the arts and more.

Temple University's mission statement, adopted by the Board of Trustees in December 2004, demonstrates the university's commitment to the student, faculty, and internal and external communities it serves. Temple has a historic mission, grounded in the roots of its Conwellian tradition, the belief that "diamonds are not in far-away mountains or in distant seas; they are in your own back yard if you will but dig for them," which was the theme of Temple University's first President, Dr. Russell H. Conwell's famous "Acres of Diamonds" speech. The mission statement, adopted in 2004, affirms these traditions and distinct features of Temple University, but recognizes Temple's commitment to achieving greater standards of excellence:

Temple University is a national center of excellence in teaching and research with an international presence.

Our talented faculty and broad curriculum of nearly 300 academic programs provide superior educational opportunities for academically talented and highly motivated students, without regard to their status or station in life. Temple's richly diverse student population and the dramatic growth of our residential campus community of student scholars enrich the educational and extracurricular life of our people.

While the university especially serves students from Greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, throughout the nation, and around the world. We maintain an international presence with campuses in Tokyo and Rome and programs in London, Beijing, and six other locations worldwide.

A long-time leader in professional education, Temple prepares the largest body of practitioners in Pennsylvania; we are among the nation's largest educators in the combined fields of medicine, dentistry, pharmacy, podiatry and law.

In addition, we offer more than four dozen doctoral and more than 100 master's degree programs that contribute to research and scholarship. Temple seeks to create new knowledge that improves the human condition and uplifts the human spirit. To achieve this goal, we maintain our commitment to recruiting, retaining, and supporting

outstanding faculty that prize diversity of thought, excel in scholarly endeavors, and support the aspirations of capable students.

### **Temple University's Aspirations for A New Century**

Striving to fulfill its mission in this new century, Temple will continue to provide access to superior education for committed and capable students of all backgrounds and to develop its main campus as a residential community of student scholars. A new generation of exceptionally qualified and talented faculty will be recruited to join the University's current roster of fine teacher-scholars.

Temple will enhance existing centers of academic excellence, advance additional targeted programs to national leadership, broaden knowledge through research and creative endeavors for the benefit of society, and expand the Honors program and other special learning opportunities for undergraduates.

The creation and renovation of facilities will support research and creative work, advance instruction and marshal knowledge to enhance the quality of life for Temple's fellow citizens in North Philadelphia. The University will develop stronger bonds with its alumni, whose success embodies the transformational power of a Temple education.

The mission statement is reproduced on the university's website <http://www.temple.edu/factbook/mission.htm>, and is publically available to the university community. It is published in the on-line versions of the undergraduate and graduate bulletins and is discussed with those new to Temple at student and employee orientation sessions. The university's mission and goals are reflected in student recruitment publications.

### **Goals**

In 2013 Dr. Neil D. Theobald became Temple University's tenth president. In July 2012 Dr. Hai Lung Dai became Provost and Senior Vice President for Academic Affairs.

Strategic objectives have been identified in the university, linking resource allocation to priorities. Currently the university is working under core values and objectives that have been ongoing since 2007, The Academic Strategic Compass which includes the following Core Values:

- Access to excellence and opportunities for success for all students
- Creation and application of knowledge
- Ethical, social and community responsibility
- Cultural and global awareness
- Investigation, innovation and entrepreneurship
- Commitment to sustainability

Initiatives are in five key categories:

- Opportunities for Success
- Research Excellence
- Metro-Engagement
- Global Commitment
- Destination Temple (Compass Center)

Concurrent with academic planning was development of a comprehensive campus master plan and new budget policies and practices. With goals for academic and campus planning all nearly met, new academic and planning processes have been initiated. The new planning process, 'Visualize Temple' has included town hall meetings open houses, and working groups of faculty, staff, administration, and students to organize a strategic plan for Temple over the next few years. It is parallel to a physical planning process.

### **History of the Tyler School of Art**

Stella Elkins Tyler donated her estate to Temple University in the early 1930s. With an interest in progressive education and a deep appreciation of her mentor, the sculptor Boris Blai, Mrs. Tyler offered her estate with the expressed wish that, through Boris Blai, it would become an environment for the advancement of the fine arts, scholarly study in the arts, and individual creativity.

As founding Dean of Tyler School of Art, Blai instilled Tyler School of Art with a commitment to progressive education emphasizing the student's mastery of technique within the framework of a liberal arts curriculum. Dean Blai insisted upon individual attention to each student's needs as the basis of successful teaching. During his 25-year tenure Dean Blai shaped the school into one of the finest visual arts centers in the country, and his founding ideals still remain paramount to Tyler's educational philosophy.

In 1960 Dean Charles Le Clair succeeded Boris Blai. During this period the Tyler campus was improved with construction of a residence hall and two studio/classroom buildings. In 1966 Dean Le Clair founded the Tyler Study Abroad program in Rome, Italy. Temple's Rome campus thrives today as one of the most respected fine arts study abroad programs in Europe. The program has expanded to include a full range of liberal arts, architecture, business, and law courses with an emphasis on those relating to Rome, Italy, and the European Common Market.

Throughout the 1960s and 1970s, Tyler's curriculum continued to grow in response to new definitions of art-making and the role of art in society. New programs and modern facilities in design, ceramics, glass, metals, and photography were added. During this time, Tyler developed the Art and Art Education Department and the Art History Department on Temple's Main Campus. These departments serve majors seeking the BA degree with a major in art or art history, the BS degree in art education, and non-majors throughout the university. In 1998 the Architecture Department was first affiliated with the Tyler School of Art, and the department became a full member in 2000. Similarly to other major public universities in the United States, the department serves the primary role of providing professional architecture education while also serving to educate students in affiliated areas of environmental design. Today the curriculum at Tyler continues to address contemporary needs by incorporating digital technology, video, installation, and performance.

In each Tyler program, students work in small learning communities, while also benefitting from the facilities, curriculum, and activities of Temple University. A Tyler education is one that will distinguish each student as someone who is well prepared for the unprecedented opportunities that are available today in the fields of art and design.

Since 1935, Tyler School of Art has offered students the combination of a world-renowned faculty and the resources of a major university. Tyler has grown from a small art school in Elkins Park, PA to encompass a wide range of programs in the study of art, design, art history, art education, and architecture. The Elkins Park campus closed in December of 2008. For the first time, all departments and programs were located on the Main Campus of Temple University. In January of 2012, the Architecture Department moved into the new Architecture Building. With the Tyler Building and the Architecture Building focused on an internal courtyard, all Tyler programs are now physically adjacent to one another.

Since 2012, Tyler School of Art is part of the Center for the Arts at Temple University. In addition to art and architecture, the Center includes the Boyer College of Music and Dance and the Division of Theater, Film, and Media Arts. Together the units form an arts campus on the Main Campus of Temple University.

### **Tyler School of Art Mission**

The faculty of the Tyler School of Art seeks to produce informed and inspiringly educated individuals who will enter our society as artists, architects, art historians, designers and educators with the highest aspirations for achievement; producing innovative work that is publicly presented and critically considered. In pursuit of this goal, the objective of the Tyler School of Art is to create an engaging and critical environment that:

- promotes cutting edge curriculum initiatives that reflect a broad spectrum of philosophical and aesthetic approaches;
- through its relationship with Temple University, provides access to students who otherwise would not consider art and design as a career path;
- fosters interdisciplinary insights and collaborations promoting artistic and intellectual freedom, creativity and experimentation in a diverse and heterogeneous environment;
- demonstrates to students, through the faculty's own practice and scholarship, that the study of art and design is process-oriented and research-based;

- interacts with a broad spectrum of local, national and international artists, scholars and communities in the exploration of art and its role in society; and
- builds upon our outreach to the Temple University community, to the local neighborhoods and to the cultural organizations in the region.

### **Architecture Department History**

The Architecture Department admitted its first class into a 4 year degree program in 1970. At that time the program was housed in the College of Engineering and the Architecture unit was named the Department of Architectural Design Technology. In 1976 the architecture unit became the Department of Architecture and it was the first year for Bachelor of Architecture graduates and the first NAAB accreditation visit was in 1978. At that time accreditation was granted retroactively to 1976 and the department was given accreditation for a 3 year term. From then accreditation visits were in 1981 (3 year term, extended by 1 year), 1986 (5 year term), 1991 (3 year term), 1993 (5-year term), 1999 (5-year term, extended to 6 years), 2005 (6-year term), 2011 (6 year term for B Arch which will phase out in 2016, 3 year term for the new M Arch which began in 2010).

In 1983 the College of Engineering was renamed the College of Engineering and Architecture. Between 1983 and 1992, the structure of the college changed and renamed a number of times with name changes reflecting the academic units. The engineering college was reorganized in 1992-93 with three engineering divisions and an architecture program. During the years that architecture was housed administratively with engineering, the number of faculty increased to 15 full time members, the student numbers increased, and the department grew in excellence. The department built an identity and reputation in the local community, the Philadelphia region that has one of the largest populations of architecture professionals in the United States.

In 1993 architecture was relocated administratively to a new unit in the university that included architecture, landscape architecture, and horticulture and reported to the dean of Temple's Ambler campus. The move occurred so that like-professional programs in environmental design professions could be part of the same college at a time when architecture and engineering at Temple were moving in divergent directions. The new unit was positive for the disciplinary overlaps that it afforded, however it was untenable because of location differences – where architecture was and still is housed on the Main Campus of Temple University and has established an identity based on its urban location, the Landscape Architecture and Horticulture Department was and still is housed at the Ambler Campus, approximately 45 minutes away. In 1998 the Architecture Program became a unit affiliated with the Tyler School of Art and in 2001-02 a full member of the Tyler School of Art. In 2007 the Architecture Program was changed back to an Architecture Department to better align with other units in Tyler School of Art.

During the past 12 years with architecture a part of the Tyler School of Art, there have been changes to better align the department with the school. Alignment is carried out to build on the strengths of the school and department while keeping in mind the professional program needs for architecture. This alignment is administrative and academic. Administrative alignments to date include efforts for the department to be better serviced by the admissions office and the student services office. Administration of the new M Arch degree program will affiliate the M Arch students closely with other graduate students in the school. This is also occurring at the undergraduate level. Discussion is underway at both the undergraduate and graduate level to look at curricular affinities between the Architecture Department and other departments. At the undergraduate level, there are joint introductory courses for all Tyler students that build dialog between both students and faculty at the foundations level. We have also begun to share elective courses between departments at the graduate level, with an interest in creating cross-disciplinary dialog.

With the stable and known structure of the Tyler School of Art the Architecture Department (now over 40 years old) has been able to offer opportunities for increased research and creative work productivity for all faculty. This has occurred through alignment of administration, hiring of full time faculty, understanding of financial and resource needs. The affiliation with Tyler School of Art is now solidified to the point where the department's identity is understood as part of the school. The department's identity with Tyler has had a tremendous benefit for attracting excellently qualified students and faculty alike and has recently helped in building the reputation of the department that better reflects its strengths, giving Temple Architecture a clear standing within the architecture profession.

Until 2009 about half of the Tyler School of Art (the studio arts programs) was located on a small art school campus in Elkins Park, PA, while the other half resided on the Main Campus in North Philadelphia. The studio arts programs were relocated to a new 255,000 square foot state of the art building designed by Carlos Jimenez on the Main Campus allowing for more focused attention at alignments and identity of the whole school.

In January of 2012 the Architecture Department moved into the new Architecture Building, connected directly to the Tyler School of Art via a courtyard. At close to 50,000 square feet, the new building not only increases the space for the Architecture Department to a size that is more in keeping with the needs of the programs, it will also house specialized equipment and technology for the department's programs and provide opportunities for interaction across disciplines. The facility demonstrates university initiatives to use sustainable design principles for new buildings, it is the first LEED certified building on the Temple campus.

Since the first B Arch accredited degrees were offered in 1976, Architecture has offered two programs, a 5-year B Arch program and a 4-year BS Architecture program. Beginning in 2003 planning for curricular changes was underway to better serve students in the department. In 2010 there were major curriculum changes. The department now offers three undergraduate degree programs: A BS Architecture pre-professional program, a BS Facilities Management, and a BS Architectural Preservation. The architecture professional degree program is now the M Arch (The final full class of the B Arch will graduate in May 2014, the degree program will be phased out no later than 2016, after the final graduating students complete the degree).

The first class of the 4+2 M Arch degree program was accepted in the fall of 2010, with first graduates in spring of 2012. The 4+2 program is for Temple BS Architecture students as well as students from other similar pre-professional architecture programs. Beginning in fall of 2013 there are two tracks in the M Arch program, a two-year track for students who have obtained a pre-professional degree in architecture and a 3-year track for students who have obtained a Bachelor's degree in a non-pre-professional architecture program or another discipline. The addition of the 3-year track serves to broaden the diversity of students at the graduate level in the department.

The university's newly refocused mission to build local, sustainable, and global connections has made the link between the Architecture Department and the university more apparent. With a well-prepared student body in architecture we look forward to the new opportunities that are emerging for our students. Student projects and faculty research/creative work are located in North Philadelphia communities, the United States, and in the global context. The work of the department is reflective of its mission and core values as stated below.

### **Mission of the Architecture Department**

Tyler Architecture focuses on design in the contexts of culture, technology, and stewardship of the built and natural environment. Its programs stress critical inquiry and innovation as part of the creative process, teaching students how to intervene in the physical world through carefully considered acts of making. The Department engages the city, exploring and addressing the ethical and social dimensions of architecture and the urban environment. Through this engagement, it seeks to develop an ethos of responsibility in the students, preparing them to become effective leaders in practices and discourses surrounding the complex global and local issues of our time.

Areas of focus:

- Philadelphia and urban contexts
- Design and materiality
- Leadership in a changing world

### ***Philadelphia and urban contexts***

Philadelphia offers rich opportunities for learning and creative practice. The city has a long and distinctive architecture and planning history and a sustained legacy of innovation. A center for design excellence, Philadelphia is in the forefront of urban design, addressing critical issues facing the contemporary city at large.

- Philadelphia's legacy: We engage our context and its history. We find inspiration in our layered past –from our Enlightenment city plan and historic monuments to the renowned work of the mid-century modern Philadelphia School to the ongoing development of Philadelphia's green city initiatives.
- Urban contexts: In our programs urban issues are a primary driver of design practice. We engage responsively and creatively in current topics of postindustrial cities and needs for the environment as a whole - green building and sustainability, social equity and access, health and well-being, urban living and the quality of life.
- Philadelphia futures: Our programs address larger questions of making in an urban environment. We recognize the importance of Philadelphia as a site of industrial innovation. In parallel with practice models that are currently emerging, we focus on the opportunities that arise through the use of new building and design technologies.
- Global opportunities: Students majoring in architecture, facilities management, and architectural preservation study abroad at urban campuses in Rome and Tokyo and participate in global endeavors with international partners locally, nationally, and internationally.



### *Design and materiality*

We understand that materiality, space, light, and dimension define architecture and place. In design studios we teach fluency with these physical elements as students seek to create humane and inspiring environments.

- Ways of making: As part of the Tyler School of Art, our curricula address a range of material practices, media, and scales of fabrication. We encourage digital, physical, and hybrid methods of design and visualization that emphasize an iterative process and experimentation.
- Ways of designing: We recognize that the transformations of the built environment are impacted by design and planning methodologies. By working at multiples scales and with various methods of representation students are encouraged to fully explore their ideas. Here acts of design and acts of making extend into one another.
- Ways of design-thinking: our programs are focused on design and materiality as a primary mode of critical inquiry. We recognize that design is best served when it begins with knowledge and critical thinking. Our curricula recognize the importance of inquiry and stress the role of theory and analytical methods of knowledge production.

### *Leadership in a changing world*

We recognize the multiple modes of leadership practiced by built environment professionals and embrace different forms of leadership in a changing world. As a faculty we present different facets of leadership to our students.

- Collaboration: Architecture and allied disciplines are collaborative practices. In our programs pedagogy and research are applied and connected to real conditions through partnerships with external entities and among university disciplines. In this way, architectural education ensures its relevance to the transforming world of practice and graduates are better able to navigate a complex professional world.
- Advocacy and Social Practices: We recognize that architecture has a primary role in the making of places aimed at improving environments. In curricula and research, the department addresses the complex socio-economic, environmental, cultural and political dynamics of the contemporary city and explores opportunities for design in a world impacted by globalization. The department is committed to graduating students who through their practice, will advocate for ethical design in the public realm.
- Diversity: Our faculty represents the diverse roles and multiple ways to engage in design leadership, Understanding that a community with professional diversity presents a way of leveraging leadership, we are fully committed to supporting students and alumni in their intellectual aspirations and careers We recognize the diverse cultures and learning styles of our students and consider this form of diversity as an important factor in the future of architectural practice.

## I.1.2 Learning Culture and Social Equity

Temple's Architecture Department is a diverse community of students, faculty and staff. As a large public urban university, Temple and the Architecture Department attract students from a broad range of backgrounds. Students from within Pennsylvania come from the local urban neighborhood, suburban settings, and from rural parts of the state. A number of students come from other east coast states, most notably New Jersey. Our student body is also from across the United States and international. Temple architecture students are diverse in terms of race, gender, ethnicity, and socio-economic background. There is also a consistent group of transfer and non-traditional (older) undergraduate students. Graduate students in the 2-year M Arch track come from a range of pre-professional BS Arch programs, and those in the 3-year track come from a range of disciplines thus supporting the mission of diversity. The department faculty is also diverse, populated by a healthy number of minority and female faculty (see section I.3.1 Statistical Reports).

In accordance with the university mission, the Architecture Department provides a learning environment that offers opportunities for success for students. The department has been at the forefront of assessment initiatives in the university. These efforts have strengthened teaching and learning in the department and provided a means for faculty and students to articulate clearly teaching and learning goals. Assessment has positively impacted all the departmental programs. Moreover, the department faculty has been actively involved in university initiatives that address learning styles and teaching improvement. The result has been a positive move towards creating a culture of social equity and respect in the department. Other university initiatives that make up the core values of the university, for example ethical, social and community responsibility, commitment to sustainability, and cultural and global awareness, have been good guides for strengthening department initiatives. These core values, when implemented in architectural design, support diverse learning, diverse views, diverse backgrounds, all of which are positive developments in preparing architecture practitioners for the current and future practice environment.

The department identity and curricula have developed to address the diversity of the department's population with the aim to reflect on the leadership and strengths that can come from such a diverse group of faculty and students. The studio and workshop centered curricula have been developed to reflect issues that architecture professionals face in the 21<sup>st</sup> century. The curricular goals in the M Arch program address the education needs of an architecture student in a professional program. At the same time we work to encourage individual students to discover and develop their personal strengths and interests that will help guide them in their professional lives. The studio sequence encourages students to address the different roles of an architect – for example, the curriculum addresses building technology but also sustainable practice and urban design, human engagement but also technological innovation. The range of areas of architectural practice as they are addressed in the curricular sequence provides a means for faculty and students to recognize the range of students' potential strengths in a practice setting.

The department supports curricular and extracurricular initiatives that encourage collaborative work between students and by faculty and students. Exhibits of student work within the Philadelphia architecture professional community is one example of this. Exhibits at venues in Philadelphia include the AIA's Center for Architecture, and the Temple Contemporary Gallery - student work and faculty, alumni, and student collaborations. Installation is often a collaborative effort that includes faculty, students, and alumni as well.

Master of Architecture students have had curricular and extracurricular opportunities that enrich their learning experiences. The M Arch students gain knowledge from the department's lecture series and program visitors, from visits to current building sites on campus and across the city, and from programs focused on learning about innovation in technology such as a trip to Lutron's Washington Experience Center. In 2010-12 M Arch students were able to work on a collaborative design-build project as part of course work at Colchester Farm on the Eastern Shore of Maryland. In elective studios, the course content was enriched by working with current issues, communities and organizations, for example, addressing problems of land use, community, and climate change in partnership with the Eastern Shore Land Conservancy in St. Michael's, Maryland, or focusing on an adaptive reuse and urban planning project in Moscow. The most recent Urban Design studio worked closely with the Philadelphia City Planning Commission's and Temple University's guidelines to consider linking Temple's Main and Health Sciences Campuses. Students in Comprehensive Design Studio work on civic/institutional projects with particular client needs – in fall of 2011, the Joan Kroc Salvation Army Center, and in 2012 the Shipley School. Collaborations with local organizations such as the Village of Arts and Humanities are often the center of curricular and extracurricular engagement. And a centerpiece of the AIAS student organization at Temple is their Freedom by Design Chapter which has worked successfully through all stages of a design and building process. These efforts are reflective of the Architecture Department's core values and provide an atmosphere where respect, sharing and engagement are learned and demonstrated. The objective here is to present a range of professional service engagement so that students can fully grasp the opportunities that are available for demonstrating their strengths and talents.

## Learning Culture

All students receive the university's Code of Conduct when they enter Temple. It can be accessed online in the Undergraduate Bulletin at: [http://www.temple.edu/bulletin/Responsibilities\\_rights/responsibilities/responsibilities.shtm](http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm)

The Architecture Department is guided by a studio culture policy and a statement on diversity. The department's studio culture policy is located on our department website at: <http://www.temple.edu/architecture/culture.htm>. Students are given the policy upon entry into the program as a part of the student's handbook. All department faculty receive an electronic version of a department faculty handbook at the start of the semester. The handbook has links to studio culture policy and other important university policies for reference and review. The studio culture policy is referenced during discussions at faculty meetings and at department convocations where a majority of the students in the department are present. The policy is reviewed every two years and updated as needed. In spring of 2013 we used the review period to discuss the purpose and perceptions of the design studio in the students' education.

The studio culture policy was developed over the course of a year, in 2007-08. The process began with conversations and planning between the department chair and students from Temple's chapter of the AIAA. A series of discussions and panel sessions that included faculty and students concluded with a forum to review the studio culture policy at which time it was adopted by the department. The department has been working to implement the suggestions of the panel in the following ways. For example:

### Grading and Assessment

- The faculty developed course rubrics in 2008-09 for all required courses. These are reviewed periodically by faculty teaching the courses and have been incorporated into all courses and curricula in the department.

### Time Management

- As indicated in the faculty handbook students are encouraged to engage in activities outside of architecture, including part-time work and organizations and programs. Students are also encouraged to manage their time carefully to allow for these outside activities while maintaining a strong academic performance within academic coursework.
- The department chair and studio coordinators emphasize to students the importance of sleep and the problems of lack of sleep and make every effort to ensure that deadlines are staggered for all required courses each semester. For graduate level students, time management is less of a problem than for undergraduates. Graduate students serve as role models for time management.
- There have been efforts in studio courses to stress process work, reduce the importance of final reviews, and emphasize the ability for students to rework studio presentations after the last review of the semester. Many studios have reviews that are conducted prior to the final submission so that students have time to act on comments made by reviewers.

Tyler School of Art has a sexual harassment ombudsperson. Temple University has established the following policies related to harassment and discrimination:

- Policy on sexual harassment can be found at: [http://policies.temple.edu/getdoc.asp?policy\\_no=04.82.01](http://policies.temple.edu/getdoc.asp?policy_no=04.82.01)
- Policy on preventing and addressing discrimination and harassment can be found at: [http://policies.temple.edu/getdoc.asp?policy\\_no=04.81.11](http://policies.temple.edu/getdoc.asp?policy_no=04.81.11)

Both the Tyler School of Art and Temple University stress the importance of Academic honesty. School course syllabi include a statement on Academic Honesty and Cheating. The University Writing Center offers workshops each semester to work through questions of academic honesty, which students are encouraged to attend. University policies include the following:

- University policies on academic honesty can be found at: [http://www.temple.edu/bulletin/Responsibilities\\_rights/responsibilities/responsibilities.shtm#honesty](http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm#honesty)
- University policies on academic rights and responsibilities can be found at: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

For full time tenure track faculty, hiring undergoes an affirmative action review process at the university level. The review process for tenure track faculty is carried out with representation from other departments in the school. Within the department and school, review of candidates for on tenure track faculty goes through a departmental review process prior to hiring by the Tyler School of Art dean. Adjunct faculty members are hired according to their areas of expertise. In the department, consideration of both credentials and a diverse teaching faculty is made in hiring.

In the spring of 2010 the department sponsored a panel session to address issues that center on diversity in the education of architecture students. Discussion topics included career paths in architecture, identity and mentoring, and diverse learning. The session was very fruitful and continues to serve as a guide for the Architecture Department. The definition of diversity reads as follows:

*Temple University is a large public urban university with a population of students, faculty and staff considered diverse by a number of standards. The Architecture Department is reflective of the university. Diversity is found in terms of measurable identifiers such as race, ethnicity, gender, sexual orientation, religion and socioeconomics.*

*But these measures only begin to explain who we are. Other identifiers such as age, experience, range of nationalities and cultures add to the richness of the department. As such, we are committed to cultivating an environment that celebrates our differences and recognizes the importance of our collective identities in the creation of a rigorous academic environment.*

*In the Architecture Department we endeavor to accommodate, respect and broaden a person's individual and collective identity a) by encouraging participation in university wide curricular extra-curricular activities b) through a department curriculum that exposes learners' architectural dispositions and values and c) by supporting different learning styles. This is important to the future of the architectural community and serves to strengthen the profession in society.*

The statement on diversity has been appended to the studio culture policy for the department.

### I.1.3 Response to the Five Perspectives

The architecture faculty and students at Temple University have a wide range of involvement with other units in the Tyler School of Art and the university. We also conduct wide ranging professional engagement in the city of Philadelphia as well as with national and international communities.

#### **A. Architectural Education and the Academic Community.**

##### Context of the Institution

Temple University is the only public comprehensive research university offering an NAAB-accredited Architecture Program in Philadelphia and the densely populated Eastern Pennsylvania region as a whole. The Temple Architecture Department draws on its established reputation and, as well, its regional and urban location, the professional context of Philadelphia and the university's historic mission, to attract a talented and diverse student body. Since 2001-02, architecture has had departmental status in the Tyler School of Art alongside 6 other departments. The school has been led since 2009 by Dean Robert Stroker.

The current university administration under the leadership of President Neil D. Theobald and Provost Hai-Lung Dai has continued to advance and strengthen the university's reputation as a nationally recognized center for teaching and research excellence. Undergraduate student preparedness has increased measurably, and as well, the expectations for faculty hiring, promotion and tenure have been raised.

##### The Architecture Department

Undergraduate and graduate architecture majors are academically excellent and well prepared for the department's demanding programs. Undergraduate freshmen and transfer students enter into the 2-year Architecture Foundation Program and declare a major in the fall of their second year. The three undergraduate degree programs are the BS in Architecture (pre-professional), the BS in Facilities Management, and the BS in Architectural Preservation. The M Arch degree program has two tracks a 3-year track for non-pre-professional students and a 2-year track for students with a pre-professional degree in architecture.

The Architecture Department curricula are integrated and the programs were conceived and are managed holistically. This assures an understanding of programs and curricula that are guided by the department's goals and identity. With opportunities for students from all programs to work with each other at certain points in their education, it also allows for the department to operate as a whole community.

At the end of the 2-year undergraduate Architecture Foundation Program, students prepare applications to continue into one of the three BS programs. Students are guaranteed admission into either the BS Facilities Management Program or the BS Architectural Preservation Program. Students in the BS Architecture Program have a portfolio requirement because of the increased demands and studio time commitment in the 3<sup>rd</sup> and 4<sup>th</sup> year of the BS Architecture Program. There are between 70-85 students in each of the two foundation years. We accept about 45 students per year into the BS Architecture track. These students are eligible to apply for the 2-year M Arch track. Students in the other two majors can apply to study architecture at the graduate level in the 3-year M Arch track. For 2013-14 there are approximately 300 full time students in the Architecture Department.

The Architecture Building and current programs can accommodate up to 380 students (170 first and second year Foundation Program students, 150 third and fourth year BS Program students and 60 M Arch Program students). The number of students continues to grow gradually so that administrative and teaching load shifts can accommodate the growing number of students and adjust accordingly.

##### The Master of Architecture Program

Students. Both Temple and non-Temple undergraduate degree recipients apply for the M Arch Program. Applicants are guided by the Temple Graduate School requirements and acceptance is based on portfolio, transcript, and GRE or Toefl scores. All students are required to have a minimum GPA of 3.0 for acceptance into the program. For students graduating from the Tyler Architecture degree programs, the GRE and Toefl scores are waived. Students in the 2-year track are required to complete 60 credits. Students in the 3-year track are required to complete up to 90 credits. For 3-year track students, the amount of credits needed is based on the architecture course work completed at the undergraduate level. This is determined on a one by one basis through portfolio and transcript review at the time of acceptance.

Because we are still in the process of phasing out the B Arch Program (last B Arch thesis class in May of 2014) there has been a simultaneous phasing in of the M Arch Program. The result has been a limit to the number of students in the M Arch Program,

allowing for space and curricular adjustments to take place. There have been two graduating classes of M Arch students: 8 graduates in 2012, 4 graduates in May of 2013 and 1 in December of 2013. There will be no graduates in May of 2014. The incoming class for 2013 has 4 students in the 2-year M Arch track and 7 students in the 3-year track.

The M Arch students are a diverse group: 4 are international students; 5 come from the Architecture Department BS Architecture Program. Two are transfer students from other M Arch degree programs. Students with non-pre-professional degrees are from a range of disciplines: Fine Arts (photography), Law, Mathematics, Linguistics, and Art History.

Faculty. The faculty composition of the Architecture Department includes 13 fulltime faculty and approximately 25 adjuncts. The fulltime faculty includes 7 tenured or tenure-track (teaching and research) appointments and 6 non-tenure track (teaching) appointments (note: one of the tenured faculty members serves as Senior Associate Dean for Architecture for Tyler). All full time faculty teach in the M Arch degree program and at least one of the undergraduate curricula. The full time faculty anchors the fundamentals of the curriculum, stabilizing its long-term goals and explicitly connecting course content to professional expectations. The adjunct faculty members bring connection to the professional world and ties to other universities, cities and cultures, and fill specialized educational niches. This mix is valued because the dynamic interchanges that occur between fulltime and adjunct faculty create an atmosphere supportive of the evolution of the department. Tenure track faculty undergo a three tiered evaluation process for tenure: at the department level, at the school level, and at the university level. Evaluation considers quality of teaching and research and also service, both to the university and professional service.

In addition to teaching, Temple tenured and tenure track faculty members are expected to pursue excellence in research and scholarship. Faculty members undertake funded and un-funded research and creative work. They present at symposia and workshops, publish books and in proceedings and journals, enter design competitions, exhibit creative work in galleries and lecture publicly on their specializations. Several have their own professional practices.

In 2012 Tyler School of Art revisited its promotion and tenure guidelines. Like all departments the Architecture Department identified standards and measures that were appropriate for the department's faculty.

#### Contributions of Architecture Department Faculty and Students to the School and the University

The Architecture Department faculty and students are actively engaged in the university across a wide range of activities. Our contributions address the broad expertise within the department. The requests from a range of areas within the university seeking departmental participation demonstrate the need for advice and leadership from built environment professionals in a university setting.

All Architecture Department curricula include opportunities for students to take classes in other disciplines. And the department offers courses that reflect the department's expertise for the wider university student audience. Courses open to non-architecture undergraduates include Arch 0835 Guerrilla Altruism, Arch 1001 Introduction to Design and the Environment, Arch 2141 History of Architecture I, Arch 2142 History of Architecture II, and Arch 1196, an online course, The History of Cities. The Special topics series of courses (Arch 3010, 3040, 3050, 3070, and 3080) are also open to non-architecture students. At the graduate level, the History and Theory course sequence and Research seminars are open to non-architecture students to expand the dialog about architecture and gain perspectives from students in other disciplines.

The department sponsors a lecture and exhibition series that is open to the public. Notices are published in a number of electronic sites, including the university's calendar, and posters are distributed widely. The lecture speakers range from local architects to internationally recognized leaders in design professions, such as Beatriz Colomina, Craig Dykers (Snohetta), and David McHenry (Erdy McHenry). The department's exhibits draw from Philadelphia's community as well as the department. There are two exhibition spaces in the Architecture Building. The prominent entry exhibit space is used for invited participants, often exhibits of the work of lecturers. The first floor corridor exhibition space is scheduled every semester, and features work of department students, faculty, and alumni. The Architecture Department participates in Tyler's annual show of student work with all other departments of the school.

Students in the program are active contributors to life of the university. Students in Temple's chapters of the AIAS and Freedom by Design set up exhibits and booths and volunteer for alumni weekend events and other university events. Graduate students have been active participants in Tyler School of Art governance, with representation on student councils and school committees.

At the university level, the Architecture Department faculty actively participates in governance and teaching improvement initiatives. Representation on university level committees includes: the Faculty Senate, International Programs Committee,

Sustainability Ambassadors, the Research Programs and Policies Committee, the Library's new building planning committee, and the university architect's planning review and selections committees for various projects. Architecture faculty members have actively participated in teaching and learning initiatives through the university's Teaching and Learning Center.

Research: Architecture faculty research ranges from academic scholarship through applied research and creative practice. Dissemination of our work is a great benefit to the university as one aspect of the public face of the department. In many cases, disciplinary overlaps are present in research and creative work. The full time faculty's research areas represent the range of topics and expertise of the curriculum:

Stephen Anderson: Research interest focused on the intersection of buildings, urbanity, and the ethical dimension of architecture; continues to engage in architectural practice.

Clifton Fordham: Research interest in sustainable design practice and architectural pedagogy; continues to engage in architectural practice.

Sally Harrison: Collaborative research and practice focused on communities in Philadelphia; publication focus on urbanism, collaborative design processes and results.

Alicia Imperiale: History / Theory scholarship, focus on modernist period in Italy. Creative work includes architecture and art focus, material structures.

Brigitte Knowles: Research, design practice, and publication on quality of life issues in architecture, urbanism, health of cities.

Tim McDonald: Continues to engage in architectural practice on a regular basis; applied research interest in integrated practice.

Rashida Ng: Research and applied research focused on phase change materials and lighting in architecture. Creative work includes application of advanced or emerging technologies in design.

Eric Oskey: Research and creative work focusing on digital graphics and design practice; research into current uses of Soviet era industrial structures in Russia.

Sneha Patel: Research on the role of writing in architecture and on design graphics; applied research includes application of advanced or emerging technologies in design.

Vojislav Ristic: Research and practice with a focus on structural and material aspects of architecture. Applied research focused on structures, in collaboration with Sally Harrison. Continues to engage in architectural practice on a regular basis.

Robert Shuman: Continues to engage in architectural practice on a regular basis; research interest in building envelopes.

Bob Trempe: Creative work includes exhibition of digital graphics and digital fabrication; research includes inquiry into use of digital tools, tool sets in the design process.

Kate Wingert-Playdon: Research and applied research focused on cultural landscapes and architecture's role in settlement and culture; publication about architectural inquiry.

In addition, the practice, creative work, and research of our adjunct faculty are of great benefit to the university. Our reach into the architecture community of Philadelphia includes our ability to hire adjunct faculty from architecture's professional community. (For more information about full time and adjunct faculty research, creative work, and practice see: Section 1.1.2 Human Resource and Human Resource Development, Section 1.3.3 Faculty Credentials, and Part IV. Faculty Resumes).

#### Contributions of the Institution to the Department

The university supports the department with a range of resources and opportunities.

The Tyler School of Art offers staffing and support at the school level. Tyler support for the department is housed in different offices of the school including the Budget Office, and the Admissions Office. The Center for the Arts also offers support, for example, through Institutional Advancement Office and through faculty research funding. Student services, including student advising and student life is provided at the school level. Support for undergraduate programs and students is given through the Assistant Dean for Undergraduate Studies Office. Support for graduate programs and students comes from the Vice Dean and Director of Graduate Programs Office. The Senior Associate Dean for Architecture was newly created in 2011. The office offers support for activities unique to professional programs and serves as a liaison to other offices in the school. The university's Career Services Office actively engages students through Tyler's student life coordinator.

The department works closely with and is consulted regularly by the director of the Temple Contemporary Gallery. The gallery offers a range of programming, much of it related to the interests of faculty and students in the Architecture Department.

The university offers intellectual and personnel support for teaching and research. The university's library system, especially Paley Library and Temple Rome Library, are available for faculty and students for coursework and research. Temple's library has increased its digital resource collections and provides excellent support in obtaining resources through interlibrary loan and other

services. We work closely with the art and architecture librarian to obtain appropriate resources for the department. The art and architecture librarian is available to students for help on research and available to faculty for course visits, providing study guides, and identifying appropriate resources. (note: see Section I.2.5 Information Resources for changes in the architecture library since the last accreditation).

Information technology support is available to faculty in the department. The department is served by a full time IT systems manager who manages the student labs but also provides support and counsel for the department and individual faculty members. Faculty can get assistance and equipment through the Instructional Support Center for the development of course-related instructional materials. The use of Blackboard for course documents and instructional use is widespread in our department. The ISC supports the operation of course and organization Blackboard sites. Students are provided with tech help, additional facilities, services, and support through the university's Tech Center.

Teaching support is provided by the Teaching and Learning Center (TLC). The TLC holds workshops for teaching improvement, organizes and facilitates learning circles, and works with faculty and departments on projects that relate to curriculum development. The TLC provided excellent support and guidance to the department's curriculum committee in 2008-09 for development of course rubrics for all required undergraduate courses.

Research support is available from a number of sources. Architecture faculty have been successful in obtaining competitive research grants at the school level and Center level (Tyler Dean's Grants, Center for the Arts Grants), through the Faculty Senate, through the Provost's Office (Grant-in-Aid of Research, Summer Research Fellowships) and through the University Research Office. Sabbaticals are applied for at the school level, and then granted in a competitive process at the university level. Merit is given for research, teaching, and service through a similar process. The university's Office of Research Administration provides support for faculty members who apply for and work on supported research projects.

## **B. Architecture Education and the Students**

In Temple's Architecture Department we are focused professional education in the expanded field of architecture in our current time. A primary objective within the Architecture Department is to educate students to develop an intellectual foundation and critical thinking skills as the basis for their design studies. Thus, broad and general knowledge alongside professional knowledge is clearly considered to have a role in the students' creative work.

### Curriculum

The Architecture Department's undergraduate curriculum is carefully sequenced to initially build student self-confidence, dignity and self-worth, and skills and techniques. All students in the department begin in a common 2-year Foundation studies program. The first two years of Architecture Foundation Studies include the introduction to the design process and essential knowledge-bases in architecture, and the completion of a large percentage of preparatory and general education requirements. Undergraduate students in all of the department's programs continue taking courses in the 3<sup>rd</sup> and 4<sup>th</sup> year that lead them in a direction of increasingly challenging study. For students who continue in the BS Arch pre-professional curriculum the 3<sup>rd</sup> and 4<sup>th</sup> years of study present students with coursework that allows an understanding of the complexity of the architectural design enterprise. Upon entry into the pre-professional and professional programs (BS Arch, M Arch) students are given clear professional requirements, increasing choice in their studies, and opportunities to take on leadership roles within the department.

For students in the 3-year M Arch track, the sequence is different. Students have already engaged in broad education in a range of disciplines at the undergraduate level. The first year of the M Arch for these students is a design intensive track, fully focused on architectural design, representation, building technology and architectural history and theory. After the first year, students join the 2-year professional program students.

Students in the pre-professional architecture program become familiar with tectonics and techniques of design. The design sequence addresses measurement and scale, inhabitation and form making in architecture. Students address tectonics, sustainability, and urban design. Basic coursework in architectural history and theory and building technology are required alongside the studios. The final semester is a capstone studio where students are offered a range of elective subject matter that is addressed through design. The first year of the 3-year M Arch track repeats the major requirements and curricular aims of the pre-professional degree program but in an intensive manner. A summer beginning design studio is required for students who have no architectural design background. The fall semester and spring semester address questions of measurement and scale, inhabitation and form making in architecture.



The final 2 years in the M Arch program (the professional track) has a 4 semester design sequence, beginning with a studio focused on qualities of architectural space that results from considering building tectonics. The second studio is elective content to broaden the dialog about architectural design. The fall of the final year is a comprehensive design studio and the spring is a choice of a thesis or elective studio. In spring semesters students can also choose to study abroad. Parallel seminar courses where current issues of practice, technology, theory, culture, context, etc. are addressed allow M Arch students to take the knowledge base from their undergraduate and graduate experiences and address ways to work with issues in a meaningful manner in relation to design inquiry. (see studio objectives in Section II.1.1).

In the M Arch curriculum, representation and history/theory requirements are fulfilled in the first year of the 3-year track for non-pre-professional degree students or at the undergraduate level for pre-professional degree students. Courses in building technology, research, and professional practice are included in the curricular sequence to align with studios. Students also have the opportunity to take elective courses that are aligned with our areas of emphasis in the curriculum: design/communication, history/theory, technology, behavior/culture, and site/context. The undergraduate and graduate design curricula (the BS Arch and the M Arch degree programs) are centered around the design studio where other threads of learning begin to be addressed, linking closely coordinated classes and emphasizing the role of knowledge in design. Students work in teams and individually at varying points in the curriculum and are often asked to draw on their work from outside of architecture. Given our location in Philadelphia, we invite professionals from architecture and allied disciplines to engage in teaching, review, and critique of the students' work.

### Diversity

In a large university the unique intimacy, the sense of mutual respect, the work ethic and common trust that is found in a studio based curriculum creates a very special camaraderie between students, faculty, and staff. The Architecture Department is essentially student-centered and culturally diverse, due in large part to the diversity of the university community, drawing from many regions of the country as well as foreign countries. In the M Arch program, four foreign countries are represented in the student body and the domestic students represent three regions of the US. Students in the department are also economically diverse: as a state-supported school, it is affordable for Pennsylvania-residents, but its strong professional reputation also draws higher income students. The education students receive at the undergraduate level is within a university-wide general education curriculum that embraces cultural differences: in the Mosaic Humanities Seminar courses students are guided through a thematic approach to primary texts from great world cultures and intellectual traditions. There are required courses in Arts, Human Behavior, Race and Diversity, U.S. Society, and World Society.

Although we consider ourselves a diverse community, we find that we need to continue to address definitions of diversity, the role of diversity in teaching and learning, and the role of diversity in the profession of architecture to be essential. Continued awareness of issues of diversity the role this serves in professional leadership has been identified as an important factor for our department's identity.

### Study Abroad, Study about Global Diversity

Temple Architecture students can study abroad at the Rome, Italy campus, imbuing themselves in the cosmopolitan culture of a major European city. Beginning in spring of 2013, two courses, an architectural design studio and an architecture seminar course, have been reinstated at the Temple University Tokyo Japan campus. The studio was successful and will continue as an option for students in the future in spring semesters. Students have also had the opportunity to study in summer programs through Temple International Programs Office. In August of 2013, two graduate students attended an international workshop at Meiji University in Japan. The university has exchange agreements with a number of universities. M Arch students can take advantage of these exchanges. Coursework equivalents have been identified at two of these universities - Meiji University and University of Witwatersrand in Johannesburg. A third opportunity is currently being developed with Jiaotong University in Beijing, China. Global sites and exchanges are also part of the M Arch curriculum in Philadelphia. For example, one of the elective studios in spring of 2012 was sited in Moscow. In the spring of 2014 the elective studio will include participation by Josep Mias, an architect whose practice is based in Barcelona, Spain. All of these opportunities consider the global perspective and opportunities for practicing architecture in the 21<sup>st</sup> century.

### Student Support

A number of architecture students are also university honors students. Temple University Honors Program is open to academically talented students – about 1600 - and connects them to dynamic small classes. There are opportunities for architecture students to engage in learning communities where common courses are linked so that a group of students is present in more than one class. There are opportunities for students to earn certificates in community based learning, sustainability, or other subjects related to architecture. Students can also obtain minors in a range of disciplines. Architecture students have been

successful in obtaining university internships, and many volunteer for community service. Undergraduate and graduate architecture students have taken advantage of opportunities for student research funding and peer teaching. The Writing Center offers free-of-charge tutoring, workshops and seminars to all interested students, as does a Math and Science Resource Center. Graduate students in the M Arch program have participated in department sponsored conferences, presenting papers and engaging in dialog with the national and international architecture academic community. Graduate students have obtained internships with the Philadelphia City Planning Commission and in the Temple University Planning and Design Office. Other graduate students have been hired to assist with faculty research projects. Department jobs for graduate students include peer teaching, exhibition coordination, graphic design assistance, and other resume worthy assignments.

The university provides a full range of services for students. Academic support that is used by architecture students includes the Math and Science Resources Center and the Writing Center. The university has a Career Services Office that has worked closely with Tyler and also the department in helping students and recent graduates prepare for and find employment.

The university provides student health services and counseling services for psychological, psychiatric issues, alcohol and substance abuse, sexual assault counseling, and conflict resolution. There is a comprehensive Office of Disability Resources and Services. International students are guided by the International Student and Scholar Services Office. There is, in addition, a Student Assistance Center (orienting students and their families to the university and to the city, providing needed referrals), the Financial Aid Office, campus recreation centers, student media (a student newspaper, radio station, and a graphics media center), student government, fraternities and sororities. There are several health and wellness facilities on campus.

#### Student Associations

The Temple Chapter of the American Institute of Architecture Students continues to be active in the department and at the university, regional and national levels. Temple University assists in funding the organization, providing monies for receptions and other student-focused activities. The department assists in sending student representatives to national AIAS conferences. The AIAS student government is headed up by annually elected representatives, who structure an annual mix of social events along with outreach activities intended to improve learning opportunities and student lifestyles. The AIAS assists the department in recruitment of students, by participating in open houses. Members of the organization take an active role in the continued development of a studio culture policy and discussion about policies impacting student life in the department. Temple Architecture has a Freedom by Design Chapter which works closely with AIAS.

The department recognizes the service contributions of our students through the Alpha Rho Chi award, an annual award given to the graduating student demonstrating outstanding leadership, contribution to student life, and willingness in service to the profession. Graduating students fund organize a department graduation reception annually. The fundraising activities to stage this are extensive and occur throughout the year: students sell snacks and design and print t-shirts to underwrite the graduation event.

#### Student Employment

Students are employed in various capacities in the department, and at other sites around campus including the university's Office of Facilities Management for the university. Students are hired to assist in the administration of large lower level lecture classes, and as appropriate, as preliminary graders. The woodshop is staffed by students who work under the guidance of a shop manager. Students work as plot monitors and assistants to the System Manager in the department's IT Center, and they perform various administrative duties in the department office. Students also work to mount department exhibits and as tour guides for the Tyler Admissions Office. Because our dedicated administrative staff is minimal the students work is absolutely essential to the operation of the department. They are held to a high standard of professionalism in their duties and are respected for their contributions by the faculty and staff.

#### Design Competitions

Architecture students have special opportunities to demonstrate their individual excellence and win awards. The John Stewardson Competition is a Pennsylvania-based event open to students in all architecture schools and to recent graduates in the state (Temple Architecture students were recent recipients of this award in 2012 and 2013). Professional juries select first and second prize winners, plus honorable mentions, with monetary awards that designate travel in Europe to view contemporary architecture first hand. The exhibit of all submissions travels to all the participating schools, forming a valuable opportunity for students. The AIA West Jersey has a yearly competition for 3<sup>rd</sup> and 4<sup>th</sup> year students in schools that surround their territory. The Ed Bacon Foundation and the Delaware Valley Green Building Council each conduct a yearly design competition that addresses issues and sites in Philadelphia or the region. Temple students have won their share of awards in all of these programs. Students also engage in other competitions either as individuals or as part of upper level student assignments.

### C. Architecture Education and the Regulatory Environment

Temple University's professional architecture degree program is dedicated to teaching our students a body of knowledge upon which architecture registration is based, and inculcating in them the habits of rigor and ethical responsibility required of a licensed professional. Standards for our students' performance in academics are very high; and we expect that their conduct within the community of the department and the university reflects the seriousness of public accountability that is the hallmark of an architect. It is expected that the great majority of students graduating with the BS Arch and M Arch degrees will undertake the Intern Development Program and become registered architects.

#### Curriculum

Three quarters of the full time faculty and approximately half of the adjunct faculty are registered architects (or licensed engineers, planners, or landscape architects). Many of the adjuncts work in architecture offices guided by licensed professionals. Hence the students are exposed daily to mentors who understand the legal ramifications of licensure. In the BS Architecture and M Arch programs, the combination of general course requirements, pre-professional and professional program requirements serve to build broad knowledge that underlies ethical responsibilities. Over the course of the pre-professional and professional program a student builds a series of experiences which develop the ability to exercise professional judgment. In the early years, students' focus is on course work that builds an information base. As students move through the programs they are expected to address progressively more complex design issues particular to the program and generally required for the profession of architecture.

Issues of students' understanding of their ethical and legal responsibilities related to their professional conduct emerge early in the M Arch curriculum. Early on students come to understand that they are responsible not only to the paying client, but also must act as guardians of community values, the rights of neighbors and users, stewards of the resources of the natural and the man-made environment. Increasingly complex issues of local and global practice are introduced in studio course work that challenges students to discuss and evaluate the multiple impacts of their design decisions. Students are introduced to the implications of building and zoning codes, fire egress, accessibility, and other legislative imperatives in the curriculum and students are expected to comprehend and demonstrate these issues in their work. Building technology courses all address questions of health, safety, and welfare, including building, zoning and access requirements. In the M Arch curriculum a stand-alone course in professional practice gives students a solid grounding in things necessary to properly serve both clients and the public, covering issues broadly from the nature of architectural firms to the documents necessary to guide construction, from code compliance to economics. Students visit local offices and research generic case studies. They also address the range and complexity of practice in the current time. Required readings encompass the historic background, the current professional environment, finances, professional relationships, legal issues such as the nature of the state registration board, cultural issues such as regulation, modes of practice, marketing and theory.

Realm B Integrated Building Practices, Technical Skills, and Knowledge: Criteria in Realm B are addressed in Design Studios and Technology courses in the M Arch program. Realm B criteria are introduced in the BS Arch curriculum and the first year of the 3-year M Arch track. As students continue in the final two years of the M Arch curriculum a knowledge base is built through both technology courses and tested in appropriate design studios. In the M Arch curriculum, some evidence in the first year of the 3-year track or in portfolios of incoming students in the 2-year track of Realm B criteria is desirable, thus assuring that students have engaged in a pre-professional curriculum with attention to building technology. The M Arch curriculum addresses Realm B criteria simultaneously to it being addressed in the design studios. The Comprehensive Design Studio is taught in the final year of the M Arch program. By the time Comprehensive Design is completed, all of the Realm B criteria are addressed through studio and support courses.

Realm C Leadership and Practice: Students entering the 2-year track of the M Arch curriculum are expected to have addressed issues of C2 Human Behavior as part of their pre-professional requirements. Students in the 3-year track address C2 in the first year of their studies. And Human Behavior is again addressed in Arch 8011, Arch 8012, in the first semester of the 2-year professional program, and in the urbanism Research Seminar, Arch 8131. Arch 8012 also addresses C9 Community and Social Responsibility; Arch 8013 addresses C1 Collaboration. Consistent with the character and strengths of many other disciplines in Temple University, students are asked to consider collaboration, human behavior, community and social responsibility as fundamental to an architectural practice ethos.

Two important criteria in the M Arch curriculum are C6 Leadership which is addressed Arch 8012 and C8 Ethics and Professional Judgment which is addressed in Arch 8096, Professional Practice. Criterion C7 Legal Responsibilities is addressed in the studio setting in the comprehensive design studio. In the M Arch curriculum criteria C3 through C9 are addressed in a focused manner in the professional practice course at the upper level of the curricula. Many of these criteria are incorporated in other courses, but

revisited in a focused manner as issues of practice. The stand-alone professional practice course has as a primary focus the criteria: C3 Client Role in Architecture, C4 Project Management, and C5 Practice Management.

For more information on the curriculum see section II.1.1 Student Performance Criteria.

IDP and Registration

A representative from AIA Pennsylvania visits the program annually to discuss the IDP process. IDP is also addressed in the professional practice course and in the semester prior to students' eligibility for obtaining credits towards IDP. Members of the profession visit to participate in the discussion. In the M Arch this is done in the spring of the first year, both according to the timeframe given by NCARB. We have two IDP counselors for Temple architecture students, Rashida Ng and Clifton Fordham, full time faculty members. They inform the Temple Architecture community about updates to the IDP process and coordinate with faculty in both undergraduate and graduate courses to make sure that all eligible students have the opportunity to engage in the IDP process. Faculty attend the summer IDP conference and IDP information sessions at the ACSA conferences and AIA conventions and the experiences have been informative.

Because of our urban location many of our students have to opportunity to work in professional architecture offices either part time during the semester or in summers. We encourage these students to use this time towards IDP requirements. We have also recently started working with AIAS officers to offer seminars and tours to gain IDP credit. For students with AIA numbers, our lecture series also serves as a forum for IDP credit.

With the IDP requirement for a mentor we are working to organize department faculty and alumni to serve in this capacity and are in the process of making sure that information about the role of a mentor is clear to students and both full and part time faculty as well as alumni.

The ARE pass rates for Temple University from 2010-2011 have remained fairly consistent, with sharp increases in Structural Systems and Building Systems in 2011. In 2011 there was a considerable increase in the number of Temple graduates taking the ARE.

	2010		2011	
	TU participants	pass rate	TU participants	pass rate
Prog/Planning/Practice	21	52%	34	56%
Site Planning + Design	18	78%	27	74%
Bldg Des + Constr Systems	16	56%	23	61%
Schematic Design	16	75%	33	79%
Structural Systems	13	54%	18	72%
Building Systems	13	62%	26	81%
Constr Docs + Services	25	60%	34	56%

Continuing Education

AIA members can gain continuing education credits for attending lectures that are sponsored by the Temple Architecture Department. We have extended this to events that are sponsored by alumni and take place in venues around the city – office visits and lectures about recent work by local firms, for example, have been part of the continuing education offering. We also offer IDP credit for the lectures. We do advertise lectures, exhibitions and other events with the AIA and through e-mail and posters to local offices. Many Temple alum or other professionals take advantage of our events.

**D. Architectural Education and the Profession**

The City of Philadelphia and the campus of Temple University provide unique contexts for the study of architecture. Philadelphia is one of three cities in the US with the highest concentrations of architects, and the Temple Architecture Department attracts students who recognize that their education and their future career will be enhanced by the vibrant professional community. Moreover, the city of Philadelphia as an almost limitless resource – it provides a dynamic laboratory for study architectural design, urban design, cultural and social issues and technological innovation. Architecture majors are keenly aware of cultural diversity and an ever accelerating rate of social change by virtue of the University context: Temple University has over 30,000 students come from every state in the United States, and many foreign countries and with a highly diverse student body representing many different heritages and backgrounds.

### Engagement with the Professional Community

There are strong and continuous relationships between the Architecture Department and the local architectural community. Local practitioners from architecture and related fields are regularly invited to be part of our lecture series. A large contingent of the department faculty in any semester is made up of adjuncts teaching at all levels in the curriculum work in local offices. Several fulltime faculty practice in their own specialized firms, albeit at a reduced scale commensurate with fulltime duties. Some faculty serve important civic and professional roles, for example, Sally Harrison is a member of the Philadelphia Redevelopment Authority Advisory Board.

Tyler Architecture engages with the Philadelphia AIA in a number of ways. Full time and part time faculty are members or associate members of the AIA. A number of Temple Architecture alumni are officers in the Philadelphia Chapter of the AIA. Recent graduates are also active participants in AIA Philadelphia. Sally Harrison is a member of the editorial board for Context, the Philadelphia AIA's journal. A primary venue for many faculty and students for exhibition of work is the AIA Center for Architecture gallery. Both faculty and alumni are active participants in the AIA Philadelphia Community Design Collaborative, AIA committees and other initiatives, for example, Robert Shuman is a member of the Philadelphia AIA Education Committee.

Our alumni are active participants in other architecture professional organizations. For example, a Tyler Architecture alumnus and active member of SARA (Society of American Registered Architects) has worked to develop a scholarship program for that organization as a way to create dialog between the professional and academic communities. Students in Pennsylvania are eligible for the award; part of their responsibility in acceptance of the award is to discuss their work and the academic context with SARA members. A Tyler alumnus manages the John Stewardson Memorial Competition every year. A number of our alumni are officers in PhilaNOMA. Kate Wingert-Playdon served as a speaker for a joint PhilaNOMA and Philadelphia AIA Women's Committee panel about women and professional leadership in spring of 2013.

There is a continuous flow of visiting professionals at design reviews as well as guest lecturers in several courses, thus bridging the gap between the academic world and the world of practice. Many alumni regularly attend reviews. Participation in design reviews also includes architects from key firms in Philadelphia. They provide excellent feedback from the point of view of the practitioner. Our connections with local practitioners are also through the hiring of our graduates across the spectrum of firms in the city. Alumni and other professionals attend our well-publicized lecture series, promoted through posters and postcard mailings.

Temple Architecture students are themselves engaged in the professional community. A number of our students have part-time jobs and summer internships with architectural firms in the city and region. These opportunities enhance the overall reputation of the school and lead to post graduate employment opportunities for the students. Taking advantage of our metropolitan location, a number of faculty members take students to visit architectural firms, finished buildings, and job sites as a regular part of the curriculum. This happens regularly in professional practice and both the structures and materials and methods course sequences. In these courses and also in the studio courses members of the professional community engage in discussion of their work and the students' work.

### Practice, Research and Knowledge Generation

Our mission statement includes the following statement to guide the department,

"our programs stress critical inquiry as part of the creative process, teaching students how to assess and intervene in the physical world through carefully considered acts of making. We engage the city, exploring and addressing the ethical and social dimensions of architecture and the built environment, and through this seek to develop an ethos of leadership in our students, preparing them to become active participants in practices and discourses surrounding the complex global and local issues of our time."

This statement guides practice, research, and knowledge generation of the department's faculty, reflective of core values that drive the work carried out in the department.

Faculty research is reflective of the department's mission with most faculty members engaged in practice-based research. Our mission statement is organized around three areas that reflect the department's and programs' identity: Philadelphia and Urban Contexts; Design and Materiality; and Leadership in a Changing World. The areas of focus coincide with major areas of faculty research and practice and are useful in our articulating the department's identity to both students and the outside world. The focus areas are also a way for students to understand knowledge generation that impacts teaching and learning within our department.

Faculty research relates to these areas as follows.

Philadelphia and Urban Contexts: Philadelphia and the surrounding region play an important role in architectural and urban design history. Faculty engaging in practice and research address current civic aims focused on revival in the post-industrial city, and with the city's urban initiatives including issues of current importance such as sustainability. Full time faculty engaged in practice include: Robert Shuman, Tim McDonald, Eric Oskey, Vojislav Ristic, Sally Harrison and Clifton Fordham. Faculty engaged in research or applied research with a focus on Philadelphia and urban contexts include: Sally Harrison, Vojislav Ristic, Brigitte Knowles, Eric Oskey, Clifton Fordham, Alicia Imperiale, Stephen Anderson, and Kate Wingert-Playdon.

Design and Materiality: A major part of the Architecture Department's identity is our role as part of Tyler School of Art. An important overlap between fine and visual arts and architecture are the things that we make and the intellectual dialog that comes from making. For the department's design centered curricula, cognizance of physical production alongside digital production drives dialog and this is also reflected in faculty research. Research and creative work that centers on questions of materiality and making include a majority of the full time faculty: Vojislav Ristic, Sneha Patel, Rashida Ng, Bob Trempe, Alicia Imperiale, Clifton Fordham, Robert Shuman, Tim McDonald, and Eric Oskey. These and the rest of the full time faculty (Brigitte Knowles, Sally Harrison, Stephen Anderson, Kate Wingert-Playdon) have a component of their work that centers on design thinking.

Leadership in a Changing World: In the current practice environment issues such as diversity in practice, the role of collaboration and inclusion of many modes of design have an important place in the academic environment. The opportunities to lead discussion and drive change in practice come from within the academy. All full time faculty in the department consider aspects of the future of practice and leadership. Of note include the role of advocacy and collaboration in Sally Harrison's work, the role of diversity in Kate Wingert-Playdon's work, and the consideration of complexity of practice in Stephen Anderson's work. Faculty engaging in design and built environment practice (ex. Robert Shuman, Tim McDonald, Bob Trempe and Eric Oskey) are focused on current practice or design engagement models.

Faculty research represents all three focus areas and is represented by the faculty publication record and creative work as well as the increased frequency of grant applications and awards. In addition to numerous Temple University research awards, these include awards for faculty from the Green Building Alliance, the Pew Charitable Trust, the Graham Foundation, and the National AIA. Faculty research is often applied research and many faculty members work in partnership with others.

## **E. Architectural Education and the Public Good**

Temple University's Architecture Department is aligned with- and a full and active participant in a modern university that takes very seriously its historic mission to make and remake society through the responsible actions of each individual. For undergraduate students, the requirements of the Temple University general education curriculum provide not just architecture majors, but all entering students, with a strong foundation in enlightened social and ethical values. Courses selected from topical areas such as Mosaic Humanities Seminar, Human Behavior, Race and Diversity, U.S. Society, and World Society, prepare students to understand the complexity of social problems confronting the modern world. Review of all applicants' transcripts upon entry into the M Arch program reveals the diverse range of students wanting to enter the profession of architecture. In the M Arch program importance is placed on drawing out the cultures of all individuals as they pursue the professional degree. This builds on the university's role in fostering social and ethical values.

The department's mission includes attention to diversity and collaboration, and sustainability in the broadest sense. These are very much reflective of the role of an Architecture Department within Temple University. The work of the department is urban centered, keeping the role of a public urban university in the fore. Within the department the complex socio-economic, cultural, and political dynamics of the contemporary, postindustrial city are investigated. With so many faculty working in partnerships or collaboratively, these modes of practice find their way into the studios where faculty serve as role models, mentors and guides for the complex interdisciplinary forms of architectural practice. We see collaboration and interdisciplinarity as having relevance in a transforming world of practice.

Architecture department faculty members have participated in university wide initiatives that would be considered contributing to the public good. One faculty member, Sally Harrison, has worked with the community based learning initiative. Her work, along with Vojislav Ristic and students with the Village of Arts and Humanities is a model for community based practice. The Architecture Department is a leader in the Tyler School of Art in discussing issues of diverse practices and its role in fostering inclusion and diversity in the school. In the past year students and faculty have worked closely with the university's Office of

Sustainability to continue to keep environmental issues in the forefront of the department's curricular and extra-curricular activities. These include not only course work and opportunities for students' professional learning (IDP), but also initiatives that impact campus planning, research, and teaching work on local advisory boards.

Faculty research and student course-based projects that fall in the public realm include Sally Harrison's work with the Village of Arts and Humanities, Kate Wingert-Playdon's M Arch studio located in St. Michael's Maryland and New Orleans, and Eric Oskey's studio sited in Moscow. Some student course work has resulted in the building of structures with communities to aid in the making of better environments. These include the 2011-2012 elective courses "Building as a Form of Cultural Preservation" that resulted in a structure for use by Community Supported Agriculture interns at Colchester Farm in Georgetown Maryland, and the summer 2013 elective course, "Block Party" that resulted in understanding the space of summer activity in the city and designing spaces that accommodate and encourage activities.

The student groups AIAS and Freedom by Design contribute to the public good through their annual entry into "Construction" and through other organized fund raising activities. Freedom by Design is in the process of initiating a new design-build project that will aid a local disabled community member and her family.

## I.1.4 Long Range Planning

Since the last accreditation visit in the spring of 2011 the Architecture Department has engaged in planning processes that link the goals and needs of the department to those of Tyler School of Art and the university. Objectives for change are identified within the department but impacted by changes at the school and university level as well. This way the department addresses the professional requirements of its programs in relation to the goals of the school and university.

Planning process and impacts: A summary of long range planning initiatives since 2011 is as follows.

- Strategic Planning based on the 2011 NAAB Visiting Team Report (VTR): The VTR identified conditions that were met. The SPCs identified have been the basis for curricular development in the M Arch program. The VTR identified two causes for concerns – increased administrative demand and faculty development. Both of these have been addressed as part of long range planning and departmental and school strategic planning.
- 2010-2013 Architecture Department curriculum development: Since 2010, the Architecture Department has shifted curricula. Curricular development for all departmental programs has been ongoing. The M Arch degree curricular focus has been threefold: 1) adjust curriculum to spread NAAB SPC across the entire M Arch curriculum, 2) adjust course sequences and student experiences to enhance and reflect the department and school identity, 3) with the 2-year M Arch track fully realized in the spring of 2012, create a 3-year track to increase student diversity in the M Arch program.
- 2011 Provost White Paper: Provost Richard Englert distributed a white paper on restructuring the Provost's Portfolio. One result was the creation of the Center for the Arts at Temple in fall of 2012, aligning departments and programs for synergies, collaborations, and other beneficial alignments. The current units in the Center are: The Tyler School of Art (includes architecture), the Boyer College of Music and Dance, and the Division of Theater, Film, and Media Arts. Discussions and planning are ongoing.
- 2012-13 Tyler School of Art Strategic Planning Committee: The Tyler Strategic Planning Committee was formed to develop a 5-year strategic plan for the School that focuses on curriculum, organization, and research objectives for the School. In the first year, discussion centered on core values and objectives. At present the objectives are being given specificity, with the aim to have a strategic plan vetted and voted on in fall of 2013 and a 5-year implementation period. The school and departments in Tyler will benefit from the planning process. (Note: Architecture faculty – Rashida Ng, Sally Harrison, and Stephen Anderson and staff – Paul Muller served on 2012-13 subcommittees as part of the strategic planning process. Kate Wingert-Playdon serves as Strategic Plan Executive Committee co-chair. Architecture Department faculty expect to continue to be active participants in the planning process.)
- 2012-13 Architecture Department Self Study and University Periodic Program Review: A current Architecture Department self-study has begun. With the department's new building (occupied in January 2012) and new curricula in place, the self-study addresses new directions for the department but also considers the department's legacy. Because of the alignment of self-study reports for NAAB and other agencies with which the department is affiliated, a university periodic program review process will take place to reflectively address all departmental programs. The program review will consider recommendations from the Department's last program review in 2005-2006 and is intended to focus on the steps the department and its programs have taken towards continuous improvement.
- Visualize Temple and campus planning: Temple University is in the process of developing a campus master plan. The Provost led a parallel effort to identify academic priorities for the campus master planning process. Discussions identified and prioritized initiatives that will support the university's academic, student life, and research goals and are impacted by physical development decisions. The dual initiatives of space planning and academic + administrative planning include faculty from the Architecture Department and from the Center for the Arts as part of the planning process.
- Architecture alumni advisory group: Architecture Department Alumni have been organized since 2010. The group's success in fundraising and events has had a positive effect on the department.

The planning processes at various levels within the university have had a positive impact on our long range plans for improvement. As part of the strategic planning process the department also relies on information pertaining to local, national, and international professional trends. We rely on the local professional community, many of them alumni, for information about our graduates and the needs of the profession in the local context. Philadelphia's architectural community is well engaged in review and critique of student work and we rely on this contact as another means to understand local trends and needs.

Information and data from NCARB relating to IDP and licensure is used to guide curricular decisions. AIA's information on research areas, practice needs and trends has been helpful tools to contextualize the professional program curriculum. Emphasis on research as part of practice has helped us adjust our department curricular offerings to allow students to engage in



research based design practice. Adjustments for IDP requirements have allowed the department to initiate ways for students to obtain IDP credit. Faculty research and its relationship to changing practice modes and directives is helping to shape the curriculum, connecting students to the immediate questions and issues of the present and introducing them to forms of design practice that will span over their lifetime. We look at the issues within the professional community to ascertain students' learning needs for the present and the future. Across the curriculum we have started to include issues of sustainability and globalization and their impact on the practice of design. At the graduate level, we add to that, emerging questions in design practice, such as integrative forms of practice, the role of case studies, evidence based design, building analysis, comprehensive design and BIM, and post occupancy evaluation.

## Long Range Planning and the Five Perspectives:

**A. Architectural Education and the Academic Community:** The faculty of the Architecture Department is fully engaged in activities of the school and the university. With architecture as a centrally important discipline in a number of university initiatives we serve on committees and participate in initiatives that overlap with our discipline.

- **Opportunities for Success:** The Architecture Department's incoming undergraduate students are among the strongest academic groups in the university. Our department attracts a diverse range of students, including international students, community college and other transfer students from a range of age groups and life experiences, Philadelphia County students and those from the region. The department has been a leader in curricular assessment and continues to use assessment goals to improve teaching and learning. Beginning in 2009, the curriculum was reorganized to increase student retention and opportunities for success. All incoming freshmen and undergraduate transfer students begin with a common foundation then choose one of three majors: BS in Architecture, BS in Facilities Management, or BS in Architectural Preservation. Students in the 4-year BS Architecture Program are then eligible to apply to the 2-year M Arch track here at Temple. Students in the other two programs can also continue into the M Arch degree in the 3-year track. The changes allow students to work to their strengths at the undergraduate level – in research, management, or design, for example – but also obtain a degree that will lead to employment. The new 3-year track in the M Arch program allows all students in the department to continue on to obtain a professional (M Arch) degree. (see also strategic plan goals 1, 2)
- **Research Excellence:** In recent years there has been an increase in Architecture Department faculty research. This is supported by school and university level funding and by administrative support at the university level. The faculty has been active in dissemination of research and creative work. Undergraduate students have been successful in the past few years in obtaining awards for research (Library Prize for Undergraduate Research) and funding to support research (Undergraduate Research Initiative Fund, Diamond Scholars Program). As part of the nomenclature change from B Arch to M Arch, the curriculum is more focused on design research, thus paralleling trends within the profession. Building the research of the department, with the goal of obtaining sponsored funding through grants and partnerships, also provides a means for providing financial support and learning opportunities for graduate students. This has resulted in an increase in full time faculty publications. In fall of 2012 we sponsored the 2012 ACSA fall conference entitled, OFFSITE (ACSA and MBI) and in the spring we sponsored the 2013 National Conference of the Beginning Design Student (NCBDS). (see also strategic plan goals 2, 4, 5)
- **Metro-engagement:** Architecture faculty use Philadelphia and surrounds as the basis for teaching and learning and are full participants in practice and research in the region. Students benefit from department faculty's design practices and research in the region, participating in research projects like Sally Harrison and Vojislav Ristic's work at the Village of Arts and Humanities in North Philadelphia, or visiting building sites like Bob Shuman's (MGA Partners) Morgan Hall dormitory project on the Temple campus. Department faculty, student and alumni are active in venues for architectural presentation, including the AIA Center for Architecture and other galleries, and have given lectures or served on panels in a number of the city's public forums including Tyler Gallery, and the Institute for Contemporary Art. Students have been active participants in the university's sustainability initiatives which have resulted in site visits to locations such as the Eagles' stadium for a tour of sustainable building practices used at the site. Architecture faculty has been active in the faculty senate, and has participated in university campus planning (such as the Tyler courtyard committee, the library selection committee, and the new library planning). (see also strategic plan goals 2, 5)
- **Global Commitment:** Architecture faculty members sit on the International Programs committee and work closely with International Programs and International Students offices to make sure that university initiatives are addressed at the department level. We have regular contact with the deans and architecture faculty at Temple Rome and Temple Japan have coordinated studios and course development to encourage students in architecture to study abroad. Professors Imperiale and Pron have taught at the Rome campus in recent years. At the Main campus there are a number of faculty members who conduct courses that address global issues and contexts and are engaged in globally sited

practice and research, for example Professor Trempe's studio work sited in Iceland and Oskey's studio sited in Moscow, Russia. These studio based courses address the expanded field of architectural research and practice that students will possibly encounter in practice the future. New initiatives for exchange in the M Arch program are under discussion – with Meiji University in Tokyo and Beijing Jiaotong University in Beijing. Two M Arch students represented Tyler Architecture at an international student workshop at Meiji University in August 2013. Our department's international student population has increased substantially in the past few years. This fall we will have M Arch students from China, Iran, and Pakistan, and another American student who emigrated from the Ukraine. We see this as a positive step in our identity as a department. The support of many cultures is an issue of diversity that has become increasingly complex. The university's increased international population makes the global commitment of the university, the school and the department more poignant. (see also strategic plan goals 1, 2)

- Destination Temple: The Architecture faculty participates in Tyler School of Art initiatives to support the vibrancy of the campus within the city. As a department we host exhibits, symposia, panel sessions, and lectures that are open to the university and the Philadelphia community. We participate in Tyler Gallery initiatives as well as School wide exhibitions and have increased our efforts to include alumni, many in the city, in activities. In spring of 2013 we hosted the inaugural Architecture Alumni lecture, an annual event sited at the Temple Performing Arts Center, open to the regional architecture community. The new Architecture Building has been a great benefit for increasing departmental activities and hosting groups. The Temple University architect uses the building for meetings and presentations, as do others including the University Alumni Association. The department's lecture series has benefited with increased participation because of the new building. (see also strategic plan goals 3, 6)

**B. Architectural Education and Students:** (see also strategic plan goals 1, 4, 5, 6) The Architecture Department has undergone a major curriculum restructuring. It is centered on the nomenclature change of the professional program moving from a 5-year B Arch to two M Arch tracks - 4+2 and 4+3 year M Arch. For undergraduates this accommodates shifts in their needs in the 21<sup>st</sup> century. Well-prepared incoming students are more likely to be active participants in activities outside of the department such as sports, clubs, music groups, etc. The curricular change also presents more opportunities for students to obtain minor degrees at the undergraduate level. As the new curricula unfold we see changes in the needs of students to be foremost in importance for curricular development.

In 2007-08 the Architecture Department faculty worked with students in the department to develop a studio culture policy. A mandate to revisit the policy in a session with students is incorporated in the policy. The policy was revisited this past spring (2013). Planning and discussion sessions between students and faculty addressed the role of the design studio in an architect's education (see appendix). A statement was developed, based on discussion, addressing the role of studio culture which extends beyond the design studio to incorporate what is learned in other courses. Emphasis in the statement is on innovation and risk taking that takes place in the studio environment, all of which are unique to the architecture design studio's ability to foster collaborative learning.

Since the last accreditation one area of focus in the Architecture Department has been to define the needs of the M Arch degree students. The M Arch program draws students from both within and from outside Temple University. In operation since fall of 2010, the M Arch program has had a diverse group of students – from different programs, cultures, and experiences. By working closely with students in the first two classes in the M Arch program, we have defined different teaching and learning methods to serve the graduate students. Graduate students are better able to share, creating a collaborative learning environment. They are more focused on outcomes that lead to professional experience and connections. As such we have been identifying opportunities for the M Arch students to engage in departmental leadership, and to network with the professional community. In 2013-14, opportunities for M Arch degree students will be built into coursework. The spring semester studios (Arch 8012) will have guest critics running workshops that are creative exercises reflecting on the primary trajectories in the studio. Graduate students have also been invited to participate in activities in the Temple Contemporary Gallery with guest architects. And through the university architect's office, M Arch students will participate in the design and planning process for the new university library (with representatives from the design teams, Snohetta, Stantec, and their consultants).

Dissemination of student work in the public realm to present the department's areas of excellence and academic leadership is now a regular occurrence. We participate in a yearly show of student work from Philadelphia schools of architecture at the AIA Center for Architecture. Student work is exhibited in city venues and as part of the Tyler annual show of student work. In most studios, student work is submitted in book format as well as boards for easier distribution and dissemination. Graduate students and undergraduate thesis students' final presentations are on a Saturday to provide more opportunity for the professional community to engage in review of the work.

**C. Architectural Education and the Regulatory Environment:** (see also strategic plan goal 5) The M Arch degree program Student Performance Criteria (SPCs) and changes in NCARB's Intern Development Program (IDP) give focus to many issues that arise related to the regulatory environment. The M Arch degree considers issues of architectural practice in every semester in technology courses, in the comprehensive design studio (Arch 8013) and in the professional practice course (Arch 8096). The IDP program, now managed by faculty members Rashida Ng and Clifton Fordham, sets aside time to discuss intern development goals. The IDP coordinators work closely with individual students and groups to provide guidance and updates about the IDP process. In our efforts to expand knowledge of the IDP process to a group of faculty, faculty members attended the IDP summer conference in the summer of 2012 and 2013. This past spring, the department began creating opportunities for students to gain IDP credit for field trips, lectures, and other sessions. Many of these include awareness of regulatory issues in architecture. We will continue use the parameters set by NCARB and NAAB as we move forward in the next few years.

The department has worked closely with the Architecture Librarian to identify sources of information for the range of topics important to professional education. One area of information literacy that has been positive is the availability of code information through Temple's libraries and online. With studio offerings that include local, national, and international sources, we look at students (in particular in the comprehensive design studio) knowing the range of codes, including the International Building Code. In this way students, rather than memorizing codes, are taught to know how to ask appropriate questions regarding codes. Our focus on urban conditions in some of the graduate studios emphasizes regulations at the scale of urban design. Students in urban design and elective studios carry out urban analysis that includes a range of regulatory issues in the urban context.

**D. Architectural Education and the Profession:** (see also strategic plan goals 5, 6) a primary mode of teaching in our program includes the professional community of Philadelphia in a number of ways. Many adjunct faculty members teaching in the architecture department are full or part time design practitioners. The Professional Practice course takes students to local architect's offices to visit and understand how the offices operate. Students have also visited an alumnus in Las Vegas to discuss current practice models - integrated design practice and design of complex capital projects (in particular CityCenter in Las Vegas which had a complex management structure indicative of best management practices). Site visits that engage the professional community in other courses also include visits to construction sites for the structures courses. Professional community engagement in coursework also includes taking advantage of the rich culture of architectural practice here in Philadelphia and inviting the professional community to studio reviews and other courses. The continued development and review of the curriculum will address professional engagement.

Our long term planning revolves around the department's work and strengths. We have identified the areas of focus to be:

- Philadelphia and Urban Contexts
- Design and Materiality
- Leadership in a Changing World

We look to advance the dialog about professional options that are rapidly emerging and changing and we make an effort to present these to students as part of our lectures and exhibitions. The department lectures and exhibition series each year considers the range of practice and research, thus reflecting the department's identity. The department areas of focus are not only addressed in the curriculum but also reflected in the lecture and exhibition series.

Over the past three years the department has worked hard to build a firm alumni base. The successes of this are seen in alumni engagement in department activities – lectures, design studio reviews, advisory committee, and development. The alumni began a periodic series of lectures and receptions that moves from office to office and is sponsored by regional firms and practices providing a network of alumni and opportunities for student, alumni, and faculty dialog.

**E. Architectural Education and the Public Good:** (see also strategic plan goal 5) Architecture Department faculty and students alike are engaged in projects that address a range of social and cultural issues, both as part of the department's curricula and as extra-curricular. Projects that engage communities directly within the curriculum are carried out. Many of these result in planning or implemented projects such as the building of structures for community partners or planning with community partners. Practice-based research is central in the department such as that carried out in partnership with the participation of members of community organizations. Architecture has been asked to work in partnership with a number of university initiatives where engagement with the public is expected. Most recently, faculty and students are working directly in our area of expertise as designers serving as participants in campus planning projects as a new campus plan and new library are developing.

The range of issues that surface for architects that could be considered a part of "The Public Good" is addressed in the M Arch curriculum. Environmental issues, social justice issues, problems of the global environment, and local conditions, all which call for advocacy and insightful practice, are addressed as part of studios and other coursework. Studio projects consider sites and advocacy issues as part of the design process. The role of advocacy is also addressed and presented through example by faculty. We are careful to present to students over the course of study, a range of practice types in order for individuals to find their place in the design practice world. For example, we make sure to include collaborative and team work in the curriculum so that students can understand the role of the architecture professional in collaborative practice.

### **Architecture Department Strategic Plan (2012-2013)**

In 2012-13, the Architecture Department carried out a self-study that paralleled the start of a school-wide self-study. The process included input from all full time faculty in Architecture as well as feedback from part time faculty and staff in the department. Since the last self-study was in 2008-09, prior to the 2010 NAAB site visit, many of the goals from that self-study are still in process. Where achievements have been made, they are noted and new initiatives that build on the achievements have been identified. The Architecture Department faculty assessed the ongoing strategic goals and new initiatives in December of 2012 and adopted an updated identity statement in the spring semester of 2013 (included in the architecture department mission, section I.1.1. History and Mission). An update of the goals from 2008-09 is listed below in the section entitled "Progress since the last visit," below.

#### **Goal 1: Increase excellence and advance profile of the department**

Objective: Continue to work with Tyler School of Art and the university to build the department. The Architecture Department joined Tyler School of Art with a structure that was different than other units in Tyler. In 2007 the department changed from a Program to a Department for better alignment. With new BS and M Arch programs adjustment and alignments for equitable load in relation to other Tyler Departments is needed.

##### Resource/Implementation:

- Supplement current staff  
*Through administrative assistance, technician for digital fabrication, student assistants*

Status: Progress has been made. New tasks that have developed since the move to the new building, new programs, and increased student numbers in the department have been identified and will be reorganized or newly assigned to staff and faculty over the next few years.

- Align current administrative tasks for more equitable faculty load (ongoing)  
*Through release time for faculty advising for academic and professional intern development, portfolio review, accreditations for department programs, programs administration*

Status: Progress has been made. It is expected that more assistance for these tasks will be needed in the near future as the student body grows and planning to provide administrative assistance for these tasks is in process.

- Increase dissemination of department's research, teaching, and outreach  
*At department level with new administrative assistance and at school level with alignment of current staff and administrative services*

Status: In process. This is also a major item identified as part of the Tyler Strategic Plan.

- Continue to build academic excellence of professional programs  
*Through hiring of well-prepared mid- and senior level faculty, providing balance between junior and senior level faculty, through support for professional program initiatives*

Status: Progress has been made. A search for a new tenure track or tenured faculty member at the rank of Professor or Associate Professor is ongoing.

- Develop academic linkages to other units in the university  
*Continue to build connections in faculty areas of expertise for research and teaching*

Status: Progress has been made. Curricular and research linkages within Tyler, the Center for the Arts, and the university are part of the Tyler Strategic Plan.

- Increase engagement in professional and academic work  
*Through lecture series, visiting critics, workshops, development of department journal*

Status: Progress has been made. New initiatives are underway. For 2013-14 visiting critics in the M Arch program are invited to participate in workshop sessions the major studios. This will be ongoing in the future. Accompanying booklets describing the workshops will be published and disseminated as a regular feature of the studios.

## **Goal 2: Increase department's research profile and dissemination of research**

Objective: With new initiatives at the university level and in the department for increased research excellence, and with the need for research in relation to the practice of architecture, there is a need to find administrative structures to support architectural research. During the 2009 self-study, the need for a center or centers for research for architecture was recognized by the school's administration.

### Resource/Implementation:

- Create center(s) for research  
*To provide support for increased research by the department's faculty in areas: Architecture as Infrastructure, Site, Territory and Environment; Architecture as Advanced Emerging Technologies; Design Democracies*

Status: Progress has been made. A research center continues to be an important goal for the department and is also included as part of the Tyler Strategic Plan.

- Further articulate and enhance research clusters  
*To provide dialog between faculty members, faculty and students, and the department and potential partners in other areas of the university; to support the department's identity*

Status: Progress has been made.

- Provide support and release time for faculty research, bring research funding to the department

Status: Progress has been made. There continues to be need for ongoing support, development and grant submission. Research support is also included as an objective in the Tyler Strategic Plan.

## **Goal 3: Work with university to develop state of the art facilities**

Objective: Provide the architecture department with new facilities and equipment as part of university's 20/20 Campus Plan for recruitment and retention of excellent students and faculty.

### Resource/Implementation

- Administrative spaces, faculty office and meeting space, faculty research spaces
- Studios, digital fabrication lab, woodshop, materials testing and large-scale mock-up labs for teaching
- Provide spaces that provide potential for engagement with university and local community
- Facilities that work to provide identity and project excellence

Status: This goal has been met with the 2012 opening of the new Architecture Building.

## **Goal 4: Develop funding for graduate students**

Objective: Approval for the new M Arch professional degree graduate program was granted, however, there were no Graduate Assistantships available at the university level and very little scholarship money for students. Temple's urban location, the

reputation of Tyler School of Art, and the university's affordable tuition are attractive features of the M Arch degree program. The opportunity for support for qualified students will strengthen the program.

#### Resource/Implementation

- Build student scholarships and other opportunities for funding students  
*Build departmental scholarships through endowed giving, work at department, school and university level to develop short and long term funding and assistance for graduate students.*

Status: Progress has been made. Building scholarship and other opportunities for students is ongoing. It is also included as part of the Tyler Strategic Plan. In addition, the University has launched a fundraising campaign aimed at scholarship support for students, and financial aid and affordability are articulated priorities for university leadership.

#### **Goal 5: Increase professional program funding**

Objective: the dual status of Temple Architecture 1) as a department in an art school and 2) with the primary goal of professional architecture education allows for an equitable school level academic structure (as a department), but creates difficulties in finding support for professional program needs that are concentrated in only one department. This includes the need to hire adjunct faculty at a competitive rate and the need to connect the department to professional and collateral organizations.

- Provide funding to support senior level adjunct faculty
- Increase budget to support a more active role with professional organizations
- Support for faculty travel to conferences  
*Find sources in the university for support, address alignment of department budget to support, create architecture professional innovation fund*

Status: Progress has been made. There were increases for all adjunct faculty in Tyler for 2013-14 and the Architecture Department continues to hire adjunct and full time faculty at rates that correspond to rank and experience. Work on this goal continues.

#### **Goal 6: Develop self-sustaining lecture series**

Objective: The Architecture Department lecture series is important in engaging the architecture community and providing a forum for students to understand the depth and breadth of architecture and related fields. The department has accomplished a lot with very little funding, (see lecture series speakers, section I.2.1) but we see the need to build and support this endeavor so that it can carry on from year to year.

Status: Progress has been made. Architecture Department alumni initiated an endowed fund for an annual lecture. Work on this goal continues.

#### **Goal 7: Develop 1-year post-professional Masters Program**

Objective: As part of Board approved curriculum changes, the development of a 1-year post-professional Masters Degree program was approved in principle with the understanding that it would be developed at a later date. The 1-year post-professional Masters provides opportunities for continuing education and research of professional architects who have achieved their professional degrees at the Bachelors level.

Status: Work on this goal continues.

#### **Goal 8: Continue to work towards balance of junior and senior faculty in the department**

Note: this was reorganized in 2010 and is now included in Goal 1.

## New goals:

### Goal 9: Develop a sustainable system for updating the Architecture website and marketing materials

Objective: With a transition to new programs in the Architecture Department almost complete, there is a need to clearly represent all programs to more clearly reflect the department identity and for recruiting purposes.

- Develop a sustainable system for creating promotional and marketing materials  
*At both department and school level*

Status: Materials for an alumni reception were developed in the first semester after the new building opened and have served as a good base for representing the department. Targeting alumni was a high priority to build the architecture community at Temple. In 2012-13, the department began to advertise and create blogs on key websites (ACSA, AIAS, ArchDaily, Archinet / Bustler). Materials for the next year are in process, through Tyler Admissions and Tyler Publications offices. As this is a need across the school, this goal is also reflected in the Tyler Strategic Plan.

### Goal 10: Increase admissions and recruitment efforts

Objective: Work on recruitment for freshmen and transfer students at the undergraduate level. Recruit students for both tracks of the M Arch program.

- Identify constituent groups for programs, including the Tyler Architecture Department students and other Tyler students for the M Arch program in order to build the best student body in the department and the professional degree program.

Status: Along with the Architecture Department's program changes, there has been effort to identify continuing and new constituent groups for programs. Tyler Admissions Office has included literature about all programs for freshmen and transfer recruiting and has increased opportunities for portfolio review for architecture applicants. For transfer students, articulation agreements with community colleges are in process and recruitment of undeclared students within the university has increased. Along with the new undergraduate recruitment efforts, increased recruitment for the M Arch program is currently the focus.

### Goal 11: Support students in their efforts to find careers, internships, and scholarships

Objective: Transform the current state of support for careers, internships, and scholarships from an ad-hoc effort to one that is more systematic.

- Identify and organize careers, internships, and scholarships for easy access by students.

Status: At present information about careers, internships, and scholarships comes through faculty connections and contacts and distributed via listserv or other announcements to students. There is need for this to be better organized and more sustainable so that students have access to a wide range of internships, scholarships and jobs.

## I.1.5 Self-Assessment Procedures

As described in I.1.4., self-assessment for the department involves the university and school administrations. In addition to the accreditation process for NAAB, the department actively participates in other forms of assessment, including all university-mandated reporting on assessment of student learning. The department is considered a leader within the university with the development of a unified set of course rubrics for all required courses in the architecture curriculum. The three rubric templates, one for history/theory courses, one for building technology courses, and one for design courses, were put forth as examples within the university and within Tyler School of Art.

Within the Architecture Department assessment occurs through multiple means. The department's full time faculty addresses the needs and growth of the department each semester through committee work. Faculty members also engage in committee work that impacts the department at the school and university level. For the curriculum, students assess courses each semester through completion of the online Student Feedback Form. We also ask for student feedback about the needs of the department through discussion (such as the studio culture sessions), and through representation by the AIAS. The department also works with alumni both formally and informally seeking feedback about the department as well as the profession.

The university undertakes a cyclical Periodic Program Review for all units in the university. A program review for architecture occurred in 2005 and we are due for another review for all of our programs in 2013-14.

### Faculty Review

For department development and progress we rely on a formal committee structure to develop and carry out curricular and department initiatives. At times, for example for our 2012-13 self-study, this includes participation of all department full time faculty members.

The department has standing committees made up of fulltime faculty, part-time faculty as associate members, and student representatives where appropriate. The current committees are:

- Curriculum Committee
- Personnel Committee
- Undergraduate Admissions Committee
- Graduate Admissions Committee
- Lectures and Exhibitions Committee
- Research Committee
- Website Committee
- Advisory Committees: Alumni, Facility Management Program
- Accreditation Committees (NAAB and IFMA)
- Library Liaison
- AIAS / FBD Liaison
- ACSA Liaison
- NCARB / IDP Liaison and Advisor
- IFMA Liaison
- Information Technology Liaison
- International Programs Liaison
- Faculty Advisors: Foundations, Undergraduate Programs, Graduate Programs

The department's committee work is intensive. Some of the committees are repeated at the school level, but at the department level committees address professional program needs that are distinct from the needs of the school.

For teaching and learning we rely on course evaluations to assess our teaching and, indirectly, student learning. We also carry out in-class faculty peer review for tenure track candidates.

Architecture faculty individually assess themselves through a mandated annual review process. Each full-time faculty member completes a report of their annual activities that is submitted to the Vice Provost for Faculty. The reports are used for a variety of things, including personnel review and workload review and can be accessed by the Tyler dean, the department chair, and the Tyler merit committee. The report includes a workload report, and itemized and narrative information on teaching, research/creative work, service and administrative activities of each full time faculty member. Faculty annual reports are among



the raw materials collected for the writing of the annual department and school reports. They are necessary documents for merit eligibility as well as for study leave applications, and clearly play an essential role in promotion and tenure issues.

### **Student Feedback**

We engage in organized and informal discussion with our students about departmental issues.

Student feedback occurs in several ways. The university mandates the uses of a standardized evaluation instrument called the Student Feedback Form (course and teaching evaluation) for all courses, required and electives, architecture and non-architecture. The tabulated results are forwarded to faculty in the following semester.

Student feedback from individuals or groups is sought by the department chair and department faculty advisors for a variety of issues that arise. There is at present no formal structure for student input, but the informal process has been productive. Students will be interviewed as part of the 2013-14 Periodic Program Review and their comments and observations will be included in the report to the university. Students from across the Tyler School of Art have been asked to contribute to the Tyler Strategic Planning Process in 2012-13, and will be organized into a representative committee in the coming years. A faculty member is assigned as liaison for the AIAS/FBD, in part to discuss issues of importance to the students. There are all-department convocations (including question-and-answer time) at least once every semester which bring students up-to-date on current issues. Special all-department meetings are called to deal with special issues such as curricular change, NAAB Accreditation Visit, IDP, etc.

### **Alumni Feedback**

Through the support of the Tyler Dean's office the Architecture Department has formed an architecture alumni advisory group. The group was formed to advise and reflect on architectural profession and education. The alumni advisory group meets frequently, at least twice a semester. Their primary role has been to assist in alumni participation and development. In addition to the formation of an alumni annual lecture, the alumni advisory group has been building a network of alumni for frequent communication. We have started to build a database of alumni achievements and hope to increase this in the next years. The alumni advisory group has also strengthened participation in the annual alumni thesis prize (and has provided increased funds for the prize). The group continues to support the annual alumni job fair. In the past two years the group has also sponsored roundtable discussions between alumni and students about career paths in built environment professions.

Alumni are asked to contribute to department activities that will often serve as a form of assessment of the long term paths of the department's students. The department hosted a reception for Architecture Alumni in the spring semesters of 2012 and 2013. Alumni are also invited to present their work as part of the department's lecture series and in the Tyler Dean's Hallway gallery space and the Architecture Building entry gallery space. These events serve as a reflective form of assessment through observing the paths and accomplishments of alumni. They also serve as times for informal discussion and feedback with alumni about the Architecture Department's initiatives.

Architecture alumni receive regular mailings to keep them abreast of current affairs. Alumni attend the department Lecture and Exhibitions Series and other special events held by the department. We look forward to feedback from our alumni at these events as well as during studio review sessions when many of our alumni serve as invited reviewers for student projects. An architecture alumnus also participates at the school level by participating in the Tyler School of Art Advisory Board.

### **Progress since the last visit**

A summary of progress since the last visit is below. Many of the goals from 2010 are ongoing. This section is therefore coordinated with the 2013 Architecture Department Strategic Plan (above).

- |  |
|--|
| 1. Increase excellence and advance profile of the department |
|--|

This is in process. There are a number of resource and implementation points for this goal. These are outlined below.

*Supplement current staff:* Student workers to assist in the department office, woodshop, and IT lab have been increased. Department jobs for graduate students have been identified and some have been filled. There is a current search for a part time assistant for digital fabrication labs.

*Align current administrative tasks for more equitable faculty load:* Three faculty receive release time for advising and related tasks (Foundations Advisor, Undergraduate Programs Advisor, and Graduate Programs / IDP advisor). Dean Robert Stroker reorganized administrative posts in Tyler, creating an Associate Dean for Architecture (this was noted during the 2011 accreditation visit). The post is held by Senior Associate Dean Brigitte Knowles who is working with the department chair and dean's office on distribution of tasks to be carried out at department and school level.

*Continue to build academic excellence of professional programs:* A new faculty member with extensive professional experience (Robert Shuman) was hired to teach comprehensive design and professional practice in the M Arch program. Three new NTT faculty members, also with extensive professional experience (Clifton Fordham, Tim McDonald and Stephen Anderson) have been hired.

*Develop academic linkages to other units in the university:* Curricular linkages Tyler School of Art have occurred at the freshman level. Architectural history and theory courses at the graduate level are open to other majors in the Tyler School of Art.

*Increase engagement in professional and academic work:* New initiatives are underway. Students in the M Arch program have had opportunities to travel and visit a range of professional offices and have had visits from a range of architects for critique and discussion. For 2013-14 visiting critics in the M Arch program are invited to participate in workshop sessions the major studios. With budget set aside for support, this will be ongoing in the future. Accompanying booklets describing the workshops will be published and disseminated as a regular feature of the studios. This goal has been substantially met.

2. Increase department's research profile and dissemination of research

This has been partially met.

Objective: With new initiatives at the university level and in the department for increased research excellence, and with the need for research in relation to the practice of architecture, there is a need to find administrative structures to support architectural research. During the 2009 self-study, the need for a center or centers for research for architecture was recognized by the school's administration.

This is in process. There are a number of resource and implementation points for this goal. These are outlined below.

*Create center(s) for research:* Currently, one faculty member has been given release time to make industry connections to support faculty research and the research committee chair is working with faculty in the department to define a research center based on the new departmental mission and identity statement.

*Further articulate and enhance research clusters:* The department's governance document includes a new research committee. Subcommittees meet when appropriate to continue dialog about faculty research agendas. This has been substantially met.

*Provide support and release time for faculty research, bring research funding to the department:* In addition to funds available at the university level (through grants in aid of research and other programs) there are currently funds available through the Center for the Arts – for faculty research and travel. Travel funds approved through the Center for the Arts are usually matched by department funds.

3. Work with university to develop state of the art facilities

This has been met.

The new Architecture Building has adequate facilities for students and faculty, as well as new equipment and a new sign that gives increased visibility. The building is used by a number of constituent groups from across the university and from the professional community. The increased traffic through the building has been positive.

4. Develop funding for graduate students

This has been partially met.

For 2013-14 there is graduate student scholarship support for students, based on academic preparedness and portfolio review. The department's endowed scholarships, now available to undergraduate professional program students, will be available for graduate professional program students beginning in 2014-15. Two travel scholarships – the Knowles Scholarship and the Riz Travel Award, are available to graduate students. The Knowles Scholarship has been used to supplement a workshop scholarship from the Japanese Government for students to attend an international design workshop at Meiji University in Tokyo in August. Internships for eligible graduate students include one with the Philadelphia City Planning Commission and with the Temple University Architect's Office. The department identifies jobs for students that have added value in relation to their degrees – exhibitions coordinator, research assistant, peer teacher, etc. The department continues to work with development personnel to build scholarship opportunities.

5. Increase professional program funding

This goal is partially met.

The Architecture Department students pay a tuition differential. The additional funds are used to support state of the art facilities and equipment and programming that will be a direct benefit to students. The department's discretionary funds have increased since the last NAAB self-study was submitted in fall of 2010. Student numbers in the department have also increased resulting in increased credit hour generation, and the Tyler School of Art has been fully supportive of growing the department and planning ahead to fund initiatives. All of this helps to increase funding for faculty, professional organizations, and travel to conferences. Part of future planning is to continue to increase support.

6. Develop self-sustaining lecture series

This goal is met but is also ongoing.

Tyler Architecture alumni have donated to an endowed fund - the alumni lecture fund - to support an annual lecture and reception. April 2013 was the inaugural event and included Architecture alumni, faculty, and students and members of the Philadelphia architecture community.

7. Develop 1-year post-professional Masters Program

Work on this goal continues.

The post-professional degree program will reflect the strengths of the department and will complement the M Arch program.

## Section I.2 – Resources

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

The Architecture Department fosters a strong sense of community among students, faculty, administration, and staff. With primarily studio-based program and collaborative disciplines focused on the built environment, we are unique among departments on Temple University's Main Campus.

#### Architecture Department Faculty

In 2012-13 the Architecture Department had 12 full time faculty members. There were 5 tenured, 2 at the rank of Professor<sup>1</sup>, 3 Associate Professors. There were 3 Tenure Track Assistant Professors and 4 Non-tenure track at the rank of Assistant Professor, 8 are registered architects. There are approximately 25 part-time faculty per year, the majority of these are practicing and many are registered architects.

For 2013-14, with one retirement and two additional full time faculty hired, there will be 13 full time faculty members: 5 tenured, 1 at the rank of Professor and 4 at the rank of Associate Professor, 2 Tenure Track Assistant Professors, and 6 Non-tenure track faculty, 9 are registered architects. There is one additional faculty line that is now being searched –at the Professor or Associate Professor rank, ongoing since 2012. All of the full time faculty teach in the M Arch program.

The full time faculty comprises the department's voting membership for department matters including curricular development and review. Adjunct faculty members are non-voting associate members of department governing body. They are invited but not required to attend general faculty meetings and curriculum committee meetings and are consulted on issues when needed.

#### The Full time Faculty:

Full Professors:	2012-13: John J. Pron, Brigitte Knowles (Senior Assoc. Dean for Architecture) 2013-14: Brigitte Knowles (Senior Assoc. Dean for Architecture)
Associate Professors:	2012-13: Sally Harrison, Robert Shuman, Kate Wingert-Playdon (Dept Chair) 2013-14: Sally Harrison, Rashida Ng, Robert Shuman, Kate Wingert-Playdon (Dept Chair)
Assistant Professors:	2012-13: Alicia Imperiale, Rashida Ng, Bob Trempe 2013-14: Alicia Imperiale, Bob Trempe
Non tenure track:	2012-13: Clifton Fordham, Eric Oskey, Sneha Patel, Vojislav Ristic 2013-14: Stephen Anderson, Clifton Fordham, Tim McDonald, Eric Oskey, Sneha Patel, Vojislav Ristic

All of the full time faculty teach in the M Arch program, and most of the courses include full time faculty; full time faculty will always be the core group teaching in the M Arch program. About 1/3 of the department's adjunct faculty also teach in the M Arch program. This is indicated in the faculty teaching matrix and 1-page resumes of adjunct faculty who teach in the M Arch program are included in the appendix.

For individuals' areas of teaching and expertise refer to Matrix for Faculty Credentials and Faculty Resumes (see matrix on following pages and Part Four – Supplemental Information). All members of the faculty engage in some form of architectural practice, research and/or creative work. Individuals are assigned to teach in their particular areas of expertise. The department looks to balance full time and part time teachers across areas of the curriculum to balance work load and assure that departmental and curricular information is passed on to all faculty. We also look to assign teachers based on teaching experience, making sure that there is an opportunity for new or less experienced teachers to learn from teachers with more experience. Together the full and part time faculty represents diverse backgrounds and educations. An effort is made to find diversity and balance according to this measure as well.

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<sup>1</sup> One of the professors currently serves as Senior Associate Dean for Architecture and teaches ¼ time in the department.

The department's faculty represents a diverse range of expertise within the profession. The M Arch curriculum is organized into areas: Representation, Design, History/Theory, Building Technology, Professional Practice, and Research. All full time faculty members are expected to teach in the design area of the department's curricula but are also expected to have expertise in one other curricular area. All full time faculty teach in at least two of the department's programs to assure a degree of continuity and oversight across curricula. Part time faculty members are hired for their particular area of expertise. Each year the M Arch curriculum is centered on the studio and support courses are arrayed across the curriculum in accordance with the level of student learning as well as the studio subject matter. Faculty at each level of the curriculum work to coordinate course work for positive and productive student learning.

There are a number of policies and guides for faculty. Temple's faculty are members of a collective bargaining unit represented by the Temple Association of University Professionals (TAUP). The department publishes a faculty handbook for all full and part time faculty that is distributed to teaching faculty every year. Full time faculty members are guided by the faculty handbook and contract:

[http://policies.temple.edu/getdoc.asp?policy\\_no=02.78.02](http://policies.temple.edu/getdoc.asp?policy_no=02.78.02)

[http://www.taup.org/TAUP%20Contract%202012%20-%202014/2012-2014%20Complete%20Contract/Contract2012\\_2014ProofedReadyForPRINTING20130322.pdf](http://www.taup.org/TAUP%20Contract%202012%20-%202014/2012-2014%20Complete%20Contract/Contract2012_2014ProofedReadyForPRINTING20130322.pdf)

An employee manual:

[http://www.temple.edu/hr/departments/employeerelations/employee\\_manual.html](http://www.temple.edu/hr/departments/employeerelations/employee_manual.html)

Part time faculty are guided by the Adjunct Faculty Handbook:

[http://www.temple.edu/vpfaculty/Documents/09.10.ADJUNCT.HANDBOOK.Revised.March.19.10\\_000.pdf](http://www.temple.edu/vpfaculty/Documents/09.10.ADJUNCT.HANDBOOK.Revised.March.19.10_000.pdf)

The university's Senior Vice Provost for Faculty Development and Affairs is a comprehensive resource for faculty including faculty searches, hiring, and the tenure process. Policies on faculty appointments can be found at:

<http://www.temple.edu/vpfaculty/appointments/index.htm>. The procedures for hiring include an Affirmative Action process.

Hiring of full time faculty is carried out to find the best qualified candidates for any given area of the curriculum. Advertisements for positions are placed locally for both tenure track and non-tenure track positions, and nationally, and internationally for tenure track positions. Applications are reviewed by a committee that is comprised of department faculty. For tenure track positions, the committee also includes a representative from another unit in the university that overlaps with the faculty members area of expertise (for example, for hiring a faculty member in architecture and structures, a representative from civil engineering might be asked, for an architectural historian, a representative from art history might be asked). The committee meets to discuss the pool of candidates, eventually narrowing the pool and interviewing the best qualified for the position. For tenure track positions, finalists are invited to lecture to the department faculty and students. The search committee makes recommendations and sends a minimum of three candidates to the Tyler School of Art Dean. New faculty are hired through the Tyler Dean's Office in consultation with the department faculty.

Faculty guidelines for promotion and tenure are well described. There are guidelines at the university and the school level. The Tyler School of Art guidelines have specific information for each department. Tenure is based on outstanding performance in teaching, scholarship/research/creative work. Service within and outside the university appropriate to rank is also considered in tenure decisions. Promotion is based on excellence in teaching and scholarship/creative work. Administrative/professional or academic service is also evaluated as part of the promotion process. Tenure and promotion candidates are evaluated at the department level by a committee and separately by the department chair, by a committee at the school level and separately by the dean, and the university level by the Council of Deans and/or the University Tenure and Promotion Advisory committee and separately by the provost. Recommendations for tenure are made by the University President to the Board of Trustees, which has sole authority to grant tenure.

### **Faculty workloads and class sizes**

Temple's full time faculty work against a teaching/research/service load of 12 credits per semester and 24 credits total for the academic year (fall and spring semesters). Any summer teaching in Tyler and the Architecture Department is in addition to this. The typical Architecture Department workload assignments for the academic year are as follows:

Tenured and tenure track faculty:                      18 credits teaching, 6 credits research/service

Non-tenure track faculty:

21 credits teaching, 3 credits service/research

Tenured and tenure track faculty also participate in department, school, and university service. A credit load reduction for teaching is given for administrative duties. Currently this is a 6 credit reduction per year for Department Chair and 12 credit reduction is given for Senior Associate Dean of Tyler Undergraduate Programs. In 2013-14, with the department at the end of a major curricular transition, the department chair and some members of the faculty have increased course reductions for administrative tasks. The increased administrative load is also related to professional program needs. The administrative tasks will be reassigned to Tyler and department administrators over the next two years.

The faculty to student ratio in the M Arch program depends on the type of course. For studio courses, the ratio will not exceed 1:10. For research seminar and lecture courses, the ratio will be 1:15 to 1:20. The faculty to student ratio in undergraduate programs are higher (1:12 or 1:15 for studios; 1:20 to 1:35 for seminar and lecture courses, and 1:50 for large lectures). For full time faculty, distribution of faculty to teach across curricula not only depends on the faculty areas of expertise, but also to balance teaching load, based on degree of difficulty of the coursework and number of students.

### **Opportunities for Faculty Professional Development**

Architecture Department faculty members have participated in or benefited from programs and opportunities within the university supporting individual teaching, research, and creative work that in turn contribute to program improvement. All full time faculty members have opportunity to apply for 1-semester or full year sabbaticals, the schedule for eligibility differs for tenured, tenure track and non-tenure track faculty members. The university offers summer research awards and grants in aid of research for tenured and tenure track faculty.

The university's office of research offers assistance for sponsored research projects and also has Research Incentive Funds for faculty. The University Faculty Senate, the Provost's Commission for the Arts, and the Center for the Arts Dean all offer opportunities for research and creative work support through application and a competitive process of peer review. The Center for the Arts and the Architecture Department provide support for faculty to attend conferences, present papers, and other activities to support research, creative work, and professional development. Although most funding opportunities for faculty within the university are for tenured or tenure track faculty, the department fully recognizes the need for research/creative work amongst all full and part time faculty and as such does what it can to support initiatives.

Faculty assistance for teaching is offered through Temple's Teaching and Learning Center. Workshops on various teaching and learning topics are offered throughout the year to all university faculty. The center also offers opportunities for faculty members to participate in teaching circles and discussion groups. Some of these also provide faculty with opportunities to present work in the area of teaching excellence within the university and at national conferences. The University Writing Center recently began offering required workshops for all faculty who teach in writing intensive courses.

The department and school provide a computer for each full time faculty member in the program. The department also provides computer access and office space for part time faculty. The university provides a full range of technical support for faculty through Computer Services. A number of seminars offering instruction in software use are open to all faculty in the university.

Since the 2010 APR, the following faculty members have received sabbaticals: Rashida Ng (spring 2011), Sally Harrison (full year, 2011-12), Alicia Imperiale (fall 2012). Kate Wingert-Playdon is scheduled to take a one-semester sabbatical in 2014-15. Tenured and tenure track faculty members have received university support for research and through summer research stipends and grants-in-aid of research. Summer stipends during this period were received by Kate Wingert-Playdon, and Rashida Ng. Grants-in-aid of research were received by Sally Harrison, Kate Wingert-Playdon, Lindsay Bremner, Rashida Ng, and Bob Trempe. Full time faculty are supported for presentation of papers or other forms of participation at conferences. Recipients of support for academic conference participation include Sally Harrison, Kate Wingert-Playdon, Rashida Ng, Bob Trempe, Sneha Patel, Alicia Imperiale, and Eric Oskey. Dean's grants and Vice Provost for the Arts grants to support projects and research were awarded to Alicia Imperiale, Kate Wingert-Playdon, and Rashida Ng.

The Tyler School of Art supports attendance at the ACSA Administrator's Conference in order to keep apprised of professional development needs and issues. Two members of the faculty also attend the IDP coordinator training and development programs: Rashida Ng in summer of 2012 and Clifton Fordham in summer of 2013.

The Architecture Department IDP coordinators for 2013-14 are Rashida Ng and Clifton Fordham. Robert Shuman who teaches the M Arch Professional Practice course also includes IDP information in his course. Professors Ng, Shuman and Fordham keep

up with IDP rules and changes regularly. Rashida Ng attended the IDP Coordinator's Conference in 2012 and Clifton Fordham attended in 2013. The IDP presentation is announced in the department so that students in all department programs at all levels can attend. We invite the AIA PA's Associate Director on a regular basis to give a presentation on recent changes to the IDP Process. This is also offered to all Architecture Department students.

A number of department faculty are members or associate members of the AIA and participate in many of the Philadelphia AIA committees and initiatives and participate in the AIA continuing education activities. A number of faculty are also active in other auxiliary organizations such as the ACSA and ARCC. Membership in these organizations is covered by the department and participation is encouraged to support knowledge building related to changes in the profession.





**Matrix of Faculty Credentials**  
2012-13

Summary of expertise, recent research, or experience

	Representation	Design							History / Theory				Building Technology					Prof Prac	Architectural Research and Elective Courses										
		Arch 5011	Arch 5012	Arch 5122	Arch 5231	Arch 5232	Arch 8011	Arch 8012	Arch 8013	Arch 9996	Arch 5141	Arch 5142	Arch 5296	Arch 5596	Arch 5152	Arch 5251	Arch 5252		Arch 5253	Arch 5351	Arch 8352	Arch 8096	Arch 8131	Arch 8132	Arch 8133	Arch 9991			
<b>Architecture Fulltime Faculty</b>																													
Harrison, Sally	Architecture, Urban Design + Collab. Practice, Community Based Design, Sustainability																												
Ng, Rashida	Architecture, Materials + Methods, Comp Design, Emerging Materials + Technologies, Sustainability																												
Patel, Sneha	Architecture, Arch. Research + Analysis, Emerging Materials + Technologies																												
Trempe, Robert	Architecture, Graphics and Digital Graphics, Product Design, Digital Design Tools																												
Shuman, Robert	Architecture, Professional Practice, Environmental Systems																												
Wingert-Playdon, Kate	Architecture, Urban Design, Cultural Landscapes, Site and Cultural Studies, Sustainability																												
<b>Architecture Adjunct Faculty</b>																													
Karp, Matt	Architecture, Digital Design																												
Rivera, Amy	Civil Engineering, Structures																												

## **Architecture Department Staff**

There are three full time staff members for the Architecture Department: Valentina Cleary is the Department Secretary, Jack Fanning is the Woodshop Manager and Paul Muller is the Computer Lab Manager. All three positions are full time. Student workers assist each staff member.

### Department Secretary

Valentina Cleary's clerical duties include:

- All department clerical duties (mail, copying, purchase orders, email)
- Hire and supervise student workers (woodshop, office and IT Center)
- Generate payroll data
- Hire, organize and manage student workers for the department
- Work with building manager, university scheduling, and Tyler units to schedule spaces
- Assist the Department Chair in administrative functions (room scheduling, personnel, hiring, reports etc)
- Assist the Department Chair with NAAB Annual Reports and Accreditation Report
- Interface with public, reception
- Work with Tyler Admissions giving prospective student tours and disseminating information
- Track enrollments and course updates on Banner and Cognos
- Assist students with registration and other related questions
- Assist faculty (book orders, grade sheets, class trips, faculty travel, lectures, etc)
- Maintain budget, personnel, course and other files
- Coordinate all Architecture Department events

During the 2011-12 move to the new Architecture Building, Val Cleary was an essential staff member for coordination and implementation of the move. The new building is used by others in the school and the university. This is scheduled and coordinated by the department secretary.

Student workers assist the department secretary with some clerical and organizational duties. Students also help with department events and space organization and events scheduled by others in the university. The department website administration, to date carried out by a faculty committee, has been assigned to a faculty member as part of the administrative transition.

### Woodshop manager

Jack Fanning's woodshop manager duties include:

- Maintain department woodshop and tools
- Supervise student workers
- Assist students and faculty in projects that require use of woodshop
- Work with department chair and secretary to order tools and supplies
- Coordinate with other technicians in Tyler
- Work with the department secretary and Assistant Dean to coordinate building organization and cleanup

During the 2011-12 move to the new Architecture Building, Jack was also been essential for coordination and implementation of the move. Jack's coordination of student workers has increased since the move to the new building to include some management and maintenance of the space.

### Computer lab manager

Paul Muller's computer lab manager duties include:

- Maintain all hardware in the department's digital media labs
- Prepare to purchase and install software
- Assist in preparation for tech fund request
- Manage student monitors
- Provide technical support for faculty

- Provide technical support for students
- Manage student and faculty department accounts
- Coordinate with Department Chair and Faculty IT committee
- Coordinate with Tyler IT director

During the 2011-12 move to the new Architecture Building, Paul was also been essential for coordination and implementation of the move. Since the move to the new building, Paul's management duties have increased. He now manages a lab, output center, and two digital fabrication centers. The number of student workers and lab hours for digital labs has increased as well.

#### Student workers

The department depends on student workers to assist in carrying out day to day operations. In addition to their knowledge in the woodshop and the computer lab we depend on their enthusiasm and positive spirit for giving tours to prospective students. Student worker duties include:

- Woodshop monitors
- Plot monitors
- Classroom assistance and peer teaching
- Clerical assistance
- Tours for prospective students
- Research assistance
- Coordination of exhibitions and assistance with lectures

#### **Architecture Department Lectures and Exhibitions**

The Architecture Department has a regular schedule of lectures and exhibitions each semester. The lectures include local architects as well as those practicing nationally and internationally. We work to include a range of practices and practice types that reflect the diversity of our department. Our lecture series also includes members of our own faculty and individuals from allied professions. Our exhibition series includes works of professional architects, students, faculty, and alumni. We look for opportunities for collaboration with other Tyler departments for lectures and we do our best to keep apprised of architects and others from related professions who are passing through Philadelphia and who are willing to speak to our departmental community.

Since 2008 we have participated in the annual all-school show of student work, we currently have architecture student work in the Architecture Building, extending the exhibit area beyond the Tyler Building borders. In addition, the Temple Contemporary Gallery in the Tyler Building includes programming of architects or with cross over interest as part of its exhibition and workshop series. In 2012, for example, the architect Raphael Sperry, working on a research supported by the Soros Foundation about the architecture of prisons, came to Tyler. Sperry gave a lecture as part of the Architecture Department's lecture series and was included in programming related Mass Incarceration for the Temple Gallery.

As part of our programming we build in all-school events to encourage camaraderie and student dialog. In 2012-13 this included hosting the ACSA/MBI Fall Conference and the National Conference of the Beginning Design Student. In spring of 2011 and 2013 this included studio culture discussions. In the spring of 2012 with the opening of the new Architecture Building, we invited alumni to Architecture Week as a way to christen the new building. In the spring of 2013 we had the first annual Architecture Alumni Reception and Lecture. The department's alumni advisory group managed the event which was support by the dean's office and donations. The annual event, in honor of Brigitte Knowles, has served as an important community builder. All department students are invited and their participation is supported by alumni giving.

Since the last accreditation report submitted in September 2010 the following events took place:

#### 2010-11:

Lecturers: Alan Greenberger, Deputy Mayor and Director of the Philadelphia Planning Commission; Charles Renfro, Diller Scofidio + Renfro, New York; Michael Webb, Archigram and Cooper Union, New York; John James Pron, Tyler Architecture; Michael Meredith, MOS Architects, New Haven; Lead Pencil Studio, Seattle; Mimi Hoang, nArchitects New York; Jane Rendell, the Bartlett School of Architecture, London (co-sponsored with Temple Gallery); Nanako Umamoto and Jesse Reiser, New York; Robert Trempe, Tyler Architecture; Trevor Paglen, Oakland (co-sponsored with Tyler Foundations Department); Mami Hara, WRT Philadelphia

Events and Exhibits: Roundtable on Socialism and Spirituality (at the AIA Center for Architecture); Launch of the Tyler Architecture Facilities Management Program (cosponsored by IFMA); Alumni and Faculty Farewell to Professor Brooke Harrington; Symposium, Input-Output: Adaptive Materials and Mediated Environments; Lead Pencil Studio, Surface Deposits Exhibit (Temple Gallery); Green Urban Glocal – Exhibit of the work of Philadelphia’s Architecture Schools (at the AIA Center for Architecture); Conversation - Inhabiting Geometry, the Work of Anne Tyng (at the ICA Gallery)

#### 2011-12:

Lecturers: Keller Easterling, Yale University, New Haven; Hal Foster, Princeton University (co-sponsored with PDS Department); Winka Dubbeldam, Rotterdam and New York; David Lewis, LTL, New York; Sarah Oppenheimer, New York; Michelle Addington, Yale University, New Haven; Ersela Kripa and Stephen Mueller, Agency Architecture, New York; Peter Bohlin, Wilkes Barre and Philadelphia; Iain Low, University of Cape Town, South Africa; William R. Smith, MGM, Las Vegas; Skip Graffam, Olin Partnership and Daniel Kelley, MGA Partners, Philadelphia; Margaret Carney, Temple University Architect; Tim McDonald, Onionflats, Philadelphia; Pedro Gadanho, MOMA, New York

Events and Exhibits: Architecture Week, Tyler Architecture Alumni Celebration; Green Urban Glocal – Exhibit of the work of Philadelphia’s Architecture Schools (at the AIA Center for Architecture); Student Career Fair and Alumni Roundtable; Kieran Timberlake, Exhibit of Recent Work; WRT Design, Exhibit of Recent Work; 6:01 Alumni Office Lecture Series

#### 2012-13:

Lecturers: Brian Phillips, Interface Studio Philadelphia; Chris Sharples, ShOP Architects, New York; Jaimie Johnston, Bryden Wood, London; Skylar Tibbits, MIT, Cambridge (co-sponsored with Temple Libraries); Daniel Kelley, MGA Partners, Philadelphia; David McHenry, Erdy McHenry Architects, Philadelphia; Kate Wingert-Playdon, Tyler Architecture; Alan Hedge, Cornell University, Ithaca; Jules Dingle and Jeff Goldstein, DIGSAU, Philadelphia; Brian MacKay Lyons, Halifax, Nova Scotia; Craig Dykers, Snohetta

Events and Exhibits: Where’s Bigfoot? Bob Trempe; IFMA Reception, Facilities Management Lab; Interface Studio Philadelphia, Recent Work; ACSA/MBI Conference – Offsite; Reading/Writing Architecture, Sneha Patel; MGA Partners, Philadelphia, Recent Work; Beatriz Colomina, Princeton (co-sponsored with PDS Department); Exhibit of work from Nikola Lenivets, Russia, Eric Oskey; Erdy McHenry Architects, Recent Work; Urban Workshop Exhibit, Sally Harrison and Vojislav Ristic; DIGSAU, Recent Work; MacKay-Lyons Sweetapple Architects, Recent Work; National Conference for the Beginning Design Student; Architecture Department Movie Series; Green Urban Glocal – Exhibit of the work of Philadelphia’s Architecture Schools (at the AIA Center for Architecture); Comprehensive Design Studio Exhibit of Student Work; Exhibit of Work, Olalekan Jeyifous, Brooklyn; Structures – Exhibit of Student Work; Architecture Foundation Studio Exhibit; Tyler Architecture Alumni Inaugural Lecture and Reception (at the Temple Performing Arts Center), Student Career Fair and Alumni Roundtable; 6:01 Alumni Office Lecture Series

### **Architecture Department Students**

When asked, students who choose Temple Architecture give the following reasons: Temple Architecture’s urban location, the department’s diverse student body, the Architecture Department’s location in Tyler School of Art, and the programs’ value for the quality of education. These are a few of many reasons, but ones given most frequently and answers that begin to explain who our students are, their optimism and attitudes of commitment to their work, and their willingness to respect and value each other’s work and opinions.

The Temple Architecture Department attracts a talented and well prepared pool of applicants, one of the strongest academic groups in the university. Incoming freshmen have one of the highest high school GPA averages and average SAT scores in the university. Our incoming freshmen and transfer students are not required to submit portfolios, but many of them do and show that they are also well prepared in visual arts. Among the best prepared students are those who want to continue with athletics, clubs, music groups, and other organizations at the college level. Undergraduate students are not required to submit a portfolio for acceptance into the department’s programs. The most important measure of achievement for graduate students in the 2- and 3-year tracks is the required portfolio. For 2-year track students the portfolio and transcript are used to understand course equivalencies as exhibited in pre-professional coursework. For 3-year track students, the portfolio can include graphic and written work that shows experience and creative thinking. In most cases the work includes graphic work (such as photographs) that show sensibility for design but the portfolio of these applicants represent experience other than an education focused on architecture.

Our student body represents many kinds of diversity as indicated in other places of this report. Our incoming undergraduate students include both freshmen and transfer students, at least 1/3 of students each year are either Intra-university transfer

students or transfer from another school. Our graduate students present a different kind of diversity – about 1/3 of the students entering in fall of 2013 are international students. The students represent a range of undergraduate disciplines and students from other 4-year pre-professional programs represent a number of US and international schools, thus increasing the rich diversity of viewpoints that are so important to the department's culture. This is one factor in creating a diverse and rich student body. Our first graduate program students is also a diverse group. Differently from incoming undergraduate students whose majority comes from Pennsylvania, the first class of M Arch students has about half of the students who come from out of state.

A transition to new undergraduate degree programs was begun in fall of 2010 and will be fully completed in spring of 2014. The new undergraduate degree programs have been designed to encourage students to graduate on time. The curricula also allow exploration by giving enough time in the academic schedule for students to gain minors and certificates in other curricular areas.

The B Arch degree (accredited through the end of the running of the program) will have the last 5<sup>th</sup> year thesis class in 2013-14 and will be phased out completely when students with outstanding credits finish their degrees (no later than 2016). The M Arch degree program saw its first graduates in the 2-year track in May of 2012. The M Arch curriculum is intensive, with 15 credits per semester for four semesters. In the 2012 class, eight of nine students finished (one withdrew for medical reasons). In the 2013 class four of five students finished on time (one will graduate in December 2013). Fall of 2013 is the inaugural year for the 3-year track. The flexibility that comes from the addition of the 3-year track has been beneficial to the program, and has allowed us to admit excellent students who we would have turned away because of the lack of pre-professional content at the undergraduate program. We see this as a way of improving diversity and maintaining standards of excellence for which all graduate programs in the Tyler School of Art are known.

### **Admission requirements**

At the undergraduate level all students are admitted into the 2-year Architecture Foundations curriculum and choose their major after two years of study: the BS Architecture (which has a portfolio requirement, BS Facilities Management, or BS Architectural Preservation. At the graduate level, all students are reviewed by the Tyler admissions office and by a department committee and receive formal acceptance to the M Arch program from the Graduate School. In the department review of qualifications, students in both the 2- and 3-year tracks undergo thorough review to make sure they are placed appropriately so that all NAAB requirements will be met upon completion of the M Arch degree.

Temple has rolling admissions for undergraduate students, but in the Architecture Department where enrollment is limited we encourage undergraduate students to apply early for admission. The M Arch program has an application date of January 15. Because of studio course sequencing, both graduate and undergraduate students are admitted starting in the fall semesters (note: 3-year track students in the M Arch program who have had no architecture studio experience begin with a 6-week long design intensive studio in August that begins prior to but overlaps with the start of the fall semester). Students apply to the university for scholarships and financial aid. Architecture students are eligible for Tyler scholarship along with students in all other units of the school. Scholarship information given to potential undergraduate students reads as follows:

#### **Scholarships and Financial Aid**

Students accepted to the Tyler School of Art undergraduate programs who plan to enroll as full-time matriculants may compete for tuition scholarships offered through Tyler and Temple University. These include portfolio scholarships, academic scholarships, sports scholarships, band scholarships and leadership scholarships. Scholarships, grants, work-study, and loans may all be a part of a student's financial aid package. Check out [www.temple.edu.sfs](http://www.temple.edu.sfs) for more information. You should also be researching scholarship opportunities through sourcebooks and guides in your guidance office, as well as by surfing the Internet. All scholarship awards are subject to each financial year's funding process. Portfolio scholarships are available to Tyler students entering as full-time matriculants for the fall semester only.

#### **Temple University Scholarships**

Temple University offers incoming and continuing undergraduate students numerous scholarship opportunities to assist you in financing your education. These scholarships may be merit-based, need-based or a combination of the two. In most cases, students must be enrolled full-time and seeking a degree in order to qualify for these scholarships. Please go to the Temple University Student Financial Services website for a complete list of scholarship and financial aid opportunities.

### Tyler Portfolio Scholarships

Tyler offers up to twenty merit-based scholarships ranging from \$1000 one-time awards to full tuition for four years. Applicants who plan to matriculate into any of Tyler's Undergraduate degree programs (BS in Architecture, BS in Facilities Management, BS in Architectural Preservation, BA in Art History, BA in Visual Studies, BS in Art Education and the BFA programs) are entitled to submit portfolios and self-portraits for the scholarship committee to review. All applicants must upload a portfolio of ten images directly to our SlideRoom website: [www.temple.slideroom.com](http://www.temple.slideroom.com). CDs, DVDs, or any other format are not acceptable and will not be reviewed. Awards are competitive, based on merit as evidenced in the scholarship portfolio submitted as well as in the creativity and originality of the self-portrait. What you decide to include in your scholarship portfolio is up to you. The work should be original and creative.

All scholarship applicants must execute one self-portrait drawing specifically for Tyler as an essential part of the application. The self-portrait should be drawn in pencil, charcoal, or conte crayon (make sure you fix the drawing so that it doesn't smudge), on 8 1/2" by 11" paper from a mirror reflection. Do not include a self-portrait that has been copied from a photograph or a scanned image. This original drawing is sent as part of the application with the understanding that it is a permanent part of the application and will not be returned. You must send in the original drawing to the Tyler Admissions office with the label below affixed to the back. The portrait may not be included in the portfolio as it is a separate requirement. Applicants who do not submit both the portfolio and the self portrait will not be reviewed for scholarship consideration. The self-portrait is an important factor, along with the assessment of the portfolio, in the determination of scholarship nominees. Tyler Admissions is not responsible for self portraits that were not labeled correctly or that arrive to our office after the deadline. Notification for finalist status in the portfolio scholarships will come in late March/early April.

### Scholarship Deadlines

#### March 1

All Scholarship Applicants (transfer and freshmen): Deadline for receipt of the original self-portrait drawing and 10 images for scholarship consideration uploaded to [www.temple.slideroom.com](http://www.temple.slideroom.com). \* All application materials (including Temple application, standardized scores, transcripts, self-portrait, scholarship portfolio and all other necessary application materials) must be received in the appropriate offices by this date. Applicants must be academically admissible into a Tyler program by March 1. Please note: It can take up to 3-4 weeks for Temple to post transcripts to the online application. Be sure to check OwlNet for your application status. If submitting more than ten images, please note that only the first 10 images in your portfolio will be used for consideration for scholarship.

There is a limited amount of scholarship money available for Architecture Department students. There are three funds, the Oliveri Scholarship and the Chentsova Scholarship, and the Graduate Student Scholarship funds, all of which are awarded to students as funds allow. As the endowments grow they will be awarded more regularly. There are two more endowed department funds, the Knowles Scholarship, which funds students who study abroad, and the Riz Prize, a new scholarship fund for travel which will be awarded beginning in 2013-14. The Knowles and Riz awards are for travel and are used as incentives for expanding the research of department students. In addition to these scholarships, the department sends information about other scholarships available to architecture students. Temple students have been successful in obtaining a number of competitive scholarships and grants from organizations such as the Carpenter's Company of Philadelphia and the AIA of West Jersey.

Admissions information is as follows:

#### Freshman Admission

Admission to the Architecture program is selective, based on a review of academic credentials. A portfolio is not required for admission. If the student is offered admission into Temple University but not into Architecture and wishes to be re-evaluated for admission to Architecture, he/she is required to submit a portfolio of artistic or creative work, as per requirements, procedures and assessment criteria specified by the Architecture Department. Specific portfolio format requirements are enclosed in each application packet we mail. They are also available as a download at [www.temple.edu/architecture](http://www.temple.edu/architecture). Students who wish to submit a portfolio for scholarship consideration should refer to the information on the reverse side for format and deadline information. Freshman admission is for the fall semester only. Tyler does not accept freshman applicants for the spring semester as the Architecture Foundation Studies program has a strict sequence of classes. Please also note that Tyler has frequently gone to a waitlist well before the application deadline, so be sure to apply early.

### Intra-university Transfer Admission

Temple University students who apply as Intra-university transfer students are reviewed for admission to Architecture Foundation Studies based on GPA and availability of space in the program. Admission is selective. While a portfolio is not required, students may wish to submit a portfolio or work to enhance their application. Students with previous college credits in architecture should submit a portfolio of work that represents studio coursework taken for consideration for advanced standing. Portfolios are to be uploaded at [www.temple.slideroom.com](http://www.temple.slideroom.com). SlideRoom requires an additional fee for this service. All intra-university transfer students (regardless of the number of credit hours completed) must complete all architecture courses from Architecture Foundation Studies (or submit evidence of having completed equivalent courses elsewhere) before continuing into the 3rd and 4th year of the BS Arch, BS Facilities Management or BS Architectural Preservation. All admitted students are guaranteed to graduate from the program with an undergraduate degree as long as the academic requirements of the university are met, but admission in to the BS Arch is limited and competitive. Students without college level architecture studio coursework may apply for the fall semester only.

### Other Transfer Admission

All transfer students must submit the online Temple University application at [www.temple.edu/undergrad](http://www.temple.edu/undergrad). Admission will be based on GPA and prior education. A portfolio is not required for consideration for admission, but may be submitted to enhance the application. Transfer students with previous credits in architecture from other institutions may be considered for admission to Tyler's Architecture program with advanced standing. Students who already hold a Bachelor's degree and certain other upper level transfer students may be eligible for consideration for participation in various options for acceleration. Placement in is based upon prior architectural education and a review of a portfolio representing studio coursework completed, not merely the course descriptions or the number of credits earned at another institution. Please note that Tyler has gone to a waitlist well before the June 1 application deadline, students are encouraged to apply early. Portfolios are uploaded to [www.temple.slideroom.com](http://www.temple.slideroom.com). SlideRoom requires an additional fee for this service. Students without college level architecture studio coursework may apply for the fall semester only. Please review the reverse side for scholarship information.

### Graduate Admission

All applicants must fill out a Temple University Graduate Application and submit the required fee. The online application is available at [www.temple.edu/grad](http://www.temple.edu/grad). The university requires a minimum 3.0 GPA for consideration for admission, 3 letters of recommendation, completion of a baccalaureate degree with coursework equivalent to the restructured BS in Architecture 2010. Applicants to Architecture must also submit a statement of goals, GRE scores in the top 50-65% (waived for Tyler BS in Arch students) and TOEFL for new international applicants (79 IBT minimum required). A portfolio is required and must reflect representative design and written work. Admission is competitive.

Any applicant from within the university must submit and complete a regular Temple University graduate application by going online to [www.temple.edu/grad](http://www.temple.edu/grad) and will be reviewed with the rest of the applicant pool.

If the department wishes to accept an applicant with less than a 3.0 GPA or a TOEFL score lower than the minimum, the department must file an appeal with the Temple University Graduate School which must first be approved by the Tyler Graduate Program Director/Vice Dean.

The deadline for fall is January 15. There is no spring admission into the M Arch.

Applicants must submit the portfolio to the [www.temple.slideroom.com](http://www.temple.slideroom.com) website. SlideRoom requires a fee for this service.

### Student Achievement

Accomplishments of Temple Architecture Master of Architecture students since the last accreditation include the following:

Philadelphia City Planning Commission Graduate Internship

- Zachary Stevenson fall 2011

JASSO Scholarship, Meiji University International Summer Workshop (graduate students)

- Zachary Stevenson, 2013
- Greg Standeven, 2013

#### **Graduation Awards (M Arch students)**

Architecture Award for Leadership

- Alec Higinbotham and Crystal Pickard, 2012

AIA Henry Adams Medal

- Brenda Margolis, 2012
- Negin Dadkhah, 2013

AIA Henry Adams Certificate of Merit

- Tyler Cooney, 2012
- Zachary Stevenson, 2013

ARCC King Medal

- Brenda Margolis, 2011-12

Architecture Glass Institute Excellence in Design Award

- Negin Dadkhah, 2013

#### **Student Activities and Employment**

The Architecture Department is fully supportive of student activities and works with student leadership to find ways to support activities, at times including financial support. The Architecture Department has active AIAS and Freedom by Design chapters, described in more detail below. We have a student who serves on the university's Green Council, and students who participate in the city-wide organization, PhilaNOMA. Temple Architecture students' design work is presented regularly in the department, through Tyler and Tyler Gallery, and in Philadelphia venues such as the AIA Center for Architecture. Students work closely with faculty as assistants in hanging gallery shows. Tyler School of Art also has student organizations in which Architecture Department students participate: a dean's student advisory board that consists of graduate and undergraduate students from across Tyler (includes two architecture department representatives). We also have a graduate student representative on the Tyler Graduate Programs Committee.

Through the AIAS, students help implement department events. Students set up for receptions after the department's public lectures. Temple Architecture students volunteer to participate in Temple Student Government meetings through the AIAS, a university sponsored program. Temple Architecture students attend AIAS Forum and AIAS Grassroots Conferences. In 2012-13 we worked closely with AIAS to define activities that would be important for members. We established construction tours and site tours of buildings with interesting features as a means for AIAS students to gain IDP credit. This has worked to increase interest and dialog in AIAS. This coming year, we will expand what we have established by also adding lunchtime information learning sessions sponsored by vendors and manufacturers (such as Certainteed, Haworth, Congoleum, Lutron). AIAS students also have a Freedom by Design chapter. This coming year the FBD group is in the beginning stages of a project. A recent alumnus who was active in AIAS and FBD will serve as an advisor and is connecting FBD with organizations who can serve as clients for a building project.

Students in the department have received stipends working as assistants for faculty research or course credit working on faculty/student collaborative research projects. Since the last accreditation, M Arch and undergraduate students alike have worked with Sally Harrison and Vojislav Ristic on community based projects at the Village of Arts and Humanities. Students have also been active participants in a grant for the National Trust for Historic Preservation, building a virtual model of the Joe Frazier Gym. A team of graduate and undergraduate students nominated the gym as an endangered property and since then have seen the fruits of their efforts in the property being named to the Philadelphia list of historical properties and the National Trust's 2012 list of 11 most endangered properties. Students have also worked as assistants for recent national conferences – the fall 2012 ACSA / MBI conference entitled "Off-Site" that was held in the Architecture Building, and the spring 2013 National Conference of the Beginning Design Student also held at Temple in the Architecture Building. Graduate students who assisted with these conferences were given the added opportunity to meet and converse with architects from different programs around the country.



Two of our M Arch students, Joseph Gallagher and Alex Aftuck, work or worked in university's Math and Science Resource Center – Alex, who is currently working there, has a graduate assistantship and serves as a supervisor for the center.

Temple Architecture students have been active participants in a number of student and student/faculty forums. Graduate students participate in Tyler wide student events. One of our M Arch students, Negin Dadkhah, had a peer reviewed paper accepted to the Fall 2012 ACSA conference, and participated as a presenter. Zac Stevenson and Greg Standeven, both M Arch students, participated in an international workshop at Meiji University in Tokyo in August. To date all of the M Arch students (class of 2012 and class of 2013) have received funding from the dean to travel to CitiCenter, Las Vegas for a tour by the MGM Grand's architect, Bill Smith, and for a session to discuss the complex management of the project which was led by Bill Smith.

Temple's Career Services Office posts internships and other jobs for students. We currently have one ongoing internship program with the Vanguard Group, and graduate students have worked with the Philadelphia City Planning Commission as interns. Architecture students regularly serve as interns in the university's Facilities Management Department, working with the university architect and her staff on projects across campus. With many active building projects the students have noted what a great learning experience this has been.

Student activities supported by the department since the last accreditation include the following:

2010-11

AIAS Quad Conference  
AIAS 2010 Grassroots Conference  
AIA Center for Architecture's Construction  
Temple Spring Fling, AIAS and Freedom by Design Student Booth  
Freedom by Design fundraising  
Studio culture faculty – student discussion

2011-12

AIAS Quad Conference  
AIAS 2010 Grassroots Conference  
AIA Center for Architecture's Construction  
Temple Spring Fling, AIAS and Freedom by Design Student Booth  
Freedom by Design fundraising  
PhilaNOMA summer camp, student counselors

2012-13

AIAS Quad Conference  
AIAS 2010 Grassroots Conference  
AIAS Forum  
AIA Center for Architecture's Construction  
Temple Spring Fling, AIAS and Freedom by Design Student Booth  
Freedom by Design fundraising  
Studio culture faculty – student discussion  
PhilaNOMA summer camp, student counselors  
Construction site and sustainability site field trips (Eagles Stadium, Friends Center, MGA Temple Dormitory)  
Lutron Experience Center Field Trip, Washington, DC

## I.2.2 Administrative Structure & Governance

Temple University's administrative structure is as follows: Board of Trustees, Office of the President (plus various Vice Presidents for specific administrative affairs), Office of the Provost, Deans of Colleges and Professional Schools, Chairpersons and Directors of various academic units.

The Architecture Department Chair reports directly to the Dean of Tyler School of Art, and is one of seven department chairs in the Tyler School of Art. Our current dean is Robert Stroker. Since 2011 he also serves as Vice Provost for the Arts and as such heads the Center for the Arts, an umbrella group established in 2012 that includes the Tyler School of Art, the Boyer College of Music and Dance and the Division of Theater Film and Media Arts.

The Dean's staff includes one Vice Dean/Director of Graduate Programs Hester Stinnett, Assistant Dean Carmina Cianculli and a Senior Associate Dean for Architecture Brigitte Knowles. The vice dean, assistant dean and the senior associate dean were part of the Tyler administration during the period since our last accreditation. In order to accommodate increased administrative needs in the Architecture Department, there have been changes in Carmina Cianculli (formerly Director of Admissions) and Brigitte Knowles' duties since the summer of 2011. Brigitte Knowles is also tenured in the Architecture Department. The School has one Manager/Assistant to the Dean who oversees administration for the school. The department is serviced by other school-wide offices: Tyler Office of Admissions, the Finance and Administration Office, the Advising office, the Development Office, Publications, Registration and Records, and Student Life. We also are served by administrators in the Center for the Arts. To date the Center for the Arts has benefit departments in the areas of research, development and alumni relations, and program assessment.

### Tyler Dean's Office

Robert Stroker, PhD, Dean, Center for the Arts  
Doris Izes, Manager / Assistant to the Dean

- Office of the Vice Dean, Director of Graduate Programs: Hester Stinnett, Vice Dean and Graduate Program Director  
Suzanne Earnest, Administrative Coordinator
- Office of Assistant Dean, Undergraduate Studies & Student Affairs: Carmina Cianculli, Assistant Dean
- Office of Associate Dean for Architecture: Brigitte Knowles, Senior Associate Dean
  
- Admissions: Nicole Hall, Director of Admissions  
Lindsey Stevenson, Senior Admissions Counselor, Architecture Specialist  
Grace Ahn, Senior Admissions Counselor  
Katherine Ames, Administrative Assistant
- Finance and Administration: Marie Birster, Finance Coordinator
- Student Advising: David Logan, Director of Advising  
Laureen Duffy, Senior Academic Advisor  
Taheerah Entsuah, Advisor  
Kristan Campbell, Secretary
  - Architecture Department Advising:  
Sneha Patel, Architecture Foundation Advisor  
Vojislav Ristic, Architecture Undergraduate Programs Advisor  
Rashida Ng, Architecture Graduate Program Advisor
- Continuing Education: Terry Putscher, Director  
Laura Hricko, Administrative Assistant
- Exhibitions and Public Programs: Robert Blackson, Director  
Sarah Biemuller, Assistant Director  
Adam Blumberg, Technical Assistant
- Publications: Kelly Cavanaugh, Director of Publications
- Student Life: Kari Scott, Coordinator for Student Life
- Visual Resource Center – Staffed by a graduate assistant
- Digital Fabrication Center – L. Steve Campbell, Tech Support Specialist
- Technology Support (managed by Temple University Academic Computer Services Staff)  
David Rhoads, Manager, Tech Support

Craig Fineburg- Sr.Tech Support Specialist

Paul R. Muller, Senior Tech Support Specialist, Architecture Tech Specialist/Architecture Computer lab manager

- Architecture Department Woodshop Manager – Jack Fanning

#### Center for the Arts

- Faculty and Academic Affairs: Dr. Beth Bolton, Vice Dean
- Student and Academic Affairs: Hester Stinnett, Vice Dean and Graduate Program Director
- Instructional Technology & Assessment: Dr. Steven Kreinberg, Associate Dean
- Finance and Administration: Sue Alcedo, Assistant Dean for Finance and Administration
- Administrative Affairs and Facilities: David Brown, Assistant Dean
- Student Services (Admissions, Advising, Continuing Education, Student Life): Carmina Cianciulli, Assistant Dean
- Advising: David Logan, Director
- Operations: Jason Horst, Director
- Executive Assistant to the Dean/Senior Coordinator: Florence Brown-Palmore
- Institutional Advancement and Development: D. Scott Reynolds, Executive Director of Development for the Arts
  - Tara Webb-Duey, Director of Development for the Arts
  - Amy Krauss, Associate Director of Development for the Arts
  - Molly Clark Davis, Alumni Relations Officer
  - Christy Mauro, Associate Director, Alumni Relations
  - Melodie Carter, Development Associate for the Arts

#### The Tyler School of Art departments are:

- Architecture (BS Architecture, BS Facilities Management, BS Historic Preservation, B Arch, M Arch);
- Art (Temple University Japan Campus only – BA)
- Art Education and Community Arts Practices (BS, MEd, Certificate in Arts in Community);
- Art History (BA, MA, PhD);
- Crafts (BFA, MFA – Ceramics/Glass, Fibers/Material Structures, Jewelry/Metals/CAD-CAM);
- Graphic Arts and Design (BFA, MFA – Graphic and Interactive Design, Photography, Printmaking);
- Painting, Drawing, Sculpture (BFA, MFA)
- Foundation (common first year curriculum for BFA) and Visual Studies (BA)

The administration of Tyler School of Art and all departments except for Art are located on the Main Campus of Temple University (Art is located at the Temple University Japan Campus). Many departments are similar in their academic structure, offering studio-based instruction, but departments also include an academic model of teaching (Art History) and hybrid studio, tutorial, and lecture/seminar teaching. The departments vary in size and contain multiple sub-disciplinary areas. Regardless of size each department in Tyler has one chair with a six-credit release for administration, a complement of full- and part-time faculty and one department secretary.

In addition to the Architecture Department's accredited professional degree programs (NAAB and IFMA: International Facilities Management Association), The Tyler School of Art is accredited by the National Association of Schools of Art and Design (NASAD). Additionally, in the Art and Art Education Department the BS in Art, BFA with Art Education Concentration and MED with Art Education Concentration are approved by the Pennsylvania Department of Education.

Architecture Department faculty members participate in governance at the all levels of the university. At the university level over the past five years we have had representation on the following university committees:

Faculty Senate International Programs Committee  
International Advisory Council  
Educational Policies and Programs Committee  
Research Policies and Programs Committee  
University Faculty Senate and Faculty Senate Steering Committee  
Provost's Commission for the Arts  
University Design Review Committees (Library, Design Review)  
Community Based Learning Committee of the Faculty Senate  
University Sustainability Academic Initiatives Committee

University Sustainability Ambassador  
University-wide Assessment Committee  
Advisory Committee for the Vice Provost for Research  
Library Sustainability Prize Committee  
University Graduate Board

A student representative from the AIAS participates in meetings of the Temple student government.

The Tyler faculty members follow school bylaws and participate on committees according to the bylaws. The department faculty participates in Tyler School of Art governance including representation on: Tyler Executive Council, Personnel Committee, Research and Study Leaves Committee, Graduate Committee, Merit Review Committee, Curriculum Committee, Lectures and Exhibitions Committee, Technology Committee. We also serve on search committees for other Tyler departments and have representation on ad hoc committees, for example the Tyler Strategic Planning Committee. Student representatives participate in the Dean's Student Advisory Committee and a graduate student serves on the Tyler Graduate Committee.

Students are asked to participate in department policy review through representation and discussion forums around the subject of studio culture and diversity. The studio culture policy was voted on by students through the local chapter of the American Institute of Architecture Students (AIAS). Written into the document is the mandate for bi-annual review or discussion of issues pertaining to studio culture. The most recent studio culture forum was in the spring of 2013. The three staff members of the department – department secretary, wood shop manager, and computer lab manager<sup>1</sup> work closely with the department chair in managing their areas of the department. The department's computer lab manager also coordinates closely with the school and university information technology staff members.

Architecture Department faculty members participate on committees according to the department's governance document. Department full time faculty are full participants in department committees: Curriculum (committee of the whole), Personnel, Technology, Admissions (subcommittees are undergraduate and graduate admissions), Lectures and Exhibitions, Research. Ad hoc committees are formed as needed, for example for faculty searches. At present there are two ad-hoc committees, Faculty Search and Accreditation. We also have a Library Liaison, AIAS Liaison, ACSA Liaison, IFMA Advisor, Alumni Advisory Committee Liaison, and IDP Advisor from the full time faculty. Membership by department faculty for both department and school committees are assigned by the department chair to provide balance between teaching and committee assignments.

### **Department Chair**

The Architecture Department Chair duties include:

- Overseeing curriculum development and implementation
- Managing and evaluating faculty
- Mentoring faculty
- Managing and evaluating staff
- Hiring adjunct faculty
- Overseeing the hiring of tenure track and non-tenure track full time faculty
- Overseeing and guiding long range planning and program self-study
- Addressing facility issues
- Scheduling classes
- Monitoring budget
- Addressing student grievances and concerns
- Interface with non-academic student activities
- Producing year-end reports
- Participating in student recruitment and evaluation of new students
- Public presentation of the Architecture Department

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<sup>1</sup> Note: the computer lab manager reports to University Computer Services.

### I.2.3 Physical Resources

In January 2012 the Architecture Department moved into the new Architecture Building on the Temple University Main Campus. The new building was a substantial increase in space just as the department was implementing program changes. The Architecture Building has had a positive impact on the department. First and foremost, it makes the Architecture Department visible to the larger university and Philadelphia's architecture community. The new building has been embraced by students and alumni. The Architecture Building has a physical location in between the rest of Tyler School of Art, the Boyer College of Music and Dance, and the Division of Theater Film and Media Arts that together form the Center for the Arts and an arts campus. The Architecture Building is physically linked to the rest of Tyler School of Art, offering opportunities for collaboration and engagement that were not possible in prior years when we were physically separated. The Architecture and Tyler buildings form a courtyard that will be developed as a teaching and learning space, an actual and symbolic space for the Tyler community as a whole.

The Architecture Building fronts on 13<sup>th</sup> Street but also has a face on the Tyler courtyard and was designed specifically for the Architecture Department and its programs, in accordance with current curricular needs and projected growth for increased program excellence. The new building gives clear identity to the Architecture Department as a part of the Tyler School of Art and also as a unit that houses a professional program in architecture. It is built according to sustainable principles mandated by the university and is reflective of the department as a place that is first and foremost good work space for students. The Architecture Building is the first LEED certified building on the Temple Main Campus.

The building provides enough spaces on every level for critique and review of work. The proximity to Tyler School of Art provides access to additional areas for critique, lecture, and exhibit. The Architecture Building's first floor, a more public area, has enough space for critique and review, for public seminars, and for exhibits. Second, third and fourth floors contain classrooms, critique spaces and student work spaces - studios with individual desks for architecture students on all three floors and group lab spaces on the third floor for students in the Facilities Management and Architectural Preservation programs. Studio and research space for students in the M Arch professional degree program are located on the fourth floor.

The new building increases the size of the woodshop and also provides assembly areas for student projects. There are dedicated spaces for new digital fabrication equipment –a milling machine laser cutters and a 3-D printer. A large computer lab for all department student use is located on the fourth floor of the new building. Classrooms and seminar rooms house the large majority of our course offerings. There are an adequate number of faculty offices, a larger conference room, a faculty research office and faculty research work space.

ARCHITECTURE BUILDING SQUARE FOOTAGE

	Room	Room number	Square footage	
1 <sup>st</sup> Floor	Lobby	102	917	
	Seminar/Critique	104	1,202	
	Review space	103	2,257	
	Staff office	121	241	
	Faculty office (chair)	218	154	
	Faculty office 1	122	125	
	Faculty office 2	123	124	
	Faculty office 3	124	124	
	Faculty office 4	125	125	
	Faculty office 5	126	125	
	Faculty office 6	127	125	
	Faculty office 7	128	121	
	Spray Room	108	115	
	Digital Fabrication Lab	109	388	
	Wood Shop	110	793	
Clean Digital	107	442		
Lobby/crit space	212	1,209		
2 <sup>nd</sup> Floor	Studio 1	201	3,886	
	Studio 2	202	3,627	
	Faculty offices 8	203	233	
	Adjunct Faculty office	204	220	
	Faculty offices 9	205	167	
	Conference Room	206	364	
	Faculty offices 10	207	148	
	Lobby/crit space	210	1,389	
	Storage	211	121	
	3 <sup>rd</sup> Floor	Studio 3	301	2,338
Studio 4		302	2,428	
Preservation Lab/Studio		303	994	
Fac Management Lab		304	987	
Lobby/crit space		305	1,443	
Faculty offices 11		306	525	
Faculty Research		307	167	
Faculty Research Lab		308	406	
Faculty Office 12		309	137	
Storage		310	107	
Storage		314	68	
4 <sup>th</sup> Floor	Studio 5	401	2,335	
	Studio 6	402	2,329	
	Graduate Research	403	446	
	Classroom	404	872	
	Computer Lab	405	990	
	Faculty Office 13	406	128	
	Computer Staff Office	407	134	
	Computer output	408	216	
	Faculty Office 14	409	140	
	Lobby/crit space	410	1,445	

## Equipment and Resources

### Digital Equipment and services:

Located in a university that has received national recognition for the use of information technology, the Architecture Department accommodates most of the students' digital needs within the department's facilities but students also have additional support facilities in the Tyler School of Art and in the university. The entire Architecture Building has wireless internet access for all students to use. All faculty offices and student lab machines and peripherals are wired to the university network. Department tools and equipment are located in the Architecture Building. The woodshop and digital fabrication labs are located on the first floor, the computer lab and printers are located on the fourth floor of the building. There are also computers in the Arch Preservation and Facilities Management labs that are available for use for all students. Resources in the Architecture Building are listed below. In addition, there is an all-Tyler woodshop and digital labs and equipment located in the Tyler Building and facilities open to all university students – these are also listed below. Other university venues that accommodate the architecture students' needs and accommodate their academic work are listed below.

### **Architecture Department Resources, Architecture Building**

#### Wood Shop Tools Inventory:

1 SawStop 10", 5HP Table Saw  
1 Excalibur overhead dust collection and blade guard for table saw  
1 Rockwell 13" planer  
1 Rockwell 7" jointer  
1 Powermatic 18" drill press  
1 Rockwell 12" disk sander w/ cabinet base  
1 Rockwell 20" band saw  
1 Jet 48" edge sander  
1 Grizzly spindle sander w/cabinet base  
1 Custom Table Router w/ Porter Cable motor  
1 Dayton 14" band saw w/ stand  
1 Makita 10" miter saw w/ custom miter box  
2 Micro-Mark mini table saw  
1 Porter Cable Compressor  
1 Dust Collection w/ fire suppression system, built-in  
1 7'x3' hooded spray booth, external exhaust system  
Misc. hand tools: drills, routers, sanders, nail guns, biscuit jointer, jigsaws, circular saw, assorted clamps

#### Computers Located within Design Studios and Learning Labs (total 51)

##### Room 405: Teaching Lab

- 1 Instructor workstation
- 40 student workstations running Windows 7
- Each machine has dual 22" LCD displays
- Ceiling mounted projector with speakers tied to instructor workstation and a control panel

##### Room 303: Facilities Management Room

- 5 Student workstations
- Each workstation has a single 22" LCD Display
- Ceiling mounted projector tied to an access panel

##### Room 304: Historic Preservation Room

- 5 Student workstations
- Each workstation has a single 22" LCD Display
- Ceiling mounted projector tied to an access panel

#### Support Areas:

##### ITC Room 407: Information Technology Center

- 3 42" Wide HP Designjet z6100 Plotters
- 1 42" Wide HP Designjet 5500 Plotter

- 2 8.5x11 Black and white network laser printers
- 1 11x17 HP Color Laserjet 5550 network color laser printer
- 1 General use student printing workstation

DFL Room 103: Digital Fabrication Lab

- 2 32"x 24" VLS 650 Laser Cutters
- 1 18" x 20" VLS350 Laser Cutter
- 1 Dimension Elite 3d Printer
- 4 administration workstations to run the hardware

DFS Room 109: Digital Fabrication Shop

- 2 Workstations
- 1 Roland 12" x 12" CNC milling machine
- 1 4" x 8" Techno CNC Milling Machine

Equipment for Loan:

- 1 DVD/VCR Combo Player
- 1 Epson EMP-X3 Projector
- 1 740W SV Light (Bulb Separate)
- 3 SONY Tilt-head Tripods
- 1 Baby-Pin Bogen Light Stand
- 1 DV Deck Firewire
- 1 Fujifilm S9100 Finepix Camera
- 2 SONY HDD Handycams
- Cowboy Studio backdrop and lighting kit
- 1 Freestyle Split Keyboard
- 2 Optical Trackball Mice
- 1 IRIScan Scanner (Book Edge Scanner)
- 2 Wrist-Rest Mousepads
- 2 Keyboard Wrist Rests
- 2 Kensington Card Readers
- 2 Soft Touch Keyboards /W wireless mouse
- 1 Touchpad Mouse
- 5 Scanners Letter Sized
- 1 Blu-Ray Player

Instructional Spaces:

Room 404

- Podium Mounted instructor workstation with 22" LCD display
- Ceiling mounted projector with speakers tied to instructor workstation and a control panel

Room 305

- Podium Mounted instructor workstation with 22" LCD display
- Ceiling mounted projector with speakers tied to instructor workstation and a control panel

Room 103

- Podium Mounted instructor workstation with 22" LCD display
- Ceiling mounted projector with speakers tied to instructor workstation and a control panel

Room 104

- Ceiling mounted projector with speakers tied control panel with motorized screen

Software Packages:

- Adobe CS 6 Design Premium
- AutoDesk AutoCAD 2014
- AutoDesk Revit 2014



AutoDesk 3DS Max 2014  
Autodesk Mudbox 2014  
Autodesk Inventor 2014  
AutoDesk Ecotech Analysis  
Rhino 5  
Flamingo NXt  
V-Ray 2.5  
RhinoNest 3.0  
RhinoCam  
Microsoft Office 2010/2013

### **Tyler School of Art Resources, Tyler Building**

#### Lab Spaces:

##### Room 201

- 16 Mac (open for scheduling classes)

##### Room 202

- 4 Mac (open lab)
- 1 12x18 color laser
- 1 60", 2 44", 1 24", 8 17" printers

##### Room 203

- 24 Mac (open for scheduling classes)

##### Room B10

- 5 Mac (open Lab)
- Tabloid B& W laser printer
- Color laser printer
- 5 17" printers

##### Room B20

- 1 Laser Cutter
- 1 Embroidery
- 24" Vinyl cutter
- 5 3D printers
- Equipment office (equipment for loan - Projectors, DSLR's, etc.)

### **Temple University Resources Accessed by Architecture Department Students**

#### Tuttleman Learning Center:

Smart Computer Labs available for instructional use

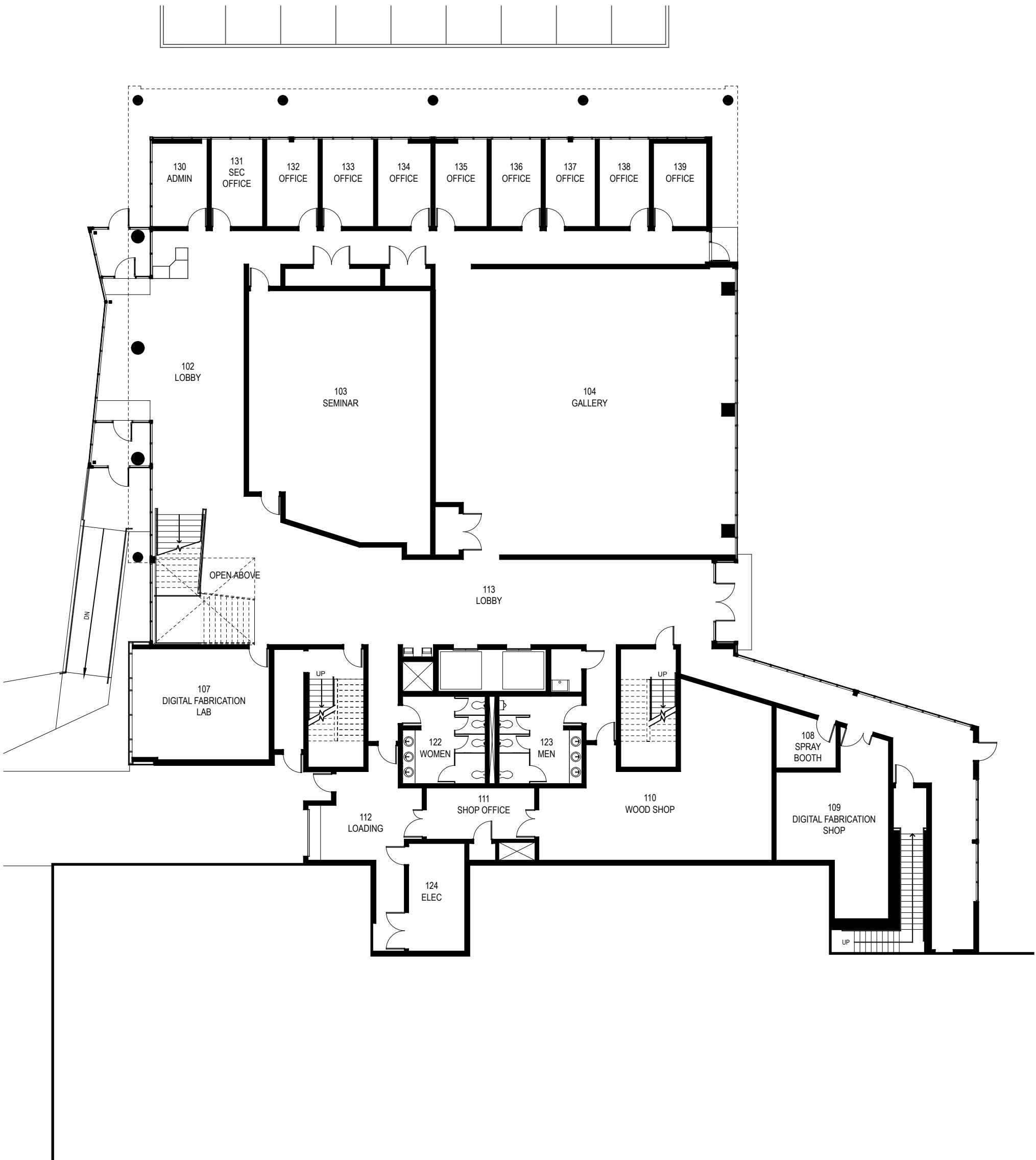
- 3 PC labs with 36 student computers, for scheduled classes
- 3 Mac labs with 36 student computers for scheduled classes
- 135 General Use Student Machines

#### Temple University TECH Center:

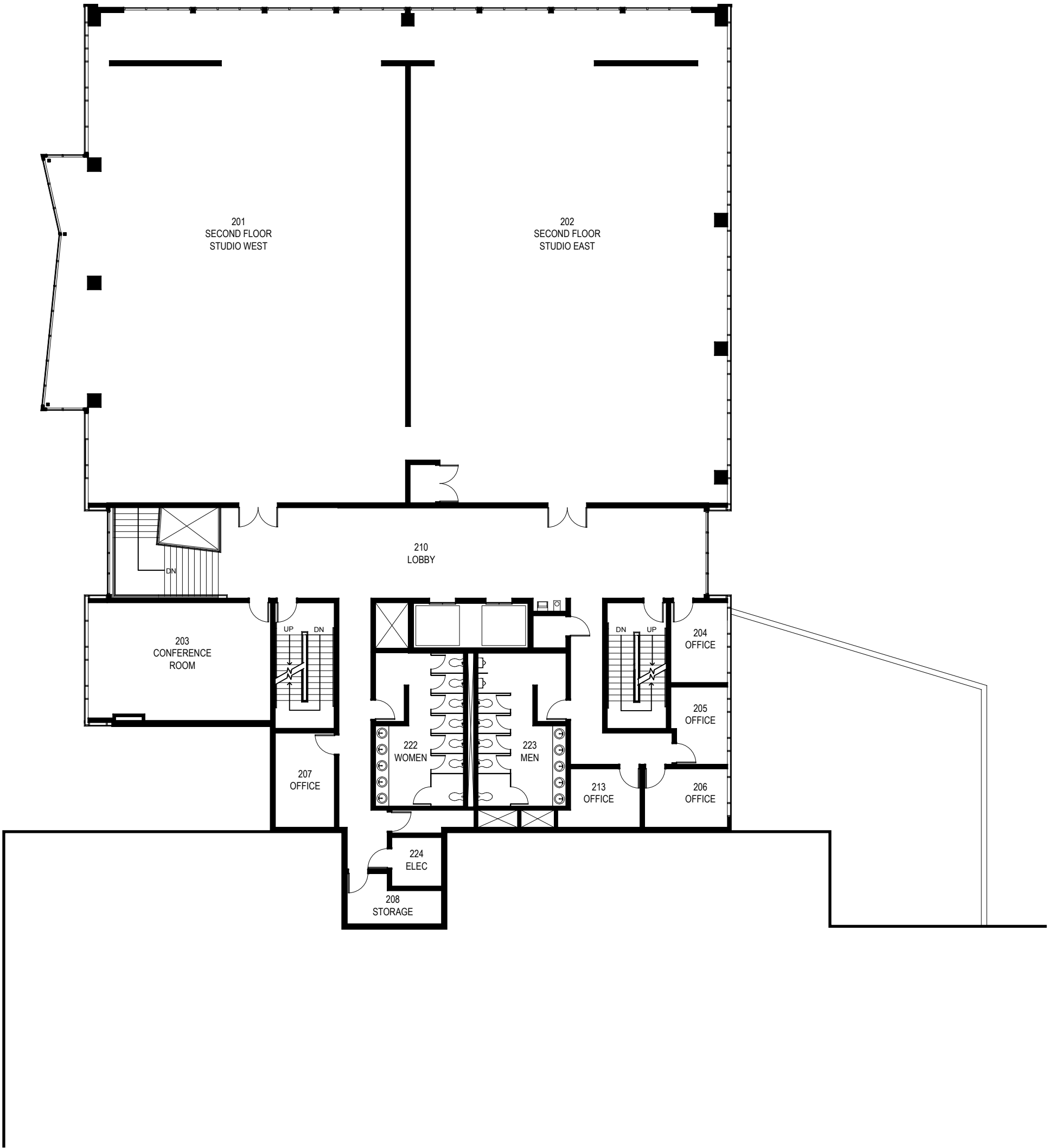
- Open 24 hours a day during the semester
- 600 general use computers
- 100 wireless loaner laptops
- 13 breakout rooms for collaboration and group study
- 6 Specialty Labs with software and machines for discipline specific use
- Advanced Graphics Lab 16 high end workstations
- 2 42" Wide Plotters
- 1 Networked Color Laser Printer
- 2 Networked Color Inkjet Printers

#### Pearson Hall:

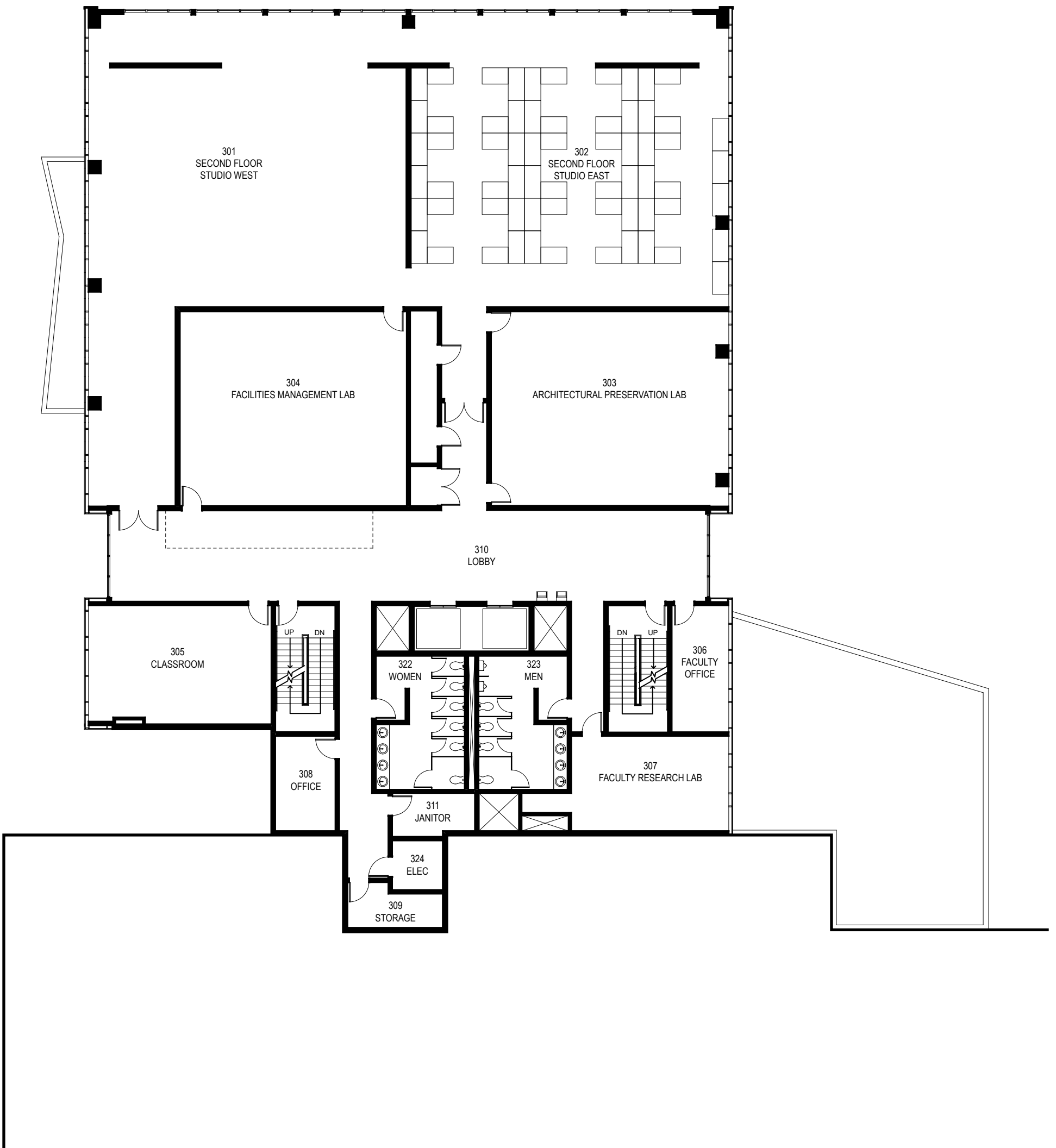
- PC lab with 36 student computers, for scheduled classes



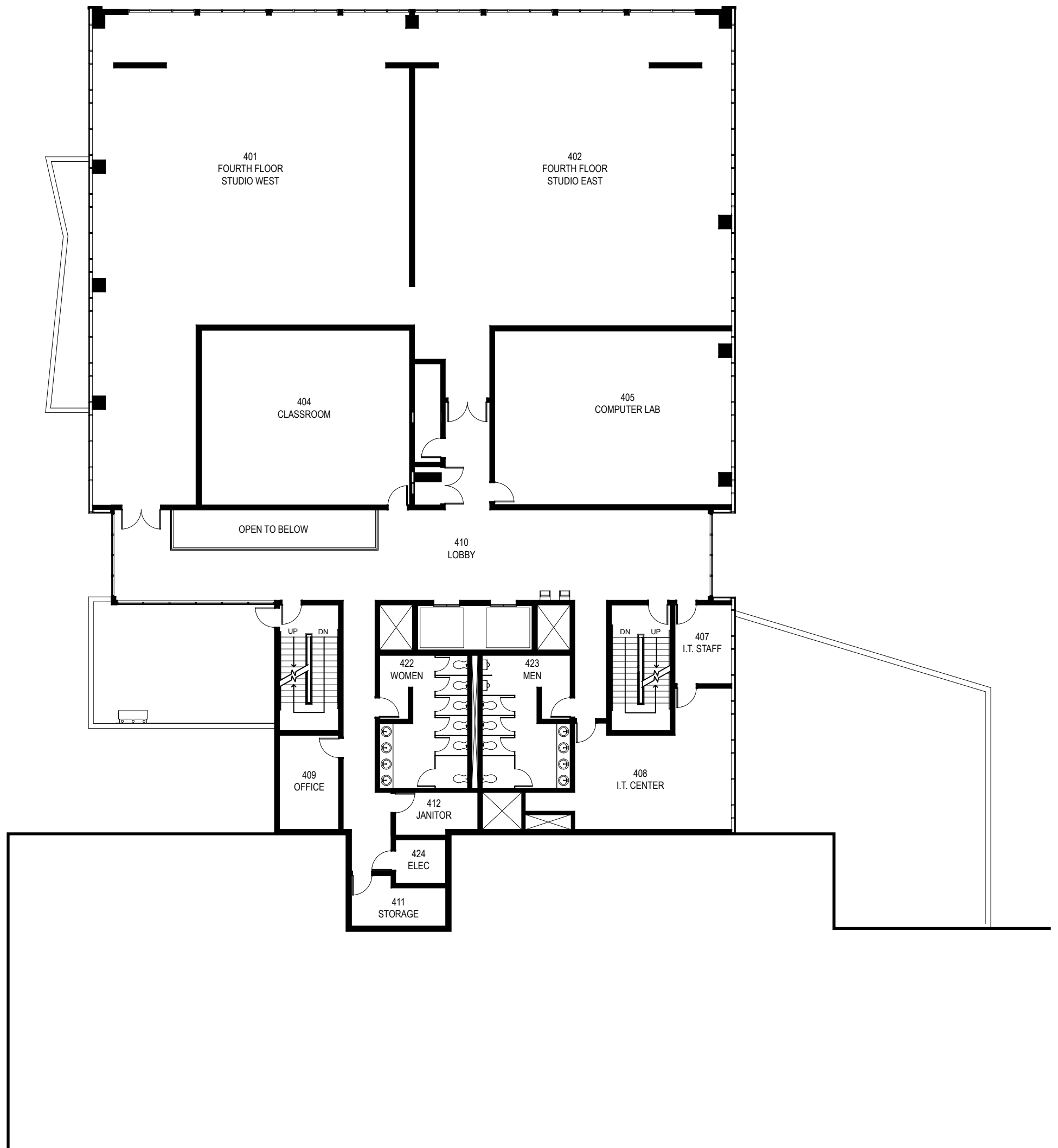
**ARCHITECTURE BUILDING**  
 GROUND FLOOR  
 SCALE: 1"=16'-0"



**ARCHITECTURE BUILDING**  
 SECOND FLOOR  
 SCALE: 1"=16'-0"



**ARCHITECTURE BUILDING**  
 THIRD FLOOR  
 SCALE: 1"=16'-0"



**ARCHITECTURE BUILDING**  
 FOURTH FLOOR  
 SCALE: 1"=16'-0"

## I.2.4 Financial Resources

Temple University had used an enrollment based budget model between 2000 and 2012. The university is currently moving to a Responsibility Centered Management (RCM) budget model that will be rolled out over the next three years – 2013-14 the current budget model will be run in parallel with an RCM budget model to prepare for a total change in 2014-15. Within the Tyler School of Art, there will continue to be an equitable distribution of funds to departments based on departmental needs and the best educational models.

A complete description of the new decentralized budget model and of the implementation timeline can be found at:

<http://www.temple.edu/cfo/decentralized-budgeting/documents/DBMthefundamentalprinciples1232013.pdf>

The 2012-13 operating budget for the Architecture Department was \$1,143,577. The budget includes full time and adjunct faculty salaries, non-faculty salaries, and operating funds, including supplies and equipment, faculty software, honoraria, repairs, services, mailing, furniture, shop tools, etc. The department budget included faculty computers until 2010; this now comes from the school budget. For faculty travel, all Tyler full time faculty are eligible for travel stipends that come from the Center for the Arts. We supplement travel for architecture faculty out of the department budget. Currently faculty members are covered up to \$500 for travel to conferences to present papers, participate in panels, etc. through the school. Most funding of digital hardware for student use has come from Tyler and the university. Most digital software for student use is paid for through the school.

Just like every other state related college and university in Pennsylvania, Temple University was subjected to state budget cuts of up to 50% over 2 years. The university spread the impact of state budget cuts across all units in the university. State funding is level for FY 2014.

All departments in the Tyler School of Art have seen decreased budgets over the past 3 years, since the last accreditation. The percentage decrease for architecture (30%) is on par with decreases in Crafts, and Painting Drawing, and Sculpture. Other departments have seen decreases in excess of 30% (based on enrollment). But even with the decreased operating budget, the Architecture Department has gained other resources during this period – a new building and new equipment, which are not part of budget calculations noted here. The graduate student costs are based on graduate assistantships for all departments except Architecture – for 2012-13 the figure is based on tuition remission. Because the M Arch program is relatively new, graduate assistantships have not yet been available. For 2013-2014 and future semesters there are some departmental scholarship funds for graduate students. And graduate assistantships will be considered for architecture students in the future.

### Costs per Student

The costs per student include administrative, instructional, and operational costs for each department.

\*note: the graduate costs for architecture are based on a tuition scholarship award rather than graduate assistantship.

<u>Department/Program</u>	<u>Total Cost</u>	<u>Graduate Cost (Assistantships)*</u>
Crafts	\$970,128	\$244,735
Graphic Arts & Design	\$1,119,617	\$295,470
Painting, Drawing & Sculpture	\$1,272,440	\$492,487
Art & Art Education	\$559,988	\$77,150
Foundations	\$433,560	NA
<b>Architecture</b>	<b>\$1,143,577</b>	<b>\$23,928*</b>
Art History	\$1,129,742	\$271,653

## Comparative reports, 2010-11 through 2012-13

### 2010-11

Operating budget	\$1,079,707
Grants	\$20,000
Gifts	\$15,000
Endowed scholarship funds	\$15,000

### 2011-12

Operating budget	\$1,159,075
Grants	\$21,036
Gifts	\$56,945
Scholarship and student travel funds	\$10,279
Endowed scholarship funds	\$32,561

### 2012-13

Operating budget	\$1,143,577
Grants	\$8,500
Gifts	\$58,897
Scholarship and student travel funds	\$16,698
Endowed scholarship funds	\$59,424

## Forecasts for revenue, 2013-14 and 2014-15

### 2013-14

Operating budget	\$1,293,577
Grants	\$20,000
Gifts	\$15,000
Endowed scholarship funds	\$72,000

### 2014-15

Operating budget	\$1,443,577
Grants	\$20,000
Gifts	\$15,000
Endowed scholarship funds	\$85,000

After a department drop in revenue (and a university wide drop in revenue) in 2010-11, the Architecture Department operating budget has increased slightly. Projected operating budget is based on department growth. In 2012-13 we saw a substantial increase in gifts and endowed funds. The move to the new Architecture Building has had a positive impact and we have been successful in garnering alumni and other support. We expect to see this continue to grow in future years.

The primary areas where we want to strengthen financial support are faculty research, student scholarships, and student activities. In addition, we continue to seek support to fund adjunct faculty salaries at a rate that is competitive for architectural professionals, state of the art equipment for student use, peer teaching and research assistantships, a self-supporting lecture series, and support for increasing research and creative work output and dissemination.

## I.2.5 Information Resources

### LIBRARY COLLECTIONS

#### Context

The Libraries of Temple University form an extensive network of services and resources that support the educational and research needs of the University's students and faculty. The University Libraries directly support the schools and colleges on the Main Campus, Temple University Ambler/Fort Washington, TU Harrisburg Center and the Temple University Center City Campus. The Samuel L. Paley Library on Main Campus serves as the primary library for the architecture collections.

Centrally located on Main Campus, Paley Library holds the majority of the University Libraries' book and journal collections in most subject areas. Paley is also home to the Libraries' administration offices, the Special Collections Research Center reading rooms, a Media Services department, microform collections and reader/printers, and study rooms.

In addition to the architecture, art, art history, archeology, urban studies and map and museum catalog collections in the Paley Library, there are engineering and construction-related collections in the Science and Engineering Library (SEL); unique historical Philadelphia collections in Paley's Special Collections and Urban Archives; and landscape architecture, community and regional planning and horticulture collections in the Ambler library. The Library participates in an approval book plan with Coutts and also purchases books and videos recommended by faculty for the general collection and for specific course needs. The Library's architecture serials collection includes both print and electronic subscriptions. Through consortial memberships, Temple University Libraries provides access to the holdings of hundreds of academic and corporate library collections. These rich collections and services are described more fully below. Furthermore, the city of Philadelphia libraries, museums, and educational institutions offer additional resources that support the department.

The Temple University Libraries have long been members of the Association of Research Libraries and as such are counted among the nation's largest and best supported libraries. Temple University Libraries' holdings in general subject areas are of sufficient size and scope to sustain the current instructional programs of both the institution and the Architecture Department's curriculum. The instruction, design, and research needs of students in the Department in both individual and group educational settings are met by Temple Libraries. Faculty research needs continue to be met by Temple Libraries' resources.

Temple University has commissioned the design team of Snohetta / Stantec to design and oversee construction of a new state of the art library on the Temple University Main campus. The Art and Architecture librarian and members of the Architecture Department community (faculty and students) have been involved in the design and planning process for the library. The new library is expected to have an impact, transforming teaching, learning, and research on the Temple campus.

#### Funding

The annual materials budget for the library system is determined by the Dean of University Libraries, in consultation with the Chief Collection Development officer, after the total budget is set by the university. The specific allocation is based on information about the department, including program changes, degree levels supported, user population, average book prices, and a continuing re-evaluation of library holdings. The budget for architecture book purchases is assigned to the Art and Architecture Librarian. A portion of the book fund is assigned to our approval plan with Coutts. The approval plan relies on a profile established by the librarian that identifies subjects collected.

There is an organized system of involvement by Architecture, faculty and students, which assists the Art & Architecture Librarian in planning and adjusting to short- and long-range curricular and educational needs and fiscal developments.

#### Subjects and level of coverage

We have a wide range of basic monographs, the complete works of many important architects, selections from works of many other architects, journals, reference materials, bibliographies, databases, and provide access to significant image collections. The total number of catalogued titles in the library's architecture collection on the Main Campus is



183,418. These are items that are housed in Paley Library, the Science Engineering Library, Library Depository, and Law Library and have library of Congress classifications of TH, N, NA, HD, TA, T, H, SB, or HT. In other locations, including Ambler Library and our Rome campus library, there are an additional 19,605 items held. The size of the NA (architecture) collection specifically is 19,179 on main campus, with an additional 1,578 on other campuses.

The library has a sufficient number of volumes to meet the needs of the department and the number of students. We maintain and increase our holdings, selecting materials including reference works, general and specialized monographs, journals, databases, videos and other image collections.

Paley, the main University Library, has large holdings in all of the above, and includes a large collection in studio art and art history. Urban planning, land use, specific arts, i.e. decorative, etc. are also collected, as appropriate, and are housed primarily in the Paley Library. The landscape architecture, horticulture and city and regional planning collections located at the Ambler campus library are also used by architecture students and faculty.

The Libraries uses a book approval plan with Coutts. Parameters have been established to meet the Architecture Department needs and new books that meet these parameters are automatically added to the library collection. The approval plan increases our coverage of current architecture books and significantly shortens the time it takes to acquire them.

Additionally, faculty members are encouraged to recommend titles for purchase to support their research, the programs and curricula offered. They regularly forward publisher catalogs and email announcements about new titles to the librarian. Retrospective buying is primarily done by faculty recommendation and catalog review. Efforts are made to purchase out-of-print titles, when needed, through various out-of-print dealers.

### Serials

A substantial journal collection is provided both in print and electronically. The libraries subscribe to over 67,000 serials. Below is the list of many of the online and print journals at Temple University Libraries most relevant to Architecture.

<i>A+U: Architecture and Urbanism</i>	<i>Buildings &amp; Landscapes</i>
<i>AA Files: Annals of the Architectural Association School of Architecture</i>	<i>Croquis</i>
<i>Architect</i>	<i>Design Book Review</i>
<i>Architect's Journal</i>	<i>Design Quarterly</i>
<i>Architectural Design</i>	<i>Design Studies</i>
<i>Architectural Digest</i>	<i>Detail</i>
<i>Architectural Engineering and Design Management</i>	<i>Dwell</i>
<i>Architectural Forum</i>	<i>Harvard Design Magazine</i>
<i>Architectural Record</i>	<i>ID</i>
<i>Architectural Review</i>	<i>International Journal of Architectural Heritage</i>
<i>Architectural Theory Review</i>	<i>International Journal of the Constructed Environment</i>
<i>Architecture</i>	<i>International Journal of Sustainable Building Technology and Urban Development</i>
<i>Assemblage</i>	<i>Japan Architect</i>
<i>Baumeister</i>	<i>Journal of Architectural Education</i>
<i>Building</i>	<i>Journal of Architectural and Planning Research</i>
<i>Building Design</i>	<i>Perspecta</i>

## *Planning*

*Town Planning Review (TPR)*

## *Werk, Bauen + Wohnen*

*Wohnen*

Access to online journals is provided more often through the libraries' full complement of more than 600 databases. Students and faculty have 24/7 access to electronic resources from any computer with internet access by use of their personal Temple username and password. The databases listed below are those most relevant to Architecture research. Listed among them is MadCad.com Codes and Standards, which provides access to the International Building Code and other relevant codes and standards.

ABI/INFORM Complete	GreenFILE
Academic Search Premier	GREENR
Academic OneFile	JSTOR
Art & Architecture Complete	LexisNexis Academic
Art Full-Text	MadCad.com Codes and Standards
Art Index & Art Index Retrospective	PolicyMap
Art Sources	Project Muse
Arts & Humanities Citation Index	Proquest Arts & Humanities
Avery Index to Architectural Periodicals	ScienceDirect
BuildingGreen	Taylor & Francis Online
Civil Engineering Database	Web of Science
Design & Applied Arts Index	Wiley Online Library
General OneFile	WorldCat

### **Visual resources and non-book resources**

The Library subscribes to a number of image databases, including ARTstor and AP Images. The Library's Digital Collections, accessed via the Library webpage, include the Housing Association of the Delaware Valley Photographs collection.

The Library has a collection of 11,000 dvds and video tapes, located primarily at the new Media Services center located on the lower level of Paley Library. These can be borrowed and used in classroom instruction. The Library also subscribes to Films on Demand, a collection of streaming educational videos. Licensed databases may be accessed on campus, or remotely through the university's proxy server.

The Map collection located in Paley Library includes some historical maps and is used by the department. The Library subscribes to the Digital Sanborn maps 1867-1970, as well as SimplyMap, a web-based mapping application that lets users create thematic maps and reports using demographic, business and marketing data of the United States. Another mapping program, MetroPhilaMapper, an "interactive mapping and analysis application using only a web interface" is available through the Social Science Data Library (SSDL) on campus.

The library has a collection of blueprint drawings that were donated. These are stored in the Library Depository. Theses submitted by 5<sup>th</sup> year architecture students are contributed to the library and may be borrowed.

### **Access to Collections**

The architecture collections in Paley Library are primarily housed on the 3<sup>rd</sup> floor of Paley in open stacks. The 3<sup>rd</sup> floor is accessible by stairs or elevator. Reference materials and current periodicals are shelved on the 1<sup>st</sup> floor where there are wide aisles that would allow for assisted access. The items held in the Library Depository are easily recalled using a request feature in the Library Catalog. Requested items from the Depository are filled within 24 hours. Patron self-check-out machines are available in addition to a traditional Circulation Service Desk.

Print reserve materials and videos are housed behind a service desk and require the assistance of a staff member. Articles placed on Reserve are digitized by the library and patrons may view them in the library or remotely. A special collection of older materials requires staff assistance for access; however records for these items appear in the catalog to assist in identification.

There is an online request form for patrons to request loans from the Ambler library and the Library Depository. Items are retrieved on a daily basis. In addition, articles requested from journals housed in either of those collections will be scanned and made available to patrons electronically.

Regular collection materials are cataloged according to MARC and AACR2 and are assigned a Library of Congress call number and library location. A record for each of these items appears in Diamond, the Temple University Library catalog. The organization and cataloging of the regular collections provides adequate physical, bibliographical and intellectual access to the information.

Temple University Libraries are members of OCLC, a worldwide consortium of hundreds of academic and corporate libraries. We list all our holdings in the OCLC WorldCat database and can borrow books and obtain articles using WorldCat. In addition, as members of the Research Libraries group (RLG) Partnership program, and participants in SHARES, Temple University students, faculty and staff have on-site access to collections and services at other SHARES institutions, worldwide. This includes local institutions such as the University of Pennsylvania and Princeton.

The Libraries belong to several consortia, which have resource-sharing relationships with libraries in the Philadelphia, Mid-Atlantic, and other nearby metropolitan areas. One example, *PALCI* (Pennsylvania Academic Library Consortium Inc.) includes the University of Pennsylvania, Tri-College Consortium, University of Pittsburgh, Penn State and Rutgers. Through our membership, Temple students and faculty can use PALCI's E-ZBorrow system to search 55 university library catalogs simultaneously and directly request books we do not own or that are in use, and items are received in 2 to 5 business days. We also participate in other resource sharing agreements that enable us to provide copies of both journal articles and books, for example: RAPID ILL is a consortium of hundreds of academic libraries from which we can obtain scanned journal articles with a 24-hour turnaround.

We are also members of the Center for Research Libraries (CRL) from which we can borrow long runs of microfilm, journals, and newspapers that are often rarely held by US institutions. The city of Philadelphia libraries, museums, and educational institutions offer additional resources that support the department.

A collection of architectural drawings and blueprints housed in the Library Depository are not cataloged. Intellectual access is through a finding aid listed in the catalog and requested items can be retrieved twice daily, Monday through Friday.

### **Conservation and preservation**

Print journals are bound, usually by volumes, and books are rebound as needed. Many fragile items have received special care, such as portfolios and phase boxes for their protection. Care is taken to keep the library's collection in good condition, and a separate binding budget is allotted. Some older materials are stored in the Library Depository under environmental controls. Material considered rare can be retrieved and used on site in the Library's Special Collections Department.

## **SERVICES**

### **Research Consultation**

Reference services range from providing general reference assistance in the use of print and electronic reference sources, to in-depth consultations. There are almost 150 computers in Paley that provide access to a full selection of reference resources, including online databases, the library catalog, union catalogs of library holdings and library Research Guides. Online reference services, including chat, SMS text and email reference services are offered. Full-time library staff is available at Paley Library's Reference Desk 9am to 9pm, Monday through Thursday; 9am to 6pm, Friday; 10am to 6pm Saturday; and 12noon to 8pm Sunday.

Additionally, the Art and Architecture librarian provides reference service onsite in the Tyler School of Art foyer. Twice a week, for one and one half hours each day (a total of three hours per week), the librarian sits at a table, visible to all who enter and exit the building, equipped with a wireless accessible laptop, available to answer research questions.

She is available for extended consultations in her private office in Paley Library. Research Guides on architecture, landscape architecture, urban studies, image resources and related topics have been created by librarians and are freely accessible on the Web and readily available from the Library's webpage.

### **Research Instruction**

Developing information literacy skills is an important goal in the general education plan at Temple University, and all Tyler School of Art students, including Architecture students, participate in Temple University's general education curriculum. To reinforce information literacy outcomes, library staff provides two required in-person research workshops each semester to all Analytical Reading & Writing courses. These Analytical Reading & Writing courses are required for all undergraduate students, except those exempt through placement testing or transfer of credit.

Additionally, research instruction is available to individuals and to groups on request. The Art & Architecture Librarian frequently provides in-class instruction on the use of information resources and research strategies as they relate to course projects and assignments. She communicates with faculty to design unique research instruction sessions to meet the goals and expectations of the course. The library has an instruction computer lab and librarians can also reserve instruction computer labs adjacent to the library and across campus for research sessions.

A seminar room on the 3rd floor of Paley Library is located near the architecture collections and can be reserved by faculty who wish to review library collections with their classes.

### **Circulation**

Written loan policies are in effect for the University Library system and are accessible to patrons from the Library website. Patrons may view their own library record online. They may change or correct their contact information, and renew their books online. Undergraduate students have a borrowing period of 8 weeks with an option to renew if no recalls have been placed on the title. Fifth year architecture students and graduate students have borrowing privileges for the semester. The faculty borrowing period is one year. Failure to return items results in fines accruing for students and may result in a loss of borrowing privileges for faculty and students.

Theses and videos have a borrowing period of 1 or 2 weeks. Reference materials and journal issues normally do not leave the library. Loan periods for print reserve materials are stipulated by the course instructor, with a minimum of 2 hours and used within the library.

Temple University Libraries uses an Innovative Interfaces, Inc. (Illi) integrated library management system that includes circulation, online reserves, and other modules.

### **Hours**

Regular hours of operation during the academic year are as follows. The Library is open 24 hours a day during exam periods. The library catalog is available to the Temple community online with virtual access through the Temple Libraries website.

Monday – Thursday	8am – 2am
Friday-Saturday	8am – 8pm
Sunday	12noon – 2am

Feedback received from patrons via Temple Libraries' participation in the Association of Research Libraries (ARL) LibQual surveys in recent years has demonstrated both student and faculty satisfaction with library hours.

## **STAFF**

### **Subject Specialists**

The Art and Architecture Librarian, Jill E. Luedke, has an office in Paley Library and reports to the Head of the Research and Instructional Services Department. She supports architecture, art, art history, and art education. She arrived at Paley in 2009 from the Adam & Sophie Gimbel Design Library at the New School in NYC, New York, where she served as a Reference and Instruction Librarian. Prior to that, she worked as the Visual Resources Assistant, and then the Electronic Reserves Manager, also at the New School. She earned a B.A. in Art and Art History, with a specialization in German, from Fort Hays State University, in Hays, Kansas. She received a dual MS in Library & Information Science and the History of Art & Design from Pratt Institute in Brooklyn, New York. Her position at Temple University Libraries is covered by the TAUP collective bargaining unit.

The department also consults with the subject specialist for anthropology, geography and urban studies, sociology, and criminal justice, who also serves as the map and GIS Librarian. He is located in Paley Library. He has an MS in Information Science and Anthropology, and is ABD in Anthropology, with a concentration in Medical Anthropology and Urban Studies, from the University of Florida, Gainesville, FL. His position at Temple University Libraries is covered by the TAUP collective bargaining unit.

### **Structure and Professional status**

All professional librarians employed by Temple University are members of the Academic Assembly of Librarians. Assembly members' activities include serving on committees to select and appoint candidates to open positions in the Libraries; holding continuing education workshops for librarians and staff; evaluating the promotion and regular appointment applications of their peers; and meeting regularly with the Dean of University Libraries. General Assembly meetings are held every two months during the academic year.

The Academic Assembly of Librarians (AAL) is organized to foster the professional development and academic growth of librarians and to provide a means for broader professional staff participation in the development of the Temple University Libraries. The Promotion and Regular Appointment Committee (PARA) has been established in accordance with the agreement between the University and the Collective Bargaining Unit. The PARA Committee is elected by the bargaining-unit members of the AAL. This committee is charged by the membership to conduct peer reviews of librarians who are being considered for contract renewal, regular appointment, and promotion. The PARA Committee submits its recommendations to the Vice Provost for Libraries. The final decision making processes are outlined in the agreement between the University and the Collective Bargaining Unit.

### **Professional development**

The Library encourages professional staff to attend national conferences and meetings and provides release time and financial support to do so. A joint meeting of library staff from Temple University, the University of Pennsylvania and Drexel University is held twice each year. The meeting location rotates and the program may include guest speakers or staff presentations about local library initiatives. Temple recently presented about using Springshares' Libguides product to create online Research Guides. The University Libraries' staff visit other institutions each year, most recently traveling to New York University, Princeton and Rutgers to network and participate in programs on topics such as virtual reference service and designing libraries to enhance user experience.

Temple University and the University Library system provide continuing education programs that are available to all. The Library's Association of Academic Librarians (AAL) has an active continuing education committee. The University offers tuition remission for courses.

### **Salaries**

Library staff salaries are commensurate with those of others in the institution. Temple University is a unionized work place and librarian and paraprofessional staff salaries are determined by collective bargaining agreements.

### **Equipment**

The library houses approximately 150 computer workstations, including scanning workstations, networked laser printing and photocopiers. A large flatbed scanner will be available on the 3rd floor near the oversize book collection. In addition, the library provides three Wacom drawing tablets for student use. The public workstations are replaced approximately every four years. They run the Windows XP SP3 operating system. Wireless is available throughout the Library. The integrated library system and library servers have been regularly upgraded.

### **Security**

A security guard at the building entrance all hours the library is open. There is a sprinkler system in the library. All materials are protected by a 3M security system, which deters collection loss. The libraries have some materials on site, including plastic sheeting, to use in the event of water damage to materials.

### **Communication**

The Art and Architecture Librarian communicates regularly with the Architecture department liaison about purchases, library services, and instruction. She sends regular email updates that provide information about new library services and events, and shares information about new resources or major acquisitions.

## I.3 – Institutional and Program Characteristics

### I.3.1 Statistical Reports

The following pages include statistical data for both the M Arch Program and the Architecture Department. The information supplied is the standard for Temple University for program review. The sheets are as follows:

- Table 1-3: M Arch Program statistics
- Table 4-5: Architecture Department, Tuition and Fees, Financial Aid
- Table 6-8: Architecture Department, Undergraduate programs statistics
- Table 9: Architecture Department students to Temple University students
- Table 10: Architecture Department faculty statistics
- Table 11: Architecture Department faculty compared to Temple University faculty

Undergraduate students in our department all begin with a common foundation and choose a major in their 3<sup>rd</sup> year – through the 2012-13 year the tracks after the 3<sup>rd</sup> year were the BS Arch, the BS Facilities Management or the BS Architectural Preservation. We discontinued admission to the B Arch degree in fall of 2010. Because of the common beginning years, data for the pre-professional and non-pre-professional programs and the M Arch program are included so that information such as statistics on incoming freshmen and transfer students can be included here.

### Program Student Characteristics

#### Student Demographics

Race/Ethnicity: The M Arch degree program has had three entering classes and a limited number of students (9 students in 2010-11, 5 students 2011-12, and 11 students 2013-14), compared with the projected 60 students in the program in the future. Moreover, a small percentage of the program population has included Temple Architecture undergraduate students. The inclusion of more Temple Architecture undergraduate students in the M Arch program will show shifts in demographics in the future. Included here are statistics for the M Arch, the BS Arch, and the Architecture Undeclared (the first 2 years of the BS Arch) curricula for the sake of comparison.

M Arch (total population):

- African American students: 11% in 2010, 8% in 2011, 0% in 2012, 0% in 2013
- Asian American students: 11% in 2010, 0% in 2011, 0% in 2012,
- Hispanic students 0% in all years
- Two or more races: 0% in 2010, 8% in 2011, 20% in 2012, 0% in 2013
- International students: 0% in 2010, 8% in 2011, 20% in 2012, 25% in 2013

In the BS Arch program (final 2 years of pre-professional program):

- African American students 14% in 2011, 9% in 2012
- Asian American students 11% in 2011 and 9% in 2012
- Hispanic students 5% in 2011, 7% in 2012
- Two or more races: 0% in all years
- International students: 2% in 2011, 4% in 2012

In the Architecture Foundations Program (first two undergraduate years):

- African American students: 10% in 2010, 10% in 2011, 6% in 2012
- Asian American students: 7% in 2010, 6% in 2011, 5% in 2012
- Hispanic students: 4% in 2010, 7% in 2011, 6% in 2012
- Two or more races: 5% in 2010, 2% in 2011, 4% in 2012
- International students: 0% in all years

In 2012 the breakdown for the whole of Temple University for is as follows:

- African American students are 13% of the university undergraduate population,
- Asian American students are 10% of the university undergraduate population
- Hispanic students are 5% of the university undergraduate population
- Two or more races are 2% of the university undergraduate population
- International students are 3% of the university undergraduate population

Gender: The percentage of female students in architecture department programs is as follows:

- M Arch program: 44% in 2010, 46% in 2011, 60% in 2012 and 58% in 2013
- BS Architecture program: 40% in 2011, 43% in 2012
- Architecture Foundation program: 38% in 2010, 39% in 2011, 42% in 2012
- For Temple university 51% of the undergraduate population is female, 55% of the graduate population is female

The statistics show fairly consistent population demographics in the department's undergraduate population. In the M Arch degree program with so few students, it is difficult to detect demographic patterns. In the department we have focus on diversity – both in terms of the university's measures but also addressing other kinds of diversity, among them adult students, transfer students, international students, and students with dual ethnicities and/or citizenships (see Statement on Diversity, section I.1.2 Learning Culture and Social Equity).

### Qualifications of Students

A comparison of qualifications of incoming Master of Architecture students is as follows:

- Average GRE scores (GRE Scores are for admitted and enrolled M Arch students)

	Verbal	Quantitative	Analytical
2010	479	606	N/A
2011	387	640	N/A
2012	N/A	N/A	N/A
2013	620	730	4.3

- Average undergraduate degree GPA (for admitted and enrolled M Arch students)

2010	3.24
2011	3.13
2012	N/A
2013	3.52

The qualifications of Master of Architecture students show an increase in numerical qualifications for 2013 admitted students. This is in part because of the increased number of students admitted to the program. The most important indicator for accepting students has been the portfolio which indicates creative potential and preparedness. (Note: Portfolios of admitted students will be available in the team room).

### Time to Graduation

There have been two M Arch graduating classes. The first had an 84% on-time graduation rate; the second had an 89% rate. In the current incoming class, we note that there is a small percentage of students who are interested in distributing the course load across summers and additional semesters. This is in part a financial decision.

### Program Faculty Characteristics

In most parts of this document Professor Brigitte Knowles, Associate Dean of Undergraduate Programs for Tyler School of Art has been included as a member of the Architecture Department Faculty. In the university's statistics she is not included because she is considered a member of the administration. Faculty demographics reflect this.

### Faculty Demographics

Race/Ethnicity: at the time of the last accreditation the Architecture Department had 10 White full time faculty members 1 African American and 2 Asian faculty members. There are currently 9 White full time faculty members, 2 African American and 2 Asian faculty members. Comparisons to the rest of the university for 2012-13 are as follows:

- 64% of the full time faculty in architecture are White compared with 63% in the university
- 18% of the full time faculty in architecture are African American compared with 5% in the university
- 18% of the full time faculty in architecture are Asian American compared with 9% in the university



Gender: at the time of the last accreditation the Architecture Department had 6 female and 7 male full time faculty members. Currently there are 4 female and 7 male faculty members. Comparison to the rest of the university is as follows:

- 36% of the full time faculty in architecture are female compared with 37% in the university

### Promotion and Tenure

Two members of the faculty received tenure since the last accreditation. Associate Professor Robert Shuman received tenure at the time he was hired in 2011 (counted in 2011-12). Associate Professor Rashida Ng received tenure in 2013 (will be counted in 2013-14 list of tenure and promotion), she also was promoted. The statistics on tenure and promotion for the university are as follows (source: Office of the Vice Provost for Faculty):

	Promotion	Tenure + Promotion	Tenure (inc tenure on hire)
2010-11	14	13	12
2011-12	20	21	19
2012-13	20	11	16

### Faculty maintaining license in U.S. jurisdictions

The number of full time faculty teaching in the M Arch Program maintaining licenses to practice architecture in US jurisdictions since the last accreditation by year is follows:

- 2010-11: 5 faculty members maintain licenses, 4 with registration in Pennsylvania, 1 in New York
- 2011-12: 6 faculty members maintaining licenses, 4 with registration in Pennsylvania, 1 in New Jersey, 1 in New York
- 2012-13: 7 faculty members maintaining licenses, 6 with registration in Pennsylvania, 1 in New Jersey, 2 in New York, 1 in District of Columbia
- 2013-14: 9 faculty members maintaining licenses, 8 with registrations in Pennsylvania, 2 in New Jersey, 2 in New York, 1 in District of Columbia, 1 in South Carolina

In addition, there is one full time faculty members who maintains a license to practice architecture in another country. A majority of the adjunct faculty teaching in the M Arch Program are also licensed to practice architecture in states in the US or in other countries. Among the adjunct faculty there is also one registered planner, one licensed engineer and one licensed landscape architect.

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 1: Master of Architecture Student Measures: Entering students

Fall 2010

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total Full Time	Total Part Time	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	1	0	1	0	1
African American	0	0	0	0	0	0	0
Hispanic	0	0	1	0	1	0	1
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	5	0	2	0	7	0	7
Two or More Races	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0
International (Non resident alien)	0	0	0	0	0	0	0
<b>Totals</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>

Fall 2011

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total Full Time	Total Part Time	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	0	0	0	0	0
African American	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	1	0	1	0	2	0	2
Two or More Races	0	0	1	0	1	0	1
Unknown	1	0	0	0	1	0	1
International (Non resident alien)	0	0	1	0	1	0	1
<b>Totals</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>

Fall 2012 (note: there were no students entering the M Arch program in 2012)

Fall 2013

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total Full Time	Total Part Time	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	0	0	0	0	0
African American	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	2	0	4	0	6	0	6
Two or More Races	0	0	0	0	0	0	0
Unknown	3	0	0	0	3	0	3
International (Non resident alien)	0	0	3	0	3	0	3
<b>Totals</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>12</b>

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 2: Master of Architecture Student Measures: Enrollment

Fall 2010

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total Full Time	Total Part Time	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	1	0	1	0	1
African American	0	0	1	0	1	0	1
Hispanic	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	5	0	2	0	7	0	7
Two or More Races	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0
International (Non resident alien)	0	0	0	0	0	0	0
<b>Totals</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>

Fall 2011

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total Full Time	Total Part Time	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	0	0	0	0	0
African American	0	0	1	0	1	0	1
Hispanic	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	5	0	2	0	7	0	7
Two or More Races	0	0	1	0	1	0	1
Unknown	2	0	1	0	3	0	4
International (Non resident alien)	0	0	1	0	0	0	1
<b>Totals</b>	<b>7</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>13</b>

Fall 2012

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total Full Time	Total Part Time	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	0	0	0	0	0
African American	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	1	0	1	0	2	0	2
Two or More Races	0	0	1	0	1	0	1
Unknown	1	0	0	0	1	0	1
International (Non resident alien)	0	0	1	0	1	0	1
<b>Totals</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 3: Master of Architecture Student Measures, Retention and Graduation Rates

Time to completion / graduation: 8 semesters, 123 credits (BS Arch pre-professional)  
 4 semesters, 60 credits (2-year M Arch)  
 up to 6 semesters, 90 credits (3-year M Arch)

Percentage of students that graduate in normal time to completion:

2 year Master of Architecture: 2012-13 84%  
 2011-12 89%  
 2010-11 na

3-year Master of Architecture: no statistics available until 2015-16

Degrees Awarded

Master of Architecture (Note: no degrees awarded in 2010-11, first graduate ins 2011-12)

Race/Ethnicity	2011-12			2012-13		
	Male	Female	Total	Male	Female	Total
American Indian/Alaska native	0	0	0	0	0	0
Asian American	0	0	0	0	0	0
African American	0	1	1	0	0	0
Hispanic	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
White, Non-Hispanic	4	1	5	1	1	2
Two or More Races	0	0	0	0	1	1
Unknown	1	1	2	0	1	1
International (Non-resident Alien)	0	0	0	0	0	0
<b>Totals</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>4</b>

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 4: Architecture Department Tuition and Fees

**2013-14**

<b>All Undergraduate Architecture Department Programs</b>	
Undergraduate Full-Time Student - (PA Resident)	
Lower Division Tuition (full-time)	\$15,432
Upper Division Tuition (full-time)	\$16,032
Per credit hour	\$567
Fees	\$690
Undergraduate Full-Time Student (Non-PA Resident)	
Lower Division Tuition	\$25,914
Upper Division Tuition	\$25,604
Per credit hour	\$884
Fees	\$690

<b>Master of Architecture Program</b>	
Graduate Student (PA Resident)	
Full-time	\$24,510
Tuition (per credit hour)	\$817
Fees (per academic year)	\$690
Graduate Student (Non-PA Resident)	
Full-time	\$29,910
Tuition (per credit hour)	\$1,115
Fees (per academic year)	\$690

**2012-13**

<b>All Undergraduate Architecture Department Programs</b>	
Undergraduate Full-Time Student - (PA Resident)	
Lower Division Tuition (full-time)	\$14,332
Upper Division Tuition (full-time)	\$14,732
Per credit hour	\$552
Fees	\$590
Undergraduate Full-Time Student (Non-PA Resident)	
Lower Division Tuition	\$24,614
Upper Division Tuition	\$25,604
Per credit hour	\$861
Fees	\$590

<b>Master of Architecture Program</b>	
Graduate Student (PA Resident)	
Full-time	\$21,690
Tuition (per credit hour)	\$723
Fees (per academic year)	\$590
Graduate Student (Non-PA Resident)	
Full-time	\$29,910
Tuition (per credit hour)	\$997
Fees (per academic year)	\$590

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA  
 Table 5: Architecture Department Financial Aid

Financial Aid	Fall 2011					Fall 2010				
	need-based	non-need based (excludes non-need based aid used to meet need)	Average Amount by Types of Aid	% Students Receiving Aid	Average Amount by Types of Aid	Average Amount by Types of Aid	% Students Receiving Aid	Average Amount by Types of Aid	% Students Receiving Aid	Average Amount by Types of Aid
Scholarships/Grant Type										
Institution Federal Grants	\$40,308,629		4138	38%	28%	4127	41%	3517		
Institution State/Local Grants	\$26,817,733		3041	31%	24%	3143	33%	3517		
Institution Institutional Grants	\$32,664,616	26,746,230	4,138	1	42%	4796	61%	4622		
Scholarships/Grants from external sources not awarded by the institution			\$3,837	5%	5%	3509	8%	4696		
Self-Help										
Student loans from all sources	\$146,437,174	\$71,132,212	\$11,472	70%	61%	12563	86%	8853		
Architecture Program Federal Grants	\$391,639.36	0	\$4,352	30%	28%	4156	40%	3457		
Architecture Program State/Local Grants	\$237,017	0	\$3,435	24%	21%	3536	31%	3457		
Architecture Program Institutional Grants	\$696,184.13	\$342,142	\$5,833	61%	61%	5418	71%	4955		
Architecture Program Student Loans	\$782,534	\$180,056	\$12,476	71%	71%	12814	89%	10506		

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 6: Architecture Department, BS Arch Pre-Professional Program Entering Students

**2011 BS Arch Entering Students** (Note: there were no students entering the BS Arch program in 2010)

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male part time	Female full time	Female part time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	0	0	0	0	0
African American	0	0	1	0	1	0	1
Hispanic	1	0	0	0	1	0	1
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	7		6	0	13	0	13
Two or More Races	0	0	0	0	0	0	0
Unknown	0	0	1	0	0	0	
International (Non resident alien)	3	0		0	3	0	3
<b>Totals</b>	<b>11</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>19</b>

**2012 BS Arch Entering Students**

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male part time	Female full time	Female part time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	2	0	1	1	3	1	4
African American	0	0	2	0	2	0	2
Hispanic	1	0	1	0	2	0	2
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	17	0	11	0	28	0	28
Two or More Races	0	0	0	0	0	0	0
Unknown	1	0	0	0	1	0	1
International (Non resident alien)	1	0	0	0	1	0	1
<b>Totals</b>	<b>22</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>37</b>	<b>1</b>	<b>38</b>

**2013 BS Arch Entering Students**

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male part time	Female full time	Female part time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	0	0	4	0	4	0	4
African American	1	0	2	0	3	0	3
Hispanic	3	0	2	0	5	0	5
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	19	0	13	0	32	0	32
Two or More Races	0	0	1	0	1	0	1
Unknown	3	0	2	0	5	0	5
International (Non resident alien)	0	0	0	0	0	0	0
<b>Totals</b>	<b>26</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>49</b>	<b>0</b>	<b>50</b>

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 7: Architecture Department, BS Arch Pre-Professional Program Enrollment

**2011** (Note: there were no students entering the BS Arch Program in 2010)

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	3	0	2	0	5		5
African American	3	1	2	0	5	1	6
Hispanic	1	0	1	0	2	0	2
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	14	1	9	0	23	1	24
Two or More Races	0	0	0	0	0	0	0
Unknown	1	1	3	0	4	1	5
International (Non resident alien)	1	0		0	0	0	1
<b>Totals</b>	<b>23</b>	<b>3</b>	<b>17</b>	<b>0</b>	<b>40</b>	<b>3</b>	<b>43</b>

**2012**

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	3	0	1	1	4	1	5
African American	1	0	4	0	5	0	5
Hispanic	2	0	2	0	4	0	4
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	23	0	14	0	37	0	37
Two or More Races	0	0	0	0	0	0	0
Unknown	3	0	0	0	3	0	3
International (Non resident alien)	0	0	2	0	2	0	2
<b>Totals</b>	<b>32</b>	<b>0</b>	<b>23</b>	<b>1</b>	<b>55</b>	<b>1</b>	<b>56</b>



TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 8: Architecture Department, Architecture Foundations Program Enrollment  
(first 2 years of the curriculum)

**Fall 2010**

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	4	0	2	0	6	0	6
African American	4	0	5	0	9	0	9
Hispanic	2	0	1	0	3	0	3
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	38	0	23	0	61	0	61
Two or More Races	3	0	1	0	4	0	4
Unknown	1	0	0	0	1	0	1
Internat'l (Non res alien)	0	0	0	0	0	0	0
Totals	53	0	32	0	85	0	85

**Fall 2011**

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	2	0	5	0	7	0	7
African American	7	0	5	0	12	0	12
Hispanic	6	0	2	0	8	0	8
Pacific Islander	0	0	0	0	0	0	
White, non-Hispanic	49	2	31	0	80	2	82
Two or More Races	0	0	2	0	2	0	2
Unknown	8	0	2	0	10	0	10
Internat'l (Non res alien)	0	0	0	0	0	0	0
Totals	72	2	47	0	119	2	121

**Fall 2012**

<b>Enrollment by Race/Ethnicity</b>	Male full time	Male Part Time	Female Full time	Female Part Time	Total F T	Total P T	Grand Total
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian American	5	0	2	0	7	0	7
African American	4	0	4	0	8	0	8
Hispanic	4	1	2	1	6	2	8
Pacific Islander	0	0	0	0	0	0	0
White, non-Hispanic	42	2	28	0	70	2	72
Two or More Races	1	0	4	0	5	0	5
Unknown	19	0	16	0	35	0	35
Internat'l (Non res alien)	0	0	0	0	0	0	0
Totals	75	3	56	1	126	4	135

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 9: Comparison of Architecture Department Students to Temple University Students

	Fall 2012		Fall 2011		Fall 2010	
	<b>Total University Excluding Temple Japan</b>	<b>Arch Dept only</b>	<b>Total University Excluding Temple Japan</b>	<b>Arch Dept only</b>	<b>Total University Excluding Temple Japan</b>	<b>Arch Dept only</b>
<b>9. Institutional Test Scores (excluding Japan)</b>						
<b>a. SAT</b>						
Critical Reading						
25th percentile SAT score	500	530	500	530	500	515
75th percentile SAT score	600	610	600	600	600	605
<b>Mathematics</b>						
25th percentile SAT score	510	545	510	540	510	570
75th percentile SAT score	610	645	610	630	610	660
<b>Writing</b>						
25th percentile SAT score	500	510	500	520	500	505
75th percentile SAT score	600	625	600	590	600	600
<b>b. ACT</b>						
25th percentile ACT score	21	22	21	23	20	22
75th percentile ACT score	26	30	26	27	26	26
<b>c. Graduate Record Examination (GRE)</b>						
Verbal (200-800)	514		517	387	520	479
Quantitative (200-800)	641		623	640	623	606
Analytical (0.0-6.0)	4			3.17		4.13

	Fall 2012		Fall 2011		Fall 2010	
<b>Academic Measures 2012</b>	<b>Total University Excluding Temple Japan</b>	<b>Arch Dept only</b>	<b>Total University Excluding Temple Japan</b>	<b>Arch Dept only</b>	<b>Total University Excluding Temple Japan</b>	<b>Arch Dept only</b>
<b>Freshmen</b>						
Average SAT Verbal/Reading Score	547	575	551	565	551	566
Average SAT Math Score	563	600	564	595	562	609
Average Combined SAT Score	1110	1175	1114	1161	1114	1175
Average SAT Writing Score	545	570	549	551	547	552
Average High School Rank (99 High)	72	74	73	78	73	76
Average High School GPA (4.00 scale)	3.41	3.37	3.41	3.48	3.39	3.51
<b>Transfers</b>						
Average GPA of Transfer Students (4.00 scale)	3.08	3.17	3.1	3.27	3.06	3.27

TEMPLE UNIVERSITY PROGRAM REVIEW SUPPORTING DATA

Table 10: ARCHITECTURE DEPARTMENT FACULTY MEASURES

	2010-11	2011-12	2012-13	2013-14
<b>Full-Time Faculty</b>				
Tenured	5	4	4	4
Tenured Track	5	5	3	2
Non-TT Appt.	3	3	4	6
Total	13	12	11	12
<b>Faculty Rank</b>				
Professor	1	1	1	0
Assoc. Professor	3	3	3	4
Asst. Professor	8	8	7	8
Instructor	0	0	0	0
Lecturer	0	0	0	0
<b>Gender</b>				
Female	6	5	5	5
Male	7	7	6	7
<b>Ethnicity</b>				
African American	1	1	2	2
Asian American	2	2	2	2
Hispanic	0	0	0	0
Native American	0	0	0	0
White	10	9	7	8
Other	0	0	0	0

Table 11: Comparison of Architecture Faculty to Temple University Faculty

	Architecture Department <u>2011-12</u>		Temple University <u>2011-12</u>	
<b>Full-Time Faculty</b>				
Tenured	4	36%	770	39%
Tenure Track	3	27%	235	12%
Non-TT Appt.	4	36%	993	49%
Total	11		1,998	
<b>Faculty Rank</b>				
Professor	1	9%	569	28%
Assoc. Professor	3	27%	543	27%
Asst. Professor	7	64%	769	38%
Instructor	0		117	6%
<b>Gender</b>				
Female	4	36%	746	37%
Male	7	64%	1,252	63%
<b>Ethnicity</b>				
African American	2	18%	96	5%
Asian American	2	18%	184	9%
Hispanic	0		50	3%
Native American	0		7	0.40%
White	7	64%	1,287	64%
Non-resident Alien	0		85	4%
Other/Unknown	0		289	14%

NOTE: Temple faculty counts EXCLUDE Medical School full-time faculty.

Source: Temple Human Resources Department for both the Architecture data and the total faculty reported on the IPEDS Human Resources report.

### **I.3.2 Annual Reports**

Program reports since the last accreditation are provided to the visiting team by the NAAB.

The next page is a signed statement that statistical data is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

**Institutional Research and Assessment**  
1200 Carnell Hall (038-27)  
1803 N. Broad Street  
Philadelphia, PA 19122-6104

phone 215-204-8611  
fax 215-204-5647  
web [www.temple.edu/marc](http://www.temple.edu/marc)

September 6, 2013

As required by the National Architectural Accrediting Board, 2009 Conditions for Accreditation, Temple University is submitting the following statement with its 2013 APR:

*All data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.*



Sally M Frazee  
Director, Institutional Research and Assessment  
301 Conwell Hall  
1801 N Broad Street  
Temple University  
Philadelphia, PA 19122  
(215) 204-8685

### I.3.3 Faculty Credentials

The following is a summary of faculty credentials and recent accomplishments of the Architecture Department faculty teaching in the Master of Architecture Program.

#### Fulltime faculty

**Stephen Anderson** has a BA in Architecture from UNC Charlotte, an M Arch from the University of Pennsylvania, and is currently a PhD candidate at the University of Pennsylvania. He continues to practice architecture. Stephen is licensed in Pennsylvania and North Carolina. He currently teaches in both History and Theory and Design areas of the curriculum and also has the experience and expertise to teach in the building technology area of the curriculum. His areas of research are the ethical and civic dimensions of architecture, especially with regard to late modernism and its contemporary vestiges; the intersection of cities, ecology, and architecture, especially regarding concepts of nature and human nature and their relation to form, and the structured harmonies and discords between architectural theatricality and the practices and institutions of everyday life.  
*Current teaching in the M Arch degree program: Arch 5141 History of Architecture 1, 5142 History of Architecture 2, and 5596 Architectural Theory.*

**Clifton Fordham** has a B Arch from Howard University and an M Arch from Yale University. He continues to practice architecture and is licensed in New York, Pennsylvania and Washington DC. Clifton teaches in the Design and Building Technology areas of the curriculum and he is currently serving as co-advisory for IDP. His design expertise ranges from conceptual design to detailing. The focus of Clifton's academic research lies in developing in a critical understanding of how architectural practices can thrive within dynamics created by technological advances, environmental challenges, and globalism, offering opportunities for the architectural profession to reclaim an increased relevancy and effectiveness in shaping the built environment.  
*Current teaching in the M Arch degree program: Arch 5152 Materials and Methods of Construction*

**Sally Harrison** has a BA from University of Pennsylvania and an M Arch from the Massachusetts Institute of Technology. She continues to practice architecture and is licensed in Pennsylvania. Sally teaches in the Urban Design, Site, and Design areas of the curriculum. Sally is engaged in research and design focused on the sustainable rebuilding of urban neighborhoods in Philadelphia. Her sites are in North Philadelphia, where she has worked closely with community groups including the Village of Arts and Humanities and the Norris Square Civic Association. Her work has been recognized through a 2012 SEED Excellence Award in Public Interest Design, and has been included in numerous publications, including the 2012 Philadelphia AIA's Community Design Collaborative recent book, *Leverage: Strengthening Neighborhoods through Design*, and the 2012 book, *Designed for Habitat*, edited by David Hinson. Sally is a member of the Advisory Board for the Redevelopment Authority of Philadelphia.  
*Current teaching in the M Arch degree program: Arch 8131 Architecture Research Seminar 1 (Urban Seminar).*

**Alicia Imperiale** has a B Arch from Pratt, an MFA from Hunter College, City University of New York, and an MA from Princeton University. She is currently a PhD candidate at Princeton University. Alicia has practiced architecture and is licensed in New York. Her research and scholarly work is in the history and theory of architecture. Her work spans a number of topics from digital technologies and fabrication to representation of art and architecture. Recent publications include a 2011 essay for the Graham Foundation and Institute of Contemporary Art in Philadelphia, entitled, *Anne Tyng: Inhabiting Geometry*, and an essay, "Paolo Soleri's Teilhard de Chardin Cloister" in the forthcoming book, *Building the Kingdom: The Architecture of Religious Communities.*  
*Current teaching in the M Arch degree program: Arch 5296 Movements in Modern Architecture, and Arch 8132 Architecture Research Seminar 2 (History and Theory Seminar).*

**Brigitte Knowles** has a BA in Liberal Arts and both a B Arch and an M Arch, all from the University of Pennsylvania. She continues to practice architecture and is licensed in Pennsylvania. Brigitte teaches in the History and Theory, Urbanism, and Design areas of the curriculum. Brigitte's current research is focused on urbanism and the senses. Her work addresses health and architecture especially as it pertains to the urban environment. Her work on sensual and haptic aspects of architecture focuses on, among other things, architecture's spiritual and healing powers. She has published and presented the work internationally. As Senior Associate Dean, Brigitte's contribution within the university is primarily at the school level, however she continues to actively engage in curricular development, teaching, and other activities at the department level.  
*Current teaching in the M Arch degree program: Arch 8132 Architecture Research Seminar 1 (History and Theory Seminar).*

**Tim McDonald** has a B Arch from the Pennsylvania State University and an M Arch from McGill University. He continues to practice architecture and is licensed in Pennsylvania and New Jersey. He is president of OnionFlats and affiliated companies. Tim teaches in the design area of the curriculum and also has the experience and expertise to teach in the building technology and history and theory areas of the curriculum. Tim's architectural practice is multidisciplinary and includes design, construction, sustainability, and development. Tim's current research is in sustainable design methods and includes applied research that is modeled on his multidisciplinary practice. His work has been published extensively, including in *The Greenest Home: Superinsulated and Passive House Design* (2013 Princeton Architectural Press), and *From the Ground Up: Innovative Green Homes* (2013 Princeton Architectural Press).  
*Current teaching in the M Arch degree program: Arch 5122 Graduate Design Foundation Intensive, and Arch 5231 Graduate Design Studio 1.*

**Rashida Ng** has a BS in Architecture from the Georgia Institute of Technology and an M Arch from the University of Pennsylvania. She continues to practice architecture and is licensed in Pennsylvania. Rashida teaches in the Design and Building Technology areas of the curriculum. Her current research is focused on emerging materials, design potentials and their role in sustainable architecture. Her current work is with phase change materials and lighting technologies. She is co-editor of the 2013 book, *Performative Materials in Architecture and Design*. She has published and received grants about and for work in the area of building technology. Rashida was co-chair of the 2012 Fall ACSA/MBI conference entitled OFFSITE held at Temple University. She is President and Co-founder of SEAMLab, a non-profit organization to promote knowledge and dialog about materiality in the built environment.  
*Current teaching in the M Arch degree program: Arch 8011 Advanced Architectural Design Studio 1, and Arch 8352 Environmental Systems 2.*

**Eric Oskey** has a B Arch from Drexel University and an M Arch from Cornell University. He continues to practice architecture and is licensed in Pennsylvania. Eric teaches in the Design and Representation areas of the curriculum. He is a partner in the firm Moto Design. His design work in has been recognized through a number of awards. His current research is focused on site specific issues in Russia, and he has performed workshops at the Land Arts Park Nikola Lenivets in Russia. The work was focused on the Eco-Village typology. Eric was co-chair of the 2013 National Conference of the Beginning Design Student conference held at Temple University.  
*Current teaching in the M Arch degree program: Arch 5011 Graduate Representation Intensive 1, and Arch 8012 Elective Architectural Design Studio.*

**Sneha Patel** has a B Arch from Cornell University and an M Arch from Princeton University. Sneha has practiced architecture and continues to engage in a design practice through competitions. She teaches in the Design, Representation, and History and Theory areas of the curriculum. Her current research is in the area of emerging materials and their application in design. She is co-editor of the 2013 book, *Performative Materials in Architecture and Design*. Research and teaching has been included in conference proceedings and publications and design work has been included in exhibits and publications including the 2013 publication, *Regenerative Infrastructures: Freshkills Park NYC, Land Art Generator Initiative*. She is Vice-President and Co-founder of SEAMLab, a non-profit organization to promote knowledge and dialog about materiality in the built environment.  
*Current teaching in the M Arch degree program: Arch 8132 Research Seminar 2 (History and Theory Seminar).*

**Vojislav Ristic** has a Dipl Ing. Arch from Belgrade University, an M Arch from New Jersey School of Architecture, and an MSAS from the University of Pennsylvania. He continues to practice architecture and is licensed in Serbia. He teaches in the Design and Building Technology areas of the curriculum. He is a partner in his firm, ArchStudio2227. His current research includes investigation of structural systems. He is a current collaborator with Sally Harrison on design and building projects for the Village of Arts and Humanities.  
*Current teaching in the M Arch degree program: Arch 5251 Structural Analysis, and Arch 8012 Elective Architectural Design Studio.*

**Robert Shuman** has a BA from Cornell University and a B Arch from Temple University. He continues to practice architecture and is licensed in Pennsylvania and New Jersey. He teaches in the Design, Building Technology, and Professional Practice areas of the curriculum. He is partner in the firm MGA Partners. MGA's work has been widely recognized through awards including 2012 Merit Awards for Design Excellence from the AIA Philadelphia for the Indiana University Theater Cinema and Renovations and the Salvation Army Kroc Center. His research area includes building performance and building envelopes.  
*Current teaching in the M Arch degree program: Arch 5351 Environmental Systems 1, Arch 8013 Comprehensive Design, and Arch 8096 Professional Practice.*



**Bob Trempe** has a BA from Hobart College and an M Arch from the University of Pennsylvania. He has practiced architecture and continues to engage in design practice through competitions. He teaches in the Representation and Design areas of the curriculum. He maintains a multidisciplinary design practice, Dissection Architecture Media Design. His work has been recognized through competition awards, including the 2011-12 Warming Huts competition in Winnipeg. He has published papers on digital design and his graphic work has been included in numerous exhibits.

*Current teaching in the M Arch degree program: Arch 5012 Graduate Representation Intensive 2, and Arch 8133 Research Seminar 3 (Computational Technology Seminar).*

**Kate Wingert-Playdon** has a BS and a B Arch from Rensselaer Polytechnic Institute and an MS from the Pennsylvania State University. She has practiced architecture and continues to engage in design practice through competitions. She teaches in the Design and History and Theory areas of the curriculum. Her research in the area of cultural landscapes focuses on natural and human impacts on sites. She presents her work at conferences and publishes in proceedings and journals. Her 2012 book *John Gaw Meem at Acoma: the Restoration of San Esteban del Rey Mission* looks at architecture and cultural practices in preservation as they are tied to place. She serves as editor of the ARCC Journal and is ex-officio board member of the ARCC.

*Current teaching in the M Arch degree program: Arch 8012 Elective Architectural Design Studio, Arch 9991 Directed Research, and Arch 9996 Architecture Design Thesis.*

## Adjunct faculty

The M Arch degree program is taught primarily by full time faculty. A brief description of qualifications and areas of expertise of adjunct faculty who currently teach and who have taught in the M Arch degree program in the past two years is below.

**Jason Austin** and **Dennis Playdon** taught seminars that addressed multidisciplinary issues in design. Jason Austin has a B Arch from Cornell University and an MLA from the University of Pennsylvania. His design practice and teaching are in landscape urbanism, architecture, and landscape architecture. Dennis Playdon has a B Arch from the University of Cape Town and an M Arch from Harvard University and is licensed in architecture in the Republic of South Africa. His design practice and teaching are in architecture, landscape architecture, and preservation.

*Current teaching in the M Arch degree program: Arch 8131: Architecture Research Seminar 1 (Urban Seminar).*

**Phillip Crosby** taught the design thesis sequence and teaches in the History and Theory area of the curriculum. He has a B Des from the University of Florida and an M Arch from the Georgia Institute of Technology. He is a PhD candidate at the University of Pennsylvania. Phillip's research in the History and Theory focused on Urbanism.

*Current teaching in the M Arch degree program: Arch 5596 Architectural Theory, Arch 9991 Directed Research, and Arch 9996 Architecture Design Thesis*

Matt Karp teaches a digital component for design and environmental systems courses. He has BA from Miami University and an M Arch from Washington University. He is a project architect for MGA Partners.

*Current teaching in the M Arch degree program: Digital component for Arch 5351 Environmental Systems 1, Arch 8013 Comprehensive Design, and Arch 8352 Environmental Systems 2.*

**Richard King**, **Nando Micale**, and **Charles Neer** co-taught an urban design studio giving it a multidisciplinary focus. Richard has a B Arch from Temple University and an M Arch from the University of Pennsylvania. Nando Micale has a B Arch from Temple University and an M Arch in Urban Design from Harvard University. Charles Neer has a B Arch from Washington University and an MLA from University of Pennsylvania. The three are from the multidisciplinary firm WRT Design.

*Current teaching in the M Arch degree program: Arch 8012 Elective Architectural Design Studio.*

**Amy Rivera** teaches structures courses in the M Arch degree program. She has a BS and an MS, both in Civil Engineering from Drexel University. She is owner and principal in Rivera Structural Design.

*Current teaching in the M Arch degree program: Arch 5252 Structural Design 1, and Arch 5253 Structural Design 2*

## PART TWO: EDUCATIONAL OUTCOMES AND CURRICULUM

### Section II.1 Student Performance – Educational Realms and Student Performance Criteria

#### Current Academic Programs

The M Arch professional degree program has two tracks.

- Professional Degree Track: 4+2 pre-professional BS Arch combined with a 2-year M Arch
- Design Intensive Track: 4+3 Bachelor's degree in a range of disciplines combined with a 3-year M Arch

The academic programs can be accessed in The University Undergraduate Bulletin <http://www.temple.edu/bulletin/> and the University Graduate Bulletin <http://www.temple.edu/gradbulletin/>. Two curricula are presented: 1) the Foundation + BS Arch pre-professional degree program curriculum from 2013-14, and 2) the two M Arch tracks, the design intensive track and the professional degree program curriculum from 2013-14.

The 2-year M Arch Professional track is 60 credits. Students from the Temple BS Arch or other equivalent pre-professional programs are eligible for this track. Eligibility is assessed during the admissions process.

The 3-year M Arch adds an additional year of study in the Intensive Design track and is up to 90 credits. Students from a variety of undergraduate programs enter a design-intensive year prior to entering the 2-year Professional track courses. The number of credits needed during the Intensive Design year is determined for each student during the admissions process.

#### Education and Knowledge

The Architecture Department degree programs are organized to provide a broad education, reflective of Temple University's mission and strengths, while also providing students an opportunity to obtain a focused and academically rigorous professional degree in architecture. Students in the 4-year pre-professional degree BS Arch program are educated broadly while also gaining base knowledge in architecture. The 3-year M Arch track students obtain a broad education prior to joining the M Arch degree program but have not obtained the necessary base knowledge in architecture. The first year of the 3-year track provides base knowledge in architecture. After completing requirements in the design intensive year, the 3-year track students join the 2-year track students (Temple BS Arch students and those with similar pre-professional degrees) to gain expertise in architecture.

**BS Arch + Professional Track M Arch Curriculum:** The BS Architecture program builds broad academic knowledge in the arts, sciences, humanities, and social sciences while also building base professional knowledge in history/theory, technology, design, and representation. The 2-year M Arch program continues to build knowledge in the area of technology, builds on base knowledge in design, history/theory and representation, and also addresses issues of architectural practice.

**Non-Pre-Professional Bachelors + Intensive Design M Arch Curriculum:** For students who come to the M Arch from an architectural studies degree program or other discipline, the 1-year Intensive Design program provides base professional knowledge in history/theory, technology, design, and representation. This is followed by the same curriculum taken by the 2-year M Arch students (a total of up to 3-years / 90 credits).

## 2013-2014 ARCHITECTURE CURRICULUM

### Architecture Foundation Studies (62 credits)

All new students are admitted into Architecture Foundation program. In the spring of the sophomore year, students declare a major in one of the degrees offered. A place in the B.S (Fac Man) or the B.S. (Arch Pres) is guaranteed for all students in good standing with the university. Admission to the Bachelor of Science in Architecture is competitive. Typically, students have a cumulative GPA of 3.0 or higher and an excellent portfolio.

**ALL COURSES USED TO SATISFY GEN ED REQUIREMENTS MUST BE COMPLETED WITH A C- OR BETTER.**

#### 1st Semester – Fall

Math 1031	<i>QL/Calc</i>	4CR
GENED 0802	<i>Analytical Read &amp; Writing</i>	4CR
GENED	<i>Arts</i>	3CR
ARCH 1011	<i>Visual Literacy for Arch I</i>	3CR
Fndn 1501*	<i>Intro to Art + Design</i>	1CR
Fndn 1502*	<i>Investigations of Art + Design</i>	1CR
	<b>Total Credits</b>	<b>14-16CR</b>

(\*suggested Tyler Foundation elective)

#### 2nd Semester - Spring

GENED 0851	<i>Mosaic I</i>	3CR
GENED	<i>U.S Society</i>	3CR
PHYS 1021	<i>Intro to Gen. Physics I</i>	4CR
ARCH 1001	<i>Intro to Design &amp; the Env</i>	3CR
ARCH 1012	<i>Visual Literacy for Arch II</i>	3CR
	<b>Total Credits</b>	<b>16CR</b>

#### 3rd Semester – Fall

GENED	<i>Human Behavior</i>	3CR
GENED 0852	<i>Mosaic II</i>	3CR
ARCH 2121	<i>Foundation Arch Design I</i>	4CR
ARCH 2141	<i>Arch History: Ancient To Early Renaissance</i>	3CR
ARCH 2151	<i>Arch, Tech, &amp; the Env</i>	3CR
	<b>Total Credits</b>	<b>16CR</b>

#### 4th Semester – Spring

GENED	<i>Science &amp; Tech</i>	3CR
ARCH 2122	<i>Foundation Arch Design II</i>	4CR
ARCH 2142	<i>Arch History: Late Renaissance - 20<sup>th</sup> Century</i>	3CR
FREE ELEC	<i>University Free Elective</i>	3CR
FREE ELEC	<i>University Free Elective</i>	3CR
	<b>Total Credits</b>	<b>16CR</b>

### Bachelor of Science in Architecture

123 total credits minimum – 4-year pre-professional degree

**(No grade below a C- will be credited toward the degree beyond this point.)**

For students who wish to study abroad at Temple's campuses in Rome or Tokyo, semesters 6 and 7 are the best options.

#### 5th Semester – Fall

GENED	<i>Race and Diversity</i>	3CR
ARCH 3231	<i>Arch Design III</i>	6CR
ARCH 3152	<i>Materials &amp; Methods</i>	4CR
ARCH 3296	<i>Movements in Modern Arch</i>	3CR
	<b>Total Credits</b>	<b>16CR</b>

#### 6th Semester – Spring

GENED	<i>Global/World Society</i>	3CR
ARCH 3232	<i>Arch Design 4</i>	6CR
ARCH 3354	<i>Sustainability &amp; Arch</i>	3CR
FREE ELEC	<i>University Free Elective</i>	3CR
	<b>Total Credits</b>	<b>15 CR</b>

#### 7th Semester – Fall

ARCH 4331	<i>Arch Design 5</i>	6CR
ARCH 3251	<i>Structural Analysis for Arch</i>	3CR
FREE ELEC	<i>University Free Elective</i>	3CR
ARCH ELEC	<i>Architecture Elective</i>	3CR
	<b>Total Credits</b>	<b>15CR</b>

#### 8th Semester – Spring

ARCH 4332	<i>Arch Design 6</i>	6CR
ARCH 4596	<i>Sem in Arch Theory</i>	3CR
ARCH ELEC	<i>Architecture Elective</i>	3CR
ARCH ELEC	<i>Architecture Elective</i>	3CR
	<b>Total Credits</b>	<b>15CR</b>

## 2013-2014 ARCHITECTURE CURRICULUM

### **Master of Architecture Design Intensive Track (up to 30 credits followed by 60 credits of the Professional Track)**

*The amount of credits a student will need to take in year 1 will vary depending on the amount of architecture pre-professional course content that has previously been satisfied by the candidate.*

#### **Design and Representation** (up to 24 credits)

ARCH 5011 Graduate Representation Intensive 1 (3 credits)

ARCH 5012 Graduate Representation Intensive 2 (3 credits)

ARCH 5122 Graduate Design Foundation Intensive (6 credits) *Note: The Foundation Intensive studio is for students who have had less than 8 credits of foundation or architectural design studios at the undergraduate level.*

ARCH 5231 Graduate Design Studio 1 (6 credits)

ARCH 5232 Graduate Design Studio 2 (6 credits)

#### **Building Technology** (up to 6 credits)

*Placement into Building Technology courses will vary depending on what was completed at the undergraduate level.*

ARCH 5152 Materials and Methods (3 credits)

ARCH 5251 Structural Analysis (3 credits)

#### **History and Theory** (up to 6 credits, 6 cr free elective course requirement waived)

*Placement into History and Theory courses will vary depending on what was completed at the undergraduate level. A maximum of 12 credits will be required, 6 credits of which may be taken in years 2 and 3 in place of Architecture Elective credits.*

ARCH 5141 Architectural History 1 (3 credits)

ARCH 5142 Architectural History 2 (3 credits)

ARCH 5296 Modern Movements (3 credits)

ARCH 5596 Architectural Theory (3 credits)

### **Master of Architecture Professional Degree Program (60 credits)**

#### **Year 2 (30 credits)**

##### Fall semester

ARCH 8011 Adv Arch Design Studio (6 credits)

ARCH 8133 Arch Research Sem 3 (3 credits)

ARCH 5252 Structural Design 1 (3 credits)

ARCH 5351 Env Systems 1 (3 credits)

##### Spring semester

ARCH 8012 Elect Arch Design Studio (6 credits)

ARCH 8131 Arch Research Sem 1 (3 credits)

ARCH 5253 Structural Design 2 (3 credits)

Free Elective (3 credits)

#### **Year 3 (30 credits)**

##### Fall semester

ARCH 8013 Comp Design Studio (6 credits)

ARCH 8132 Arch Research Sem 2 (3 credits)

ARCH 8352 Env Systems 2 (3 credits)

ARCH 9991 Thesis Preparation

or ARCH Elective (3 credits)

##### Spring semester

ARCH 8012 Elect Arch Design Studio

or ARCH 9996 Arch Thesis (6 credits)

ARCH 8096 Professional Practice (3 credits)

ARCH Elective (3 credits)

Free Elective (3 credits)

## II.1.1 Student Performance Criteria

Student performance criteria are arrayed across the M Arch curriculum reflective of the department's mission, and organized as Design Studios, Representation, Technology, Professional Practice, History /Theory, Research, and Elective courses.

The curriculum incorporates coursework that centers on the development of a student to engage in leadership roles in the architecture profession. Temple Architecture does this while building on opportunities and strengths afforded by our residing within the Tyler School of Art and Temple University and our urban location centered in Philadelphia but with regional, national, and international connections. Our curriculum reflects the strength of faculty areas of expertise, creative practice and research. Our curriculum reflects on our mission statement and core values as follows.

**Philadelphia and urban contexts:** The majority of design studios focus on the notion of a situated and contextually driven architecture. Strong contexts address the many complex lessons of architecture. With Temple's campus located in the contextually strong and rapidly changing urban environment of North Philadelphia, students' work reflects the lessons of the surrounding post-industrial city and recent advances carried out according to the 2035 Philadelphia Comprehensive Plan. Other contexts are also carefully considered – to date, in addition to local and regional sites, students' studio work has been located in New York, Eastern Shore of Maryland and Moscow. Because of the department's long tradition of addressing architecture related to the urban environment, Arch 8131, Research Seminar 3, gives a broad view of urbanism. Students have the opportunity in the two spring semesters of the Professional Degree Program to study abroad at Temple's Rome or Tokyo campuses or at Meiji University in Tokyo, Japan or University of Witwatersrand in Johannesburg, South Africa, two programs with whom we have agreements that allow students to take equivalent courses to those in Temple's M Arch program.

**Design and materiality:** As part of the Tyler School of Art, Thinking and Making and related aspects of materiality are addressed throughout the M Arch curriculum. The representation courses (Arch 5011 and Arch 5012) introduce students to the tangible aspects of representation. The studios Arch 5122, Arch 8011, Arch 8013, and the seminar course, Arch 8133 address aspects of thinking and making, digital and non-digital tools for design. All studios (Arch 8011, Arch 8012, Arch 8013) and technology courses (Arch 5152, Arch 5251, Arch 5252, Arch 5253, Arch 5351, Arch 8352) focus a good deal of time on the use of proper tools for building analysis, design exploration, design process, and design communication.

**Leadership in a changing world:** The M Arch curriculum's focus on leadership is best expressed through the research seminars (Arch 8131, Arch 8132, and Arch 8133) and the Professional Practice course (Arch 8096). The research seminars focus is on digital tools (Arch 8133), current issues of history and theory (Arch 8132), and urbanism (Arch 8131). The professional practice course, Arch 8096, has content that considers current practice models. Environmental Systems courses address current standards and innovations (Arch 5351, Arch 8352). For students with interest in pursuing a design thesis, there is an opportunity to carry out a 2-semester thesis sequence (Arch 9991 Thesis Preparation and Arch 9996 Design Thesis) where current topics of interest to the individual can be fully pursued through design. These courses work in tandem with the technology, studio, and representation courses so that what is learned in theory can be applied in design.

**M Arch Curriculum:** The M Arch curriculum centers on design studios. The research seminars serve to provide discussions that link current topics in built environment discourse to design; the studios serve to make active the knowledge derived from the seminars. This is also true for the building technology courses – the studio serves as a place to actively apply what is learned in the technology courses. In the design studios all three SPC Realms are addressed. Technology and Practice courses focus more on Realms B and C. In the curriculum of the 2-year Professional Program track the student performance criteria are distributed across all courses in the matrix to address criteria in a balanced and focused manner.

The 2-year Professional track of the M Arch curriculum assumes pre-professional preparedness of students coming from the Intensive Design year and from BS Arch pre-professional programs. The Intensive Design students keep a portfolio of work that is assessed prior to their entry into the Professional track (the final two years of the M Arch curriculum). Students entering the 2-year track are also required to submit a portfolio for admission. The SPC requirements for portfolios serve as benchmarks to determine preparedness. In the M Arch program, all SPCs are addressed in the final two years to assure that students have mastered them. In the incoming students' portfolios we look for clear demonstration of:

- A1 Communication Skills
- A2 Design Thinking Skills
- A3 Visual Communication Skills
- A6 Fundamental Design Skills
- A8 Ordering System Skills

## C2 Human Behavior

We also look for an indication of at least an introduction to the following criteria:

- A9 Historical Traditions and Global Culture
- B9 Structural Systems
- B10 Building Envelope Systems
- B12 Building Materials and Assemblies

And the following criteria are desirable but not essential:

- A4 Technical Documentation
- A10 Cultural Diversity
- B4 Site Design
- B5 Life Safety
- B6 Comprehensive Design

Students who enter into the 3-year Intensive Design track of the M Arch degree program have a range of preparedness in architecture. All have obtained an undergraduate Bachelor's degree and as such have a broad foundation of knowledge. Upon entry to the program, portfolios and transcripts are examined to determine if preparatory and pre-professional content has been satisfied. Students take courses to address deficiencies in pre-professional knowledge and are required to keep the course content in a portfolio so that an ongoing review of work can occur to assess preparedness for the 2-year Professional track.

The criteria that are addressed in the Intensive Design track relates directly to courses taught in the BS Architecture Program (see below). The criteria taught in the Intensive Design track and the criteria evaluated within the entry portfolio are different. Within the Intensive Design track, SPCs are used as a didactic tool, while SPCs within the application portfolio are used as a tool for evaluation. As all student performance criteria are addressed within the 2-year Professional track of the M Arch curriculum, both groups - students entering into the Intensive Design track and those that enter directly into the Professional track - satisfy all NAAB criteria prior to completion of the degree.

The full distribution of criteria within the final two years of the curriculum also allows some flexibility in our acceptance of students into the M Arch program so that we can accept the best prepared students. This is also a feature that we feel to be important in continuing to build the characteristics of diversity in our program. In the Intensive Design year, students' concentration is on developing working knowledge of content that is expected to be known by pre-professional students. Portfolios at the end of the Intensive Design year should include:

- A1 Communication Skills
- A2 Design Thinking Skills
- A4 Technical Documentation
- A5 Investigative Skills
- A6 Fundamental Design Skills
- A7 Use of Precedents
- A8 Ordering Systems Skills
- A9 Historical Traditions and Global Culture
- B2 Accessibility
- B5 Life Safety
- B7 Financial Considerations
- B9 Structural Systems
- B10 Building Envelope Systems
- B12 Building Materials and Assemblies
- C1 Collaboration
- C2 Human Behavior

We also introduce the following criteria:

- A3 Visual Communication Skills
- A10 Cultural Diversity
- B1 Pre-Design
- B3 Sustainability

B4 Site Design  
B6 Comprehensive Design  
B8 Environmental Systems  
C3 Client Role in Architecture  
C6 Leadership  
C8 Ethics and Professional Judgment





90 Credit M ARCH OPTION  
INTENSIVE DESIGN TRACK + PROFESSIONAL TRACK

	Realm A: Critical Thinking and Representation										Realm B: Integrated Building Practices, Technical Skills, and Knowledge										Realm C: Leadership and Practice																																																													
	Ability	A1	Ability	A2	Ability	A3	Ability	A4	Ability	A5	Ability	A6	Ability	A7	Use of Precedents	Ordering Systems Skills	Hist Trades and Global Culture	Cultural Diversity	Applied Research	Ability	B1	Pre-Design	Ability	B2	Accessibility	Ability	B3	Sustainability	Ability	B4	Site Design	Ability	B5	Life Safety	Ability	B6	Comprehensive Design	Ability	B7	Financial Considerations	Ability	B8	Environmental Systems	Ability	B9	Structural Systems	Ability	B10	Building Envelope Systems	Ability	B11	Building Service Systems	Ability	B12	Building Mats + Assemblies	Ability	C1	Collaboration	Under.	C2	Human Behavior	Under.	C3	Client Role in Architecture	Under.	C4	Project Management	Under.	C5	Practice Management	Under.	C6	Leadership	Under.	C7	Legal Responsibilities	Under.	C8	Ethics + Professional Judgment	Under.	C9	Comm + Social Responsibility
	Under.	A11	Under.	A10	Under.	A9	Under.	A8	Under.	A7	Under.	A6	Under.	A5	Under.	A4	Under.	A3	Under.	A2	Under.	A1	Under.	B1	Under.	B2	Under.	B3	Under.	B4	Under.	B5	Under.	B6	Under.	B7	Under.	B8	Under.	B9	Under.	B10	Under.	B11	Under.	B12	Under.	C1	Under.	C2	Under.	C3	Under.	C4	Under.	C5	Under.	C6	Under.	C7	Under.	C8	Under.	C9	Under.																	
<b>Intensive Design Track</b>																																																																																		
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Arch 9991/9996 *																																																																																		
* Note: ARCH 8012: Elective Arch Design Studio is required of all students in the spring semester of Year 1 of the Professional Track. ARCH 9991/ 9996: Directed Research/ Architectural Thesis is a full year thesis investigation in Year 2 of the Professional Track. Students may apply to complete a thesis project or may enroll in the ARCH 8012 studio.																																																																																		
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## **Section II.2 Curricular Framework**

### **II.2.1 Regional Accreditation**

Temple University is accredited by Middle States Commission on Higher Education. The university underwent Middle States evaluation in spring of 2010 and received a reaffirmation of accreditation on June 24, 2010.



# Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

June 25, 2010

RECEIVED

JUN 30 2010

OFFICE OF THE PRESIDENT

Dr. Ann Weaver Hart  
President  
Temple University  
1801 North Broad Street  
Philadelphia, PA 19122

Dear Dr. Hart:

At its session on June 24, 2010, the Middle States Commission on Higher Education acted:

To reaffirm accreditation. The Periodic Review Report is due June 1, 2015.

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

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

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

Sincerely,

Michael F. Middaugh, Ed.D.  
Chair



**Middle States Commission on Higher Education**  
3624 Market Street, Philadelphia, PA 19104-2680  
Phone: 267-284-5000 Fax: 215-662-5501 [www.msche.org](http://www.msche.org)

## STATEMENT OF ACCREDITATION STATUS

**TEMPLE UNIVERSITY**  
1801 North Broad Street  
Philadelphia, PA 19122  
Phone: (215) 204-4775; Fax: (215) 204-5816  
[www.temple.edu](http://www.temple.edu)

**Chief Executive Officer:** Dr. Ann Weaver Hart, President

## INSTITUTIONAL INFORMATION

**Enrollment (Headcount):** 28129 Undergraduate; 9898 Graduate  
**Control:** Public  
**Affiliation:** n/a  
**Carnegie Classification:** Research - High Research Activity  
**Degrees Offered:** Certificate/Diploma, Associate's, Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship  
**Distance Education Programs:** Yes

**Accreditors Approved by U.S. Secretary of Education:** Accreditation Council for Pharmacy Education ; American Bar Association, Council of the Section of Legal Education and Admissions to the Bar ; American Dental Association, Commission on Dental Accreditation ; American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ; American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education ; American Podiatric Medical Association, Council on Podiatric Medical Education ; American Psychological Association, Committee on Accreditation ; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology ; Commission on Accreditation of Healthcare Management Education ; Commission on Collegiate Nursing Education ; Council on Education for Public Health ; Liaison Committee on Medical Education ; National Association of Schools of Art and Design, Commission on Accreditation ; National Association of Schools of Dance, Commission on Accreditation ; National Association of Schools of Music, Commission on Accreditation, ; National Association of Schools of Theatre, Commission on Accreditation ; Teacher Education Accreditation Council, Accreditation Committee

**Other Accreditors:** The Association to Advance Collegiate Schools of Business (AACSB); University /Resident Theater Assoc. (U/RTA); National Association of School Psychologists

(NASP); PA Department of Education (PDE); Commission on Accreditation for Health Informatics and Information Mgmt (CAHIIM); Commission on Accreditation of Athletic Training Programs (CAATE); National Athletic Trainer's Association (NATA); Amer Chemical Society (ACS); Landscape Architecture Accrediting Board (LAAB); Council on Social Work Education (CSWE); NASPE/North Amer Society for Sport Management (NASSM); National Architecture Accrediting Board (NAAB); Accrediting Board for Engineering and Technology (ABET); Accrediting Council on Education in Journalism and Mass Communications (ACEJMC); PA State Board of Nursing; University Council for Educational Administration; National Recreation and Park Assoc (NRPA)/Amer Assoc for Leisure and Recreation (AALR) Council on Accreditation.

## **Instructional Locations**

**Branch Campuses:** Temple University Japan, 2-22-5 Higashi Azabu 501, Japan.

**Additional Locations:** Ambler, Ambler, PA; Bucks County Community College, Newtown, PA; Church Teachers' College, Mandeville, Jamaica; Community College of Philadelphia, Philadelphia, PA; DuBois Business College, DuBois, PA; Ecole Nationale Des Ponts Et Chaussees, Paris, France; Federal Reserve Bank of Philadelphia, Philadelphia, PA; Jenkintown High School, Jenkintown, PA; Juniata College, Huntingdon, PA; Keystone Mercy, Philadelphia, PA; Lancaster Bible College, Lancaster, PA; Lehigh Carbon Community College, Schwenksville, PA; Milton Hershey School, Hershey, PA; Montgomery County Community College, Pottstown, PA; Neshaminy School District, Langhorne, PA; Northampton County Area Community College, Bethlehem, PA; Pencrest High School, Media, PA; Pontifica Universidad Javeriana, Cali, Colombia; Ridley School District, Folsom, PA; School of Podiatric Medicine, Philadelphia, PA; Schuylkill Community Education Council, Pottsville, PA; Temple University Beijing, Tsinghua University School of Law, China; Temple University Fort Washington, Fort Washington, PA; Temple University Harrisburg, Harrisburg, PA; Temple University Health Sciences Center, Philadelphia, PA; Temple University Rome, Lungotevere Arnaldo da Brescia, Italy; Temple University, Center City, Philadelphia, PA; The Desmond Hotel and Conference Center, Malvern, PA; Tyler School of Art, Elkins Park, PA; University of Pennsylvania Health System, Philadelphia, PA.

**Other Instructional Sites:** Bancroft School, Haddonfield, NJ; Chester County Intermediate Unit, Downingtown, PA; Luzerne Community, Nanticoke, PA.

## **ACCREDITATION INFORMATION**

**Status:** Member since 1921

**Last Reaffirmed:** June 24, 2010

### **Most Recent Commission Action:**

June 24, 2010: To reaffirm accreditation. The Periodic Review Report is due June 1, 2015.

### **Brief History Since Last Comprehensive Evaluation:**

- November 16, 2005: To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2009-2010.
- July 5, 2007: To acknowledge receipt of the substantive change request submitted by the institution and to include the additional location at Lancaster Bible College, 901 Eden Road, Lancaster, PA 17608 within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2009-2010.
- January 2, 2008: To acknowledge receipt of the substantive change request and to include the additional location at Church Teachers' College, Mandeville, Jamaica, West Indies, provisionally within the scope of the institution's accreditation pending approval of the Master of Education degree in Education Administration by the University Council of Jamaica. The next evaluation visit is scheduled for 2009-2010.
- March 5, 2008: To acknowledge receipt of the substantive change request submitted by the institution and to include the following additional location within the scope of the institution's accreditation: University of Pennsylvania Health System, 3930 Chestnut Street, Philadelphia, PA. The next evaluation visit is scheduled for 2009-2010.
- April 30, 2008: To acknowledge receipt of the substantive change request submitted by the institution and to include the additional location at Northampton County Area Community College, 3835 Green Pond Road, Bethlehem, PA, 19020 within the scope of the institution's accreditation. To remind the institution that the additional location at Church Teachers' College, Mandeville, Jamaica, West Indies, is provisionally included within the scope of the institution's accreditation pending approval of the Master of Education degree in Education Administration by the University Council of Jamaica. The next evaluation visit is scheduled for 2009-2010.
- December 17, 2008: To acknowledge receipt of the substantive change request and to include the additional locations at (1) Ecole Nationale Des Ponts Et Chaussees, Paris, France; (2) Pontifica Universidad Javeriana, Cali, Colombia; and (3) the Desmond Hotel and Conference Center, One Liberty Boulevard, Malvern, Pennsylvania 19355, within the scope of the institution's accreditation. To remind the institution that the additional location at Church Teachers' College, Mandeville, Jamaica, West Indies, is provisionally included within the scope of the institution's accreditation pending approval of the Master of Education degree in Education Administration by the University Council of Jamaica. The next evaluation visit is scheduled for 2009-2010.
- November 4, 2009: To acknowledge the substantive change request and to include the additional location at DuBois Business College within the scope of the institution's accreditation. To remind the institution that the additional location at Church Teachers' College, Mandeville, Jamaica, West Indies, is provisionally included within the scope of the institution's accreditation pending approval of the Master of Education degree in Education Administration by the University Council of Jamaica. The next evaluation

visit is scheduled for 2009-2010.

May 5, 2010:

To acknowledge receipt of the substantive change request and to include the additional location at the Federal Reserve Bank of Philadelphia, Ten Independence Mall, Philadelphia, PA 19106 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the additional location at Church Teachers' College, Mandeville, Jamaica, West Indies, is provisionally included within the scope of the institution's accreditation pending approval of the Master of Education degree in Education Administration by the University Council of Jamaica. To note that the report and recommendation from the institution's spring 2010 evaluation visit will be acted on at the Commission's June meeting.

**Next Self-Study Evaluation: 2019 - 2020**

**Next Periodic Review Report: 2015**

**Date Printed: June 25, 2010**

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

## **EXPLANATION OF COMMISSION ACTIONS**

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

## Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.



**Remove accreditation.** If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

## II.2.2 Professional Degrees and Curriculum

**BS Arch pre-professional degree program:** Temple's architecture pre-professional degree program requires 123 credits for completion. The courses are arrayed across 8 semesters. The required course load varies, with one semester with 14 credits, three semesters with 15 credits, and four semesters with 16 credits. General (non-architecture) courses are spread across the 8 semesters of the program, interspersed with architecture courses. There are more general education and preparatory courses in the first 3 semesters, but there are also electives and general education courses scheduled for the 6<sup>th</sup> and 7<sup>th</sup> semesters of the program so that students choosing to study abroad have the flexibility to do so. Except for the Analytical Reading and Writing and Mosaic sequence, general education and elective courses are not sequential allowing some flexibility for students.

BS Arch students are required to take 48 credits in general (non-architecture) studies. The majority of general studies course are through the university's General Education Program, the Gen Ed program offers common courses and is mandated across the university. A total of 18 credits are for required courses (Analytical Reading and Writing, Mosaic 1 and 2, Calculus, and Physics), 18 credits of elective courses in an array are required (3 credits each in the areas of Science/Technology, US Society, Global/World Society, Arts, Human Behavior, Race/Diversity). An additional 18 free elective (non-architecture) credits are required. There are 75 credits of pre-professional (architecture) courses in a range of topic areas (10 credits in Building Technology, 6 credits in Representation, 32 credits in Architectural Design, 18 credits in History/Theory, 9 Architecture Elective credits).

Students can take minors and concentrations in a range of areas, using their 12 free elective credits and additional courses during the semesters where there is a lighter course load. Students can receive a certificate in Community Arts with 12 credits (4 courses) or a minor in Art History for a total of 19 credits (5 courses).

The number of credits required for a minor in other colleges at Temple University ranges from 18 to 24. For an additional 6 credits, students would be able to obtain a minor in e.g. Geography and Urban Studies / Political Science / American Studies. New certificates for concentrations in Sustainability and Community Based Learning are currently under development at the university level. The new certificate programs will identify and group courses that address sustainability or community based learning, drawing from the major, general education courses and requirements that can be taken as electives to encourage students to pursue these areas of study. The Architecture Department is actively involved in the development of both areas of concentration and we are well poised to offer students opportunities to obtain these certificates.

Temple architecture students have the option to study abroad in the 6<sup>th</sup> or 7<sup>th</sup> semester of the undergraduate program. The primary destinations for our students are the Temple Rome campus (fall or spring) and the Temple Japan campus in Tokyo (spring) where students can take a 6 credit studio (counting as an urban design studios in our curriculum) a course focused on the urban environment of Tokyo or Rome (counting as an architecture elective) and up to 2 additional elective courses. The typical length of study at Temple Rome or Temple Japan is 1 semester. The programs provide housing, studio and classroom space, and a full range of courses in a number of disciplines. Each semester approximately 200-240 students from a range of universities in the US attend Temple Rome to study in a variety of academic majors. The Temple Japan campus is a degree granting campus, with some study abroad students from Temple's Main Campus each semester.

**M Arch professional degree program:** Fall of 2010 was the first class entering into Temple's M Arch degree program. To date, there have been two graduating classes in the program. The 2-year track of the M Arch degree program draws from pre-professional degree programs in architecture, including Temple's pre-professional degree program. The 3-year track draws from both Temple and non-Temple undergraduate students in other majors and also includes students from other universities who have majored in architectural studios that do not qualify as pre-professional degree programs.

The 2-year M Arch Professional track students are required to take 60 credits over two years. These credits are distributed as follows: 24 credits in Architectural Design, 9 credits of Architectural Research Seminars, 12 credits in Building Technology, 3 credits in Professional Practice, 6 Architecture Elective credits, and 6 Free Elective credits. Students in the 3-year track also take these courses and also courses in Design, Representation, History and Theory and Building Technology as needed for pre-professional preparedness.

Students who enter into the 2-year Professional M Arch degree program are expected to have completed a pre-professional program in architecture with similar requirements to Temple's pre-professional BS Architecture program. This includes a similar number of credit hours (123) at the undergraduate level, a similar array of courses in general studies (arts, humanities, and sciences), and a similar array of prerequisite general studies at the undergraduate level. Students in the 3-year Intensive design

track need to have completed a Bachelor's degree and are required to submit a portfolio. The portfolio for 3-year track students can include written papers and photographs as well as other graphic works that demonstrate creative thinking and analysis and show potential and initiative for engaging in design thinking in a time-intensive year. Students in the 3-year track are also required to keep a portfolio of work throughout their Intensive Design year. The portfolio is assessed prior to entry into the final two years (the Professional Track years) of the M Arch program.

Temple architecture students have the option to study abroad in the 2<sup>nd</sup> or 4<sup>th</sup> semesters of the Professional program (years 2 and 3 for Intensive Design track students). The primary destinations for our students are the Temple Rome campus (fall or spring) and the Temple Japan campus in Tokyo (spring) where students can take a 6 credit studio (counting as an urban design studios in our curriculum) a course focused on the urban environment of Tokyo or Rome (counting as an architecture elective) and up to 2 additional elective courses. The typical length of study at Temple Rome or Temple Japan is 1 semester. The programs provide housing, studio and classroom space, and a full range of courses in a number of disciplines. Each semester approximately 200-240 students from a range of universities in the US attend Temple Rome to study in a variety of academic majors. The Temple Japan campus is a degree granting campus, with some study abroad students from Temple's Main Campus each semester.

### **II.2.3 Curriculum Review and Development**

Curriculum review occurs at three levels, the department level, the school level, and the university level. At the department level the curriculum is reviewed and voted on by all full time faculty in the department (currently this is 13 people). Review includes scrutiny for overall academic excellence as well as professional content.

Curriculum development occurs and the department level. The Architecture Department's full time faculty is made up of members who take care to balance academic and professional content. Currently there are 9 licensed architects as part of the department's full time faculty (8 in US, 1 in another country). Adjunct faculty and alumni advisors are also asked to participate in curriculum development.

The second level of review is at the school level. The curriculum committee of the Tyler School of Art includes representation from all Tyler departments. Course and curriculum review at this level includes discussion and voting for courses and curricula prior to sending changes to the university level for review and approval. For graduate curricula, approval from the Tyler Graduate Committee is also required.

After review at both the department and school level, undergraduate course and curriculum changes are reviewed in the Office of the Vice Provost for Undergraduate Studies. Graduate course and curriculum changes are reviewed by the Graduate School. Major changes, such as those required for offering new degree programs require approval from the Provost, the President, and the University Board of Trustees.

Some courses offered by the department also undergo review from other units in the university. General education courses (elective) are subject to approval of the General Education Executive Committee. Writing Intensive courses (both required and elective) undergo review and development by the University Writing Committee. Faculty members who teach Writing Intensive courses must attend a required university seminar about teaching and development student writing.

The Architecture Department is also required to engage in a comprehensive process of long-range planning and self-assessment, initiated with Periodic Program Review at the university level. Periodic Program review assesses the department's and program's overall objective needs.

#### **Student Assessment**

All university courses are subject to assessment and review by students. The Student Feedback Forms (SFFs) are distributed at the end of each semester. Students are asked to fill out SFFs online and review faculty teaching, course content, and also reflect on their own learning. Feedback from SFFs impacts curriculum review, for example, in courses where students indicate that workload is far and above the allotted credit hour allocation, course syllabi and teaching and learning expectations are modified to align so that students can balance workload across all courses.

Architecture Department course syllabi are distributed with common rubrics. Three rubric templates have been developed - one for design and representation courses, one for research seminars and history and theory lecture and seminar courses (a

variation of this is used for professional practice) and one for building technology courses. Each course has a variation on the rubric that is appropriate to the course so that students become familiar with the format for a better understanding of course outcomes. The rubrics and NAAB Student Performance Criteria together are the basis for course learning outcomes.

## II. 3 Evaluation of Preparatory/Pre-Professional Education

**M Arch Program:** Students entering the M Arch Program in both the 2-year or 3-year tracks are assessed based on an evaluation of portfolio, letters of recommendation, a personal statement, and transcript (including gpa from prior degrees). Students who received Bachelor's degrees from other institutions also have a GRE or TOEFL requirement. For students who apply from within Tyler School of Art with GPAs acceptable to the graduate school (3.0 or above) we waive the GRE requirement.

Students who apply to the M Arch program are assessed according to a checklist of courses that is based on their transcript and portfolio (see next page). The checklist indicates the number of non-architecture courses, the number and content of studio courses, history/theory courses, and technology courses. Our review of applicants is focused on academic preparedness and assessment of NAAB requirements. The checklist is an aid for assessing NAAB requirements for pre-professional work.

### **Track One: M Arch (pre- professional degree + 60 graduate credit hours)**

Students with an architecture pre-professional Bachelor's degree that is similar to the Temple BS Architecture degree are placed in the 60 credit 2-year Professional track. They are required to submit a portfolio that represents pre-professional coursework. Placement is assessed based on portfolio and transcript. Courses are in the curricular areas of Design, Research Seminars, and Technology and Practice. Students in the 2-year track with minor deficiencies (for example a missing Materials and Methods undergraduate course) are required to take the additional course at the graduate level and can do so for architecture elective credit. Eligibility is determined by the content of the applicant's transcript and portfolio.

**Temple BS Architecture graduates** are required to complete 123 credits in the following curricular areas:

6 credits in Graphic Representation  
32 credits in Design  
15 credits in Architectural History and Theory  
13 credits in Building Technology  
9 credits Architecture Electives

**75 total Architecture credits**

12 credits of Free Electives\*  
36 credits of general education and university requirements\*

**48 total non-Architecture credits**

**Graduates of other pre-professional programs** have completed similar content, however, specific requirements vary from program to program. As such, we do not evaluate strictly according to course work. Rather, we evaluate preparedness for both Temple and non-Temple students on the basis of the portfolio and the transcript. The number of studio hours (design studio and representation courses) and how that is reflected in the course work and demonstrated in the portfolio is an important factor for evaluation. After assessing the portfolio, we then check achievement in relation to the number of studio credit hours that have been completed. The two other areas that are assessed for the 60-credit track are Building Technology and History and Theory. We make sure that all students have completed an Architectural Materials and Methods course and Architectural History survey that have similar content to our BS Architecture courses. We also look for other courses in these curricular areas. If sufficient course content is not covered in the pre-professional degree, students are required to take additional courses in these curricular areas at the graduate level.

For the 60 credit track applicants, the SPCs are used as an evaluative tool to assess eligibility for two years of study to complete the M Arch professional degree. The same evaluation process is used for both Temple BS Architecture and non-Temple pre-professional degree applicants. There is some variation in the SPCs demonstrated by the 60-credit track applicants and it is important to note that in all of the applicant portfolios we see evidence of more SPCs than we use to evaluate the candidates. But given the variations in undergraduate program content across pre-professional programs, we focus on the 6 SPCs as being essential for admission into the 60-credit M Arch track. They are:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.6. Fundamental Design Skills
- A.8. Ordering Systems Skills
- C.2. Human Behavior

All Student Performance Criteria are addressed in the 60 credit M Arch program. As such, we consider any curricular content that is covered in a pre-professional degree to be an introduction that will then be mastered in the M Arch program. This way, all M Arch students have the opportunity to achieve the same level of completion for all SPCs.

**Track Two: M Arch (degree + 90 graduate credit hours)**

Students with a Bachelor's degree in any discipline are eligible for the 3-year track. These students are required to submit a portfolio of creative work that can include photography, graphic work, and written work that best illustrates creative thinking. Eligible students enter the Intensive Design track, one year of preparatory work in the curricular areas of representation, design, building technology, and architectural history and theory. Students in this track take up to 90 total credits (3 years) to achieve the M Arch and are placed into courses in the first year after careful assessment of the portfolio and transcript. Placement is assessed on a case by case basis. For 90 credit track students the portfolio is used to evaluate creative potential. The transcript and GRE scores demonstrate academic achievement and academic potential.

For the 90 credit track students, the SPCs are used in the first year of study as a didactic tool to introduce architectural content to students who have had little or none at the undergraduate level. Students in the 90 credit track come from non-pre-professional architecture programs or other disciplines. As such, placement into building technology and history courses is based on transcript and review of course descriptions to determine equivalency to Temple Architecture courses. This is done for Arch 5152 Materials and Methods, Arch 5251 Structural Analysis, Arch 5141 and 5142 Architectural History survey courses, Arch 5296 Modern Movements in Architecture and Arch 5596 Architectural Theory. Students with some architectural design studio experience are placed into the design studios Arch 5231 and Arch 5232. Students with limited or no architectural design experience are placed into an additional studio, Arch 5122, that is offered the summer prior to the beginning of the Intensive Design year. All 90 credit M Arch students are placed into Arch 5011 and Arch 5012, the representation courses because the need to build skills is common for all 90 credit M Arch students.

Students in the Intensive Design year are required to keep a portfolio of work from all courses. The portfolio is used as a reflective tool for students, and they are expected to present the content of the portfolio to the faculty prior to beginning the final 60 credits of the M Arch degree. Continuation into the final two years is based on graduate school standards and student GPA. The additional requirement of review of the portfolio is used to also evaluate each student's progress over the course of the first year. The portfolio review is consistent with the 30 credit review in the Tyler MFA program. And the timing of the portfolio review, just prior to the start of the final two years of the 90 credit track, allows for comparison of all students' work (pre-professional and non-pre-professional) through the portfolio format.

For the Intensive Design year (the first 30 credits of the 90 credit track) the following SPC are expected to be demonstrated by the students:

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- A.8. Ordering System Skills
- A.9. Historical Traditions and Global Culture
- B.3. Sustainability
- B.4. Site Design
- B.9. Structural Systems
- B.10. Building Envelope Systems
- B.12. Building Materials and Assemblies
- C.1. Collaboration

- C.2. Human Behavior
- C.6. Leadership

All criteria are repeated in the final 60 credit M Arch program. As such, we consider any content that is covered in the Intensive Design year (the first year of the 90 credit track) to be an introduction that will then be mastered in the final two years of the M Arch program. This way, all Intensive Design track M Arch students have a chance to achieve the same level of completion for all SPCs.

# MASTER OF ARCHITECTURE - NAAB CHECKLIST

LAST NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_ TUID \_\_\_\_\_

*Note: The following checklist is to be completed for all applicants to the Master of Architecture degree program from outside programs. This form is used as an aid in placement into the appropriate graduate track and for accessing fulfillment of the NAAB criteria listed below. Students accepted into the 2-year graduate track must demonstrate ability in Category 1 criteria and awareness of Category 2 criteria. In addition, awareness of Category 3 criteria is desirable. Admitted students who are not prepared for 2-yr graduate study will be placed into appropriate coursework of up to 30 additional credits over up to three semesters. These students will be re-evaluated at the end of the first year through portfolio review for comparable mastery of NAAB criteria as required for admittance into the 2-year track.*

**CATEGORY 1**

- \_\_\_\_\_ A1 Communication Skills
- \_\_\_\_\_ A2 Design Thinking Skills
- \_\_\_\_\_ A3 Visual Communication Skills
- \_\_\_\_\_ A6 Fundamental Design Skills
- \_\_\_\_\_ A8 Ordering System Skills
- \_\_\_\_\_ C2 Human Behavior

**CATEGORY 2**

- \_\_\_\_\_ A9 Hist. Trad. & Global Culture
- \_\_\_\_\_ B8 Environmental Systems
- \_\_\_\_\_ B9 Structural Systems
- \_\_\_\_\_ B10 Building Envelope Systems
- \_\_\_\_\_ B11 Building Service Systems
- \_\_\_\_\_ B12 Building Mats. & Assemb.

**CATEGORY 3**

- \_\_\_\_\_ A4 Technical Documentation
- \_\_\_\_\_ A10 Cultural Diversity
- \_\_\_\_\_ B4 Site Design
- \_\_\_\_\_ B5 Life Safety

**A: CREDIT HOURS COMPLETED** *Total number of credit hours completed with a grade of C – or higher.*

ARCHITECTURE COURSES	CREDIT HOURS [SEMESTERS]	CREDIT HOURS [TRIMESTERS]
1. STUDIO	_____ HOURS	_____ HOURS
2. REPRESENTATION	_____ HOURS	_____ HOURS
3. HISTORY/ THEORY	_____ HOURS	_____ HOURS
4. BUILDING TECHNOLOGY	_____ HOURS	_____ HOURS
5. OTHER ARCHITECTURE	_____ HOURS	_____ HOURS
<b>SUBTOTAL ARCHITECTURE COURSES</b>		
6. ADD LINES 1 THROUGH 5	_____ HOURS	_____ HOURS
<b>NON-ARCHITECTURE COURSES</b>		
7. ALL OTHER COURSES	_____ HOURS	_____ HOURS
<b>TOTAL CREDIT HOURS</b>		
8. ADD LINES 6 AND 7	_____ HOURS	_____ HOURS

**B: REVIEW NOTES**

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**C: RECOMMENDATION**

- ACCEPT: 2-YEAR TRACK     
  ACCEPT: 3-YEAR TRACK     
  DO NOT ACCEPT

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

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

The exact language required by the NAAB is used in all public documents: websites, student handbooks, admissions information, etc. The statement currently used reads as follows:

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

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. Temple University Architecture Department offers the following NAAB accredited degree program(s):

B Arch (156 undergraduate credits, last class accepted in fall of 2009)

M Arch (BS Arch pre-professional degree + 60 graduate credits or Bachelor's degree + up to 90 credits)

Next accreditation visit for M Arch program: 2014

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

The Tyler School of Art website provides a link to the 2009 Conditions for Accreditation and the 2010 Procedures for Accreditation. The architecture department page for the Tyler website url is: <http://tyler.temple.edu/programs/architecture>

A copy of the current Conditions and Procedures is kept in the Architecture Department Office.

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

The web addresses provided by the NAAB for access to career development information are listed on the Tyler School of Art website. They are also listed in the architecture students' graduate and undergraduate handbooks that are distributed to each student entering the department.

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

A copy of all Annual Reports and all NAAB responses to Annual Reports since the last accreditation, the Final Decisions letter from NAAB from the last accreditation, the most recent APR, and the final edition of the most recent Visiting team Report, including attachments and addenda, are kept in the Architecture Department Office and are available to the public.

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

A link to the NCARB website to access annual ARE pass rates is located on the department website.



## PART THREE: PROGRESS SINCE THE LAST VISIT

### III.1 Summary of Responses to the Team Findings

#### Team Comments & Visit Summary

##### 2011 Visiting Team Assessment:

Students are a major asset and reflection of this program; they are articulate, committed, respectful and energetic. But as importantly, the students believe that "our faculty is our greatest asset". When those characteristics are coupled with a faculty equally committed to their education, and both are guided by a program chair with the acumen and energy to capitalize on those assets, this is a program on its way to a new level. As was seen by this team and supported by the expressed views of faculty, students, alumni and administrators, Chair Wingert- Playdon, Kate to all, is thoughtful, approachable, responsive and intent on seeing this program achieve its full potential.

When considering the strength of the faculty, the team was impressed by the level of collegiality and cooperation exhibited between the new and senior faculty. In a variety of venues, the team noted positive interaction between and among new, tenured and adjunct faculty members.

In discussions with the Provost, senior staff and other administrative personnel, it was clear that the Temple Architecture Department is an important and contributing part of the Temple University fabric. The financial commitment, through the addition of five new tenure-track faculty and three new full-time faculty, plus the construction of the new architecture building are substantial evidence of the university's commitment to the program.

The team found the department energized by the anticipated occupancy of the new architecture building, both for the expectation of a greatly improved physical environment and equally for the opportunity of increased collaboration with the other departments of the Tyler School of Art.

The team found an exceptionally high degree of support from the local professional community and an even higher level of support from the program's alumni. In sum, the relationship between the architecture department and the local professional community is strong and a strong resource to the department. The team also found an impressive level of cooperation between the program faculty and their colleagues in other local schools and universities.

The team commends the program chair for an exceptionally well-organized and thorough APR, particularly in light of the recent changes to the NAAB conditions and the issues related to their nomenclature change.

#### Progress since the previous site visit

- This category is not applicable to the Master of Architecture program. See the team's comments for the B. Arch.

Note: the Visiting team comments for the B Arch program noted all conditions and all but one criterion from the 2005 met as follows: Condition 3 Public Information; Condition 7 Physical Resources; Condition 10 Administrative Structure; Condition 11 Professional Degrees and Curriculum, and Criterion 12.11, Non-Western Traditions, Criterion 12.26 Building Economics and Cost Control, and Criterion 12.28 Technical Documentation were all met for the B Arch Program. Criterion 12.29 Comprehensive Design was not met for the B Arch Program.

#### Conditions met with distinction in 2011

I.1.2 Learning Culture and Social Equity

I.1.4 Long Range Planning

I.1.5 Self-Assessment Procedures

### III.1.1 Responses to Conditions Not Met

#### Criterion A.4. Technical Documentation:

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

2011 Visiting Team Assessment: While this criterion was met in the B. Arch program, that assessment was based on a holistic evaluation of work across a series of courses, most of which would not be converted directly at the graduate level and there was insufficient graduate level coursework to satisfy this criterion.

Tyler Architecture Response: Criterion A.4. is addressed as a primary criterion in Arch 5152 Materials and Methods, Arch 8011 Advanced Architectural Design, Arch 8013 Comprehensive Design, Arch 5351 Environmental Systems 1 and Arch 8352 Environmental Systems 2. It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Since the last accreditation visit, we have examined the role of this criterion across the M Arch curriculum. All students will have an introduction to technical documentation as part of a pre-professional degree program (for 2-year track students) or as part of the first year, the Intensive Design year (for 3-year track students). In the final two years of the M Arch program, Technical Documentation is fully addressed in a design and environmental systems course in year 1 of the Professional Track, and a second design studio and environmental systems course in year 2 (the final year) of the professional track. The repetition is important; so that students can demonstrate ability. Faculty teaching these courses have worked carefully to coordinate student learning for this criterion. Progress for this criterion has reported in annual reports. The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### Criterion A.5. Investigative Skills:

*Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

2011 Visiting Team Assessment: The team assessed this criterion as not met based on the graduate work available for review.

Tyler Architecture Response: Criterion A.5. is addressed as a primary criterion in Arch 5596 Architectural Theory, Arch 8012 Elective Architectural Design Studio, Arch 9996 Architectural Thesis, Arch 8131 Architectural Research Seminar 1 (Urban), Arch 8132 Architectural Research Seminar 2 (History/Theory), Arch 9991 Directed Research, Arch 5253 Structural Design 2. It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. At the last accreditation, only one full semester of the M Arch program had been taught and this criterion was assigned to studios with elective subject matter and seminar courses that were conceived to be variable content in the curriculum. Since the last accreditation we have worked to 1) identify content for seminar and studio courses that is consistent from semester to semester while allowing for elective (and therefore variable) subject matter, and 2) identify student outcomes and course objectives that are consistent across the courses. Progress for this criterion has reported in annual reports. The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### Criterion A.7. Use of Precedents:

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

2011 Visiting Team Assessment: This criterion was assessed as "not met" because neither the graduate nor the undergraduate work was sufficient.

Tyler Architecture Response: Criterion A.7. is addressed as a primary criterion in Arch 5231 Graduate Design Studio 1, Arch 8011 Advance Architectural Design Studio, Arch 8012 Elective Architectural Design Studio, Arch 9996 Architectural Thesis,

and Arch 9991 Directed Research. It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Since the last accreditation visit we have incorporated the use of precedents as part of two design studios and the thesis as a primary curricular goal in the Professional Program track, the final two years of the M Arch program. Use of precedents is also a part of the comprehensive design studio. Additionally, all students will have an introduction to use of precedents as part of the first year, the Intensive Design year (for 3-year track students). The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.2. Accessibility:**

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

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

Tyler Architecture Response: Criterion B.2. is addressed as a primary criterion in Arch 8011 Advance Architectural Design Studio and Arch 8013 Comprehensive Design Studio. It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Since the last accreditation visit we have incorporated this criterion into the two fall semester design studios in the final two years of the M Arch program. We have Accessibility as a curricular goal in all studios of the final two years, with repetition as an important factor in students' demonstration of ability for this criterion. The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.3. Sustainability:**

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

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

Tyler Architecture Response: Criterion B.3. is addressed as a primary criterion in Arch 5232 Graduate Design Studio 2, Arch 8011 Advanced Architectural Design Studio, Arch 8012 Elective Architectural Design Studio, Arch 8013 Comprehensive Design Studio, Arch 5351 Environmental Systems 1, and Arch 8352 Environmental Systems 2. It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. A discussion of Sustainability has become an important curricular goal, incorporated across the M Arch curriculum. Students demonstrate this criterion through design and analysis. We also incorporate an introduction to sustainability in the first year for the Intensive Design track (the three year track). The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.4. Site Design:**

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

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

Tyler Architecture Response: Criterion B.4. is addressed as a primary criterion in Arch 8012 Elective Architectural Design Studio and Arch 8013 Comprehensive Design Studio. It is also addressed as a secondary criterion in other studio courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. We see the need for repetition for this criterion, so it is addressed in all four studios of the Professional track (the final two years of the M Arch program), with particular emphasis in the elective design studios and the comprehensive design studio, and an understanding that by the end comprehensive design studio students will demonstrate ability. In addition, we expect that all students will have an introduction to site design as part of a pre-professional degree program (for 2-year track students) or as part of the first year, the Intensive

Design year (for 3-year track students). The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.6. Comprehensive Design:**

Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills, A.4. Technical Documentation, A.5. Investigative Skills, A.8. Ordering Systems, A.9. Historical Traditions and Global Culture, B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B.7. Environmental Systems, B.9. Structural Systems.

2011 Visiting Team Assessment: Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch. In that case the team found evidence that some students had this ability, but the team could not find sufficient evidence that the work of all students in the program could meet this criterion.

Tyler Architecture Response: Criterion B.6. is addressed as a primary criterion in Arch 8013 Comprehensive Design. It is also addressed as a secondary criterion in other courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Since the last accreditation we have worked carefully to define Comprehensive Design according to the NAAB description of the criterion. We hired a new faculty member to guide the teaching of the comprehensive design course according to professional practice standards. Although we have designated one studio as the comprehensive design studio, we also expect that all students will have a conceptual introduction to comprehensive design as part of a pre-professional degree program (for 2-year track students) or as part of the first year, the Intensive Design year (for 3-year track students). The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.8. Environmental Systems:**

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

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

Tyler Architecture Response: Criterion B.8. is addressed as a primary criterion in Arch 8013 Comprehensive Design, Arch 5351 Environmental Systems 1, and Arch 8352 Environmental Systems 2. It is also addressed as a secondary criterion in other courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. At the time of the last accreditation only one of two environmental systems courses had been taught in the M Arch program. Since that time, both courses have been taught multiple times. In 2010 the course was taught by an adjunct faculty member who is a regular member of the building technology faculty in our department. Since that time, because of the need for review and coordination we have assigned full time faculty to teach the course. Environmental systems is also addressed in studio courses that parallel the teaching of the environmental systems courses. The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.10. Building Envelope Systems:**

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

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

Tyler Architecture Response: Criterion B.10. is addressed as a primary criterion in Arch 5152 Materials and Methods, Arch 8011 Advanced Architectural Design Studio, and Arch 8013 Comprehensive Design Studio. It is also addressed as a secondary criterion in other courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Since the last accreditation we have worked carefully to incorporate the building envelope systems criterion into studio courses. We hired new faculty in the building technology area of the curriculum to address curricular needs in building

technology. We also expect that all students will have a conceptual introduction to this criterion as part of a pre-professional degree program (for 2-year track students) or as part of the first year, the Intensive Design year (for 3-year track students). The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion B.12. Building Materials and Assemblies Integration:**

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

2011 Visiting Team Assessment: The exhibited work for this criterion was proposed to be met in two courses, one of which is the Comprehensive Design Studio (Arch 8013) and the second in a studio that is yet to be taught. Therefore the team concluded the criterion is not met.

Tyler Architecture Response: Criterion B.12. is addressed as a primary criterion in Arch 5152 Materials and Methods, Arch 8011 Advanced Architectural Design Studio, and Arch 8013 Comprehensive Design. It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Since the last accreditation the Comprehensive Design Studio (Arch 8013) has been taught multiple times, fully addressing this criterion, and it has been incorporated into other courses to supplement Arch 8013. We also expect that all students will have a conceptual introduction to this criterion as part of a pre-professional degree program (for 2-year track students) or as part of the first year, the Intensive Design year (for 3-year track students). The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

#### **Criterion C.2. Human Behavior:**

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

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

Tyler Architecture Response: Criterion C.2. is addressed as a primary criterion in Arch 5231 Graduate Design Studio 1, Arch 5232 Graduate Design Studio 2, as a primary criterion for pre-professional portfolio review, in Arch 8011 Advance Architectural Design Studio, Arch 8012 Elective Architectural Design Studio, and Arch 8131 Architectural Research Seminar (Urban). It is also addressed as a secondary criterion in a number of courses. This corresponds to the SPC matrix in the APR, section II.1.1 Student Performance Criteria. Because of the need for repetition, this criterion is addressed multiple times in the curriculum, in design studios and other courses. We also expect that all students demonstrate some knowledge of this criterion as part of a pre-professional degree program (for 2-year track students) or as part of the first year, the Intensive Design year (for 3-year track students). Since the last accreditation the courses that address this criterion have been taught multiple times and the criterion has been a focus of the curriculum. The M Arch program is growing and courses have now been taught over several semesters. Faculty regularly review work and there is evidence through student work that this ability is addressed in the program.

### **III.1.2 Responses to Causes for Concern**

2011 Visiting Team Assessment:

**A. Increased Administrative Demand:** As the department continues to expand its offerings from one degree Program (B. Arch.) to four different degree programs (B.S. Architecture, B.S. Facilities Management, B.S. Historic Preservation, and an accredited M. Arch.) there will be increased administrative demands which the program will have to resolve on limited funds. The team has some concern that demands may exceed staffing resources. The lack of professional development funds could also hinder staff development in the coming years.

Tyler Architecture Response:

Funding: Since the time of the last accreditation there has been a steady increase in department funding and a continuation of this is projected. The School and University have been working to increase funding for professional development and other initiatives such as scholarships.

Staffing resources: Since the last accreditation Dean Robert Stroker appointed Brigitte Knowles as Senior Associate Dean for the Architecture. The appointment of a dean's level administrator for one department is unprecedented in the Tyler School of Art, but was done because of the extraordinary administrative burden and professional program needs in the department. The department chair has been working closely with the Tyler administration to assess tasks that can be taken over by Tyler staff – for example, the department has been working closely with admissions to address some of the needs of student recruitment and program advertisement for all new programs. The collaborative work has been successful.

Program transition: We are close to completion of transition to new curricula, and, as noted by the 2011 visiting team, have experienced increased administrative demands, some of which could not have been anticipated. In the short term, members of the architecture faculty have taken on administrative load so that we can clearly articulate the needs of the department to the Tyler administration and fully understand (and translate) the impact from within the department. The Tyler administration continues to be fully cognizant of the added administrative demand and is fully supportive of the departmental transition and willing to address the problems that arise from added needs. The program transition has come at a time when Tyler School of Art and all other units in the Center for the Arts are undergoing strategic planning processes. With the Architecture Department Chair as a co-chair of the Tyler Strategic Planning Committee, and other members of the department part of the strategic planning process, the departmental needs have been well articulated and incorporated in the School's strategic plan.

2011 Visiting Team Assessment:

**B. Faculty Development:** Support for faculty development- especially tenured faculty- has diminished substantially in recent years. University grants – available exclusively to junior faculty members- have typically covered the shortfall for tenure earning faculty. While the limited resources pose difficulties for senior faculty, it is understood that this is a university wide condition resulting from today's difficult economy. This category is not applicable to the Master of Architecture program. See the team's comments for the B. Arch.

Tyler Architecture Response:

Funds for faculty development for limited, but available within the Tyler School of Art, the Center for the Arts, through the Provost's Office and through the University Research Office. Increased funding to support faculty research is a major focus for the department and for the Tyler School of Art development initiatives.

It is not clear why this statement in its current wording (specifically addressing a lack of funding for tenured faculty) was included in the VTR. It might be because junior faculty at the time of the accreditation team visit received a 6 credit course reduction to support research for the first three years of tenure track and tenured faculty did not have that opportunity. The statement by the visiting team is factually incorrect and they had been notified of this through a letter from the Architecture Department Chair. On March 23 2011, the following correction of fact to the preliminary VTR was sent to Cassandra Pair at the NAAB:

Correction of fact: Funds available for faculty development are not exclusively for junior faculty members but for both tenured and tenure track faculty. At the college level there are Dean's grants and also a fund for faculty travel, the Foster-LeClair fund. From the university there are Grants in Aid of Research and Summer Research stipends. In addition, there is a Faculty Senate Seed Money Fund that provides funding to full-time faculty for scholarly and creative projects/research activities that are expected to prepare faculty to attract external funding or recognition to Temple University. The Provost's Commission for the Arts invites letters of intent for innovative cross-disciplinary arts events and has a fund that is designated yearly to support these projects.

## PART FOUR: SUPPLEMENTAL INFORMATION

IV.4 Course Descriptions

IV.5 Faculty Resumes

IV.6 Visiting Team Report (VTR) from previous visit

IV.7 Catalog

Temple University Undergraduate Bulletin can be found at: <http://www.temple.edu/bulletin/>

Temple University Graduate Bulletin can be found at: <http://www.temple.edu/gradbulletin/>

All other URL links that give information related to the APR are listed in context in various sections of this document.

## IV.4 Course Descriptions



**INTENSIVE DESIGN TRACK: REPRESENTATION COURSES**

**Arch 5011**  
**Graduate Representation Intensive 1**  
**3 Credits**

**Course Description:**

This course focuses on the development of visual literacy, graphic techniques, and 3D formal exploration. Through projects supported by research, graphically-based exercises, and formal investigations, students will be exposed to the process of representation in architecture. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals & Objectives:**

- Students will develop and practice techniques of architectural representation, primarily two-dimensional and some hybrid analog techniques.
- Students will specifically be introduced to and develop skills in collage, orthographic drawing types, perspectives, axonometrics, constructed and freehand drawing techniques, photography, and model building.
- Students will critically assess the relationship between drawing, model, and architectural invention by utilizing various representational techniques within a design process.
- Students will be introduced to techniques and mediums of representations through a wide range of work by artists, designers, architects and landscape architects.
- Students will be introduced to the importance of craft in architectural making.
- Students will be introduced to compositional, organizational and hierarchical relationships in various visual media in architectural representation.

**Student Performance Criteria addressed:**

[Primary] A.3. Visual Communication Skills; [Secondary] A.2. Design Thinking Skills, A.4. Technical Documentation, A.8. Ordering Systems Skills

**Topical Outline:**

Drawing, model building and other representational techniques (60%)  
Discussion of built work, work of artists, designers, architects, landscape architects (20%)  
Discussion of design process and products (20%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track, placement based on portfolio and transcript review

**Textbooks/Learning Resources:**

None required.  
Suggested: Cook, Peter. *Drawing: the motive force of architecture*. Wiley, 2008.

**Offered:**

Fall only; annually

**Faculty assigned:**

Eric Oskey (F/T)

**Arch 5012**  
**Graduate Representation Intensive 2**  
**3 Credits**

**Course Description:**

This course focuses on the development of visual literacy, graphical techniques, and 3D formal exploration. Through projects supported by research, graphically-based exercises, and formal investigations, students will be exposed to the process of representation in architecture. Methods of 2D and 3D analog and digital representation will be addressed. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals & Objectives:**

- Master the use of raster imaging tools for exploration, creation, modification, and composition of image-based constructions.
- Master the use of vector drawing tools for the creation, investigation, modification, and composition of two-dimensional drawings.
- Understand the qualities of three-dimensional modeling geometries and processes, including meshes, quads, and NURBS, as well as methods of transition from two-dimensional documentation to three-dimensional virtual construction.
- Understand the qualities of time, space, position and materiality in rendering environments.
- Gain skills in the development of linear and non-linear presentations.

**Student Performance Criteria addressed:**

[Primary] A.3. Visual Communication Skills [Secondary] A.2. Design Thinking Skills, A.4. Technical Documentation, A.8. Ordering Systems Skills

**Topical Outline:**

Raster imaging tools (25%)

Vector construction tools (25%)

Three-dimensional modeling and rendering (25%)

Presentation techniques (25%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track, placement based on portfolio and transcript review

**Textbooks/Learning Resources:**

There is no required textbook for this course. The resources listed below are suggested references for this course:

Tufte, Edward. Envisioning Information. Graphic Press, 1990.

Mitchell, William J.T. The Reconfigured Eye: Visual Truth in the Post-Photographic Age. MIT Press, 1992.

da Cunha, Dilip and Anuradha Mathur. Mississippi Floods: Designing a Shifting Landscape. Yale University Press, 2001.

Allen, Stan. Practice: Architecture, Technique and Representation (Critical Voices in Art, Theory, and Culture). The Gordon and Breach Publishing Group, 2000.

**Offered:**

Spring only; annually

**Faculty assigned:**

Robert Trempe (F/T)

**INTENSIVE DESIGN TRACK: DESIGN STUDIO COURSES**

**Arch 5232**  
**Graduate Design Studio 2**  
**6 Credits**

**Course Description:**

Studio with environmental sustainability focus - energy and resource use, storm water management, sustainable materials, infrastructure and building methods, recycling, environmental performance and quality; emphasis on systems and details (very large and very small); development of techniques for environmental analysis (observation, data analysis etc.); development of ecological and environmentally responsive design proposals; program development; introduction to design collaboration. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals and Objectives:**

Students will develop the abilities to

- create ecologically sensitive designs that consider both site and climate, such that the environmental impact is minimized.
- create buildings that consider "life systems" that address human comfort in the context of air, scent, sound and light, indoor environmental quality that balances comfort with energy efficiency.
- integrate sustainable materials and technologies that address degree of manufacture, use of primary natural materials as well as secondary recycled or re-used materials, for individual components as well as complex systems.
- The goal is to translate site issues, lifestyle issues and advanced technologies into aesthetic terms to create decisive forms and spaces.

**Student Performance Criteria Addressed:**

[Primary] B.2. Accessibility, B.3 Sustainability, B.5. Life Safety, C.2. Human Behavior; [Secondary] A.1. Communication Skills, A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.4. Technical Documentation, A.5., Investigative Skills, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.8. Ordering System Skills, A.9. Historic Traditions and Global Culture, B.1. Pre-Design, B.4. Site Design, B.6. Comprehensive Design, B.8. Environmental Systems, B.9. Structural Systems, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.3. Client Role in Architecture, C.6. Leadership, C.8. Ethics and Professional Judgment

**Topical Outline:**

Project 1

[Passive solar principles and an aesthetic response to site (8%); Comprehensive Site Analysis (8%); Readings, research, case studies, user groups (10%); Schematic Design (12%); Program development and accessibility (12%); Structure and services (12%); Materiality, inside and outside; Presentation (6%); Individual assignments on readings, case studies, user group investigations, comprehensive site analysis and shared base model (10%)]

Project 2

[Schematic design (20%); Design development phase 1 (20%); Design development phase 2 (20%); Digital component (20%)]

**Prerequisites:**

Acceptance to M Arch Program 3-year track, placement based on portfolio and transcript review

**Textbook/ Learning Resources:**

Kwok and Grondzig. The Green Studio Handbook. Architectural Press- Elsevier, 2008.

Supported by an extensive bibliography (on library reserve) and several required readings on relevant topics.

**Offered:**

Spring only; annually

**Faculty assigned:**

Robert Shuman (F/T)

**Arch 5231**  
**Graduate Design Studio 1**  
**6 Credits**

**Course Description:**

The house as essential site of architecture. Consideration of relationships between program, culture, society and form making at a domestic scale; consideration of structure, space, shelter and place making; methods of construction, tectonics and detailing as design concerns; introduction to precedent study as research technique. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals & Objectives:**

- An introduction to the design of domestic space
- An introduction to the relationships between program, culture, society, and form making
- An introduction to the role of precedent studies as research techniques
- An introduction to the methods of construction, tectonics, and detailing
- An understanding of the qualities of scale in relationship to that of the single house

**Student Performance Criteria addressed:**

[Primary] A.7. Use of Precedents, C.2. Human Behavior; [Secondary] A.1. Communication Skills, A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.6. Fundamental Design Skills, A.8. Ordering Systems Skills, A.9. Historical Traditions and Global Culture, B.1. Pre-Design, B.2. Accessibility, B.5. Life Safety, B.8. Environmental Systems, B.9. Structural Systems, B.12. Building Materials and Assemblies, C.3. Client Role in Architecture, C.6. Leadership

**Topical Outline:**

Project 01: The mapping of intangible client tendencies (10%)

Project 01: Site investigations (10%)

Project 01: Addition exploration and articulation (20%)

Project 02: Precedent investigations (15%)

Project 02: Client needs, considerations, and programmatic organizations (15%)

Project 02: Site analysis and schematic organizational massing (10%)

Project 02: Urban infill exploration and articulation (20%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track, placement based on portfolio and transcript review

**Textbooks/Learning Resources:**

Koolhaas, Rem. Delirious New York: A Retroactive Manifesto for Manhattan. Monacelli, 1997.

Zumthor, Peter. Thinking Architecture. Birkhauser Basel, 2006.

Venturi, Robert. Complexity and Contradiction in Architecture. The Museum of Modern Art, 2002.

Moussavi, Farshid and Kubo, Michael. The Function of Ornament. Actar, 2008.

Noe, Alva. Action in Perception (Representation and Mind). The MIT Press, 2006.

Kolarevic, Branko. Architecture in the Digital Age: Design and Manufacturing. Taylor & Francis, 2005.

**Offered:**

Fall only; annually

**Faculty assigned:**

Tim McDonald (F/T)

Arch 5122  
Graduate Design Foundation Intensive  
6 Credits

**Course Description:**

Students in this course will develop rigorous design thinking through making and the integration of material, craft, tectonic and visual practice. Development of the design crit plus methods of communicating design objectives. Scale: artifact, body and spatial envelope. Development of individual portfolio of design and graphic work as required for the M Arch degree.

**Course Goals & Objectives:**

- Studying and understanding design vocabulary and its applications in two and three dimensions.
- Comprehending and applying the conventions of representing space that is both existing and visualized.
- Applying and considering basic formal ordering systems and their relationship to space, volume and composition.
- Practice at visualizing and communicating in both two and three dimensions.
- Developing an understanding of Analysis, and Design Concept and understanding abstraction and its use as a tool for design in both two and three dimensions.
- Developing collaborative skills and accepting critical engagement as a valuable mode of learning design skills.
- Developing the ability to think independently within a set of given constraints.
- Gaining experience in lateral thinking.

**Student Performance Criteria addressed:**

[Primary] A.2. Design Thinking Skills, A.6. Fundamental Design Skills, A.8. Ordering Systems Skills, [Secondary] A.1. Communication Skills, A.3. Visual Communication Skills

**Topical Outline:**

Project 1: Reading + Translation (20%) [-Sectional thinking, Abstraction as distillation; Material investigations; Shop Orientation; Craft and the “appropriateness” of a detail; Construction of “spatial” ideas through multiple media; Model making; Collaborative thinking and making]

Project 2: Proportion + Scale (20%) [- Spatial measurement; Plan, section and elevational analysis; Introduction to the language and techniques of orthographic drawing; Translation of proportion and scale; Material investigations; Continued focus on Craft; appropriateness; translation and intentionality; Collaborative thinking and making]

Project 3: Orientation + Context (20%) [-Distillation of design intentions as it relates to structure, form, light, shadow, skin and intimation of “place”; Material investigations; Model Making; Drawing; Collaborative thinking and making]

Project 4: Site + Community (20%)  
[- Translation from site and scale of 1-1 model and drawings to projection of inhabitable qualities of space; Material investigations; Model Making; Drawing; Collaborative thinking and making]

Project 5: Program + Possible Realities (20%) [- Construction of large-scale detail; Material investigations; Model Making; Drawing; Collaborative thinking and making; Construction of Studio Document]

**Prerequisites:**

Acceptance to the M Arch 3-year track or permission of the department chair, placement based on portfolio and transcript review

**Textbooks/Learning Resources:**

Hejduk, John, *Education of an Architect*, Rizzoli, 1988

Carleton University School of Architecture, *Carleton Book*, Carleton University Graphic Services, 1986

Kerr, Michele, Editor, *On Making*, The Pratt Journal of Architecture, 1992

Atelier Bow-Wow, *Graphic Anatomy – Atelier Bow-Wow*, Nobuyuki Endo, 2007

Nicholson, Ben, *Appliance House*, MIT Press, 1990

Evans, Robin, *Translations from Drawing to Building and Other Essays*, MIT Press, 1997

Flam, Jack, *Richard Diebenkorn – Ocean Park*, Rizzoli, 1992

Tanizaki, Jun'ichiro, *In Praise of Shadows*, Leete's Island Books Inc, 1977

**Offered:**

Summer only; annually

**Faculty assigned:**

Tim McDonald (F/T)

**INTENSIVE DESIGN TRACK: BUILDING TECHNOLOGY COURSES**



**Arch 5152**  
**Materials and Methods of Construction**  
**3 Credits**

**Course Description:**

Introduction to construction materials, fundamentals of building construction, methods of assembling building systems in an integrated manner, and costing. Introduces specific regulatory issues dealing with zoning regulations, building codes, and barrier-free access requirements within the context of contemporary building techniques. Methods of construction in wood, masonry, concrete, and steel are described in detail and issues of enclosure, roofing, insulation, and finishes are presented. The course carries technical drawing requirements. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals & Objectives:**

- Students will understand the application of building materials and methods of construction from ancient to contemporary practices. These concerns include, but are not limited to materials such as earth, concrete, wood, steel, glass and polymers as well as matters of enclosure, roofing, insulation, and finishes.
- Students will understand specific regulatory issues dealing with zoning regulations, building codes, and barrier-free access requirements within contemporary building practice.
- Students will learn how to assess the sustainability of various materials and methods of construction, in terms both economic (i.e. initial and life-cycle cost analysis) and environmental (i.e. assessment of embodied energy).
- Students will learn how to develop technical documentation, including specifications and cost analysis, in all phases of design development.
- Students will develop the ability to assess and build upon the potential offered by past, present and emergent materials and methods of construction.

**Student Performance Criteria addressed:**

[Primary] A.4. Technical Documentation, B.7. Financial Considerations, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies

**Topical Outline:**

Material Studies (40%)

[Earth + Masonry (7%); Concrete (7%); Timber (7%); Metal (7%); Glass, Polymers + Fabric (7%); Hybridized (5%)]

Methods of Construction (40%)

[Foundation (7%); Structure (7%); Cladding (7%); Doors and Windows (7%); Roof (7%); Specialties + Equipment (5%)]

Technical Documentation (20%)

[Drawing Conventions; Specifications; Cost Estimating; Embodied Energy]

**Prerequisites:**

Acceptance to M Arch Program 3-year track, placement based on portfolio and transcript review

**Textbooks/Learning Resources:**

Edward Allen, ed. *Fundamentals of Building Construction: Materials and Methods*, Fourth Edition, New York: John Wiley and Sons, 2003.

Frances K. Ching, *Building Construction Illustrated*, New York: Wiley, 2008.

Andrea Deplazes, Ed., *Constructing Architecture: Materials, Processes, Structures*, New York: Princeton Architectural Press, 2005.

Bruce Bassler, *Ramsey/Sleeper, Architectural Graphic Standards*, student edition, New York: John Wiley and Sons, 2000.

Alexander Reichel, ed., *Open/Close: Windows, Doors, Gate, Loggias, Filers*, Basel: Birkhauser, 2010.

**Offered:**

Fall and Spring; annually

**Faculty assigned:**

Clifton Fordham (F/T)

**Arch 5251**  
**Structural Analysis for Architects**  
**3 Credits**

**Course Description:**

This course covers loadings determination and evaluation, resolution and equilibrium of force systems, truss analysis, centroids, moments of inertia, shear and bending moments diagrams, basic beam, column, and system design. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals and Objectives:**

- The main objective of this course is to introduce structural systems fundamentals. It is the goal of this course to develop basic understanding of the complexity and interdependency of structural elements that make up a building, a centerpiece of architectural education.

**Student Performance Criteria Addressed:**

[Primary] A.8. Ordering Systems Skills, B.9. Structural Systems, C.1. Collaboration; [Secondary] A.2. Design Thinking Skills, A.4. Technical Documentation, A.9. Historical Traditions and Global Culture, B.12. Building Materials and Assemblies, C.6. Leadership

**Topical Outline:**

Structural Systems Fundamentals (60%)

Practical application of the Structural Systems fundamentals (40%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track, placement based on portfolio and transcript review

**Textbooks / Learning Resources:**

Place, J. Wayne. Architectural Structures. NY, New York: Wiley, 2007.

Leet, Kenneth M., Uang, Chia-Ming. Fundamentals of Structural Analysis. NY, New York: McGraw Hill, 2005

Underwood, Rod and Chiuini, Michele. Structural Design, A Practical Guide for Architects. NY, New York: Wiley, 1998.

Mainstone, R. J.. Developments in Structural Form. Boston: Architectural Press, 1998.

Millais, Malcolm. Building Structures, From Concepts to Design. New York: Spon Press, second edition, 2005.

Moore, Fuller. Understanding Structures. New York: McGraw-Hill, 1999.

Morgan, William. The Elements of Structure: An Introduction of the Principles of Building and Structural Engineering. London: Pitman, 1964.

**Offered:**

Fall and Spring; annually

**Faculty assigned:**

Vojislav Ristic (F/T)

**INTENSIVE DESIGN TRACK: HISTORY AND THEORY COURSES**

**Arch 5141**  
**Architectural History I: Ancient, Medieval, Islamic, and Renaissance**  
**3 Credits**

**Course Description:**

Traces the history of Western architecture from the ancient world to the high renaissance and mannerism of the late 16th century. Evolution of architectural thought, formal languages (styles) and theoretical concepts are studied through the selected buildings within their specific political, social, economic, and cultural milieu. Emphasis on connections to contemporary architectural issues. Introduces and informs special problems in architectural history related to cultural-political tensions, historicity in urban life and cultural depth, and the critical ways architects understand and exploit historical knowledge. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals and Objectives:**

- To provide students with an understanding of the significant buildings and architects that have shaped the cultural position of each major polity and period examined in the course.
- To provide students with an appreciation and an understanding of the historical, political, social, economic, religious, and artistic settings that influenced architectural expression and decision making, and, in turn, the impact of those decisions on the forces that informed them.
- Develop in students the ability to analyze the ideas, spatial characteristics, meanings and symbolic content that has validated architectural form in each era.
- To show how historical knowledge can be brought to the moment of contemporary design as an engine of creativity, critique, and problem-solving.
- To develop an understanding of the central problems of history and historicity in both the practice and the discourse of the architectural disciplines.

**Student Performance Criteria addressed:**

[Primary] A.9. Historical Traditions and Global Culture; [Secondary] A.1. Communication Skills

**Topical Outline:**

Lecture Class format with the following topics:

Indigenous Architecture (2 lects)/ Ancient Egypt (4 lects)/ Ancient Mesopotamia (2 lects)/ Ancient Greece (5 lects)/ Ancient Rome (4 lects)/ Early Christian + Byzantine (4 lects)/ Romanesque (2 lects)/ Gothic arch + urbanism (4 lects)/ Islam + the mosque (4 lects)/ Renaissance Italy (4 lects)/ Michelangelo (2 lects)/ Italian Mannerism (2 lects), Palladio + the Italian garden (1 lect).

Student assignments: Individual research paper (30%); Attendance + quizzes (20%); Midterm Exam (25%); Final Exam (25%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track or permission of the architecture department

**Textbook/ Learning Resources (sample):**

Trachtenberg and Hyman. Architecture from Prehistory to PostModernity. Prentice Hall, 2<sup>nd</sup> ed, 2002.

Glacken, Clarence. Traces on the Rhodian Shore: Nature and Culture in Western Thought from Ancient Times to the End of the Eighteenth Century (University of California Press, 1976).

Kostof, Spiro. A History of Architecture: Settings and Rituals (Oxford University Press, New York, 1985).

Norberg-Schulz, Christian. Meaning in Western Architecture (Praeger, New York, 1975).

Summerson, John. The Classical Language of Architecture (MIT Press, Cambridge, 1977).

Kostof, Spiro. The City Shaped: Urban Patterns and Meanings Through History (Oxford Press, 1993).

Leatherbarrow, David. The Roots of Architectural Invention (Cambridge University Press, 1993).

Rykwert, Joseph. The Dancing Column: On Order in Architecture (MIT Press, 1998).

Argan, Giulio Carlo. The Renaissance City (George Braziller, 1969)

Strauss, Gerald. Nuremberg in the 16<sup>th</sup> Century (John Wiley & Sons, 1966)

**Offered:**

Fall only; annually

**Faculty assigned:**

Stephen Anderson (F/T)

**Arch 5142**  
**Architectural History II: Baroque into the 21<sup>st</sup> century**  
**3 Credits**

**Course Description:**

Traces the history of Western architecture from the 17th century through the 20th century. The evolution of architectural thought, various languages (styles) and theoretical concepts studied through the examination of selected buildings within their specific political, social, economic, and cultural milieu. Analysis of the significant buildings of the baroque and rococo, the neo-classic and the romantic, modernist, and post-modernism periods. . Emphasis on connections to contemporary architectural concerns. Introduces and informs special problems in architectural history related to cultural-political tensions, the role of historicity in urban life and cultural depth, and the critical ways architects have understood and exploited historical knowledge and the persistence of what preceded them. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals and Objectives:**

- To provide students with an understanding of the significant buildings and architects that have shaped the cultural position of each major polity and period examined in the course.
- To provide students with an appreciation and an understanding of the historical, political, social, economic, religious, and artistic settings that influenced architectural expression and decision making, and, in turn, the impact of those decisions on the forces that informed them.
- Develop in students the ability to analyze the ideas, spatial characteristics, meanings and symbolic content that has validated architectural form in each era.
- To show how historical knowledge can be brought to the moment of contemporary design as an engine of creativity, critique, and problem-solving.
- To develop an understanding of the central problems of history and historicity in both the practice and the discourse of the architectural disciplines.

**Student Performance Criteria addressed:**

[Primary] A.9. Historical Traditions and Global Culture; [Secondary] A.1. Communication Skills

**Topical Outline:**

Lecture Class format with the following topics:

Reviews of the Ancient, Medieval and Renaissance Worlds (4 lects)/ Renaissance and Baroque Architecture in Italy, France, England, and Germany (7 lects)/ Late Baroque/ Rococo (2 lects) / Parallel developments in Mughal and Hindu India, China, Japan (3 lects)/ Georgian England and colonial America (3 lects)/ Neoclassicism (3 lects)/ 19<sup>th</sup> and 20<sup>th</sup> c Romanticism (4 lects)/ 19<sup>th</sup> c technology in iron steel (1 lect)/ late 19<sup>th</sup> c Revivalism (2 lects)/ Late 19<sup>th</sup> c avant garde (2 lects)/ 1st Modernism (Art Nouveau, Secession, Expressionism (3 lects)/ Functionalism-International Style (1 lect)/ 20<sup>th</sup> c technology in concrete and steel (1 lect)/ key personalities of the mid-20th c (4 lects)/ PostModernism (1 lect)/ late 20<sup>th</sup> c diversity & early 21<sup>st</sup> c globalism (1 lect)

Student testing comprises: Individual research paper (30%), Attendance/quizzes (20%), Midterm Exam (25%), Final Exam (25%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track or permission of the architecture department, placement based on portfolio and transcript review

**Textbook/ Learning Resources:**

Trachtenberg and Hyman. Architecture from Prehistory to PostModernity. Prentice Hall, 2<sup>nd</sup> ed, 2002.

Crouch and Johnson. Traditions in Architecture: Africa, America and Oceania, Oxford Univ Press, 2001.

Frampton, Kenneth. Modern Architecture: a Critical History (Oxford University Press, New York and Toronto, 1980).

Glacken, Clarence. Traces on the Rhodian Shore: Nature and Culture in Western Thought from Ancient Times to the End of the Eighteenth Century (University of California Press, 1976).

Leatherbarrow, David. The Roots of Architectural Invention (Cambridge University Press, 1993).

**Offered:** Spring only; annually

**Faculty assigned:** Stephen Anderson (F/T)

## Arch 5296

### Movements in Modern Architecture

3 Credits

#### Course Description:

History and theories of the architecture and urbanism of the modern period, from the beginning of the 19th century until the 1960's. Key ideas, texts and iconic buildings from the USA, Europe and other sites of the modernist diaspora are discussed. Development of individual portfolio of design work, a requirement for graduate students in architecture.

#### Course Goals & Objectives:

- This course is an historical and critical evaluation of the development of different movements in modern architecture. It explores this subject through the major ideas, movements, individual architects, writings, artistic production, urbanism and buildings of the period. In addition, as an analysis and critique of modernism, this course will introduce some of the current discourse of architectural theory. The lectures, readings, and supplemental materials form the basis of the course.
- Critical inquiry of the subject matter is expected, *and* reading, writing, and discussion are the primary forms of demonstrating the ability to address architecture.
- Student participation is required in the discussion periods. Participation will include familiarity with the assigned readings – enough to articulate similarities and differences in architectural ideologies
- many issues with which architects are currently concerned can be considered outgrowths of previous historical developments. Thus, studying the architecture of the past gives students a focused historical lens through which to consider contemporary architectural problems.

#### Student Performance Criteria addressed:

[Primary] A.1. Communication Skills, A.9. Historical Traditions and Global Culture; [Secondary] A.5. Investigative Skills, C.2. Human Behavior, C.8. Ethics and Professional Judgment

#### Topical Outline:

The course is a lecture-based course with discussion sessions based on lecture material and assigned readings.

Student evaluation:

2 Short Writing Assignments (20%)

Attendance and participation (15%)

Individual research paper (55%)

Final Presentation (10%)

#### Prerequisites:

Acceptance to M Arch Program 3-year track or permission of the architecture department, placement based on portfolio and transcript review

#### Textbooks/Learning Resources:

Bergdoll, Barry. *European architecture, 1750-1890*. Oxford; New York: Oxford University Press, 2002.

Colquhoun, Alan. *Modern Architecture*. Oxford; New York: Oxford University Press, 2002.

Conrads, Ulrich. *Programs and manifestoes on 20<sup>th</sup>-century architecture*. London: Lund Humphries, 1970.

Frampton, Kenneth. *Modern Architecture: a critical history*. London: Thames and Hudson, 2006.

Ockman, Joan. *Architecture Culture 1943-1968: A Documentary Anthology*. New York: Rizzoli, 1993.

Numerous additional articles are made available on Blackboard.

#### Offered:

Fall and Spring; annually

#### Faculty assigned:

Alicia Imperiale (F/T)

**Arch 5596**  
**Seminar in Architectural Theory**  
**3 Credits**

**Course Description:**

Theories of architecture and urbanism during the modern and contemporary periods, participation in critical theoretical discussion, and the development of research writing in response to critical feedback. The course emphasizes theory in service of architectural understanding and realization. The course serves to lay the ground for the theoretical development of thesis ideas. Development of individual portfolio of design work, a requirement for graduate students in architecture.

**Course Goals and Objectives:**

Through this course, students will

- gain an understanding of contemporary models of architectural theory and practice, their precedents and their relation to debates in other fields.
- develop sourcing, reading and interpretation skills.
- develop the ability to critically read and interpret a number of texts and architectural projects in relation to one another.
- develop the ability to write, respond to critical feedback and present an architectural research paper.
- develop competency and fluency in the various modes of discourse in architectural theory.
- develop the ability to infer direct and indirect relationships between discourse and built work, and to refine critical awareness of consonance and discord therein.

**Student Performance Criteria addressed:**

[Primary] A.1. Communication Skills, A.5. Investigative Skills; [Secondary] A.10. Cultural Diversity, C.6. Leadership, C.8. Ethics and Professional Judgment

**Topical Outline:**

Reading, moderation and participation in seminar discussions (40%)

Research and writing of term paper in structured stages (60%)

**Prerequisites:**

Acceptance to M Arch Program 3-year track or permission of the architecture department, placement based on portfolio and transcript review

**Textbooks/Learning Resources:**

Hays, K. M. (ed.). (1998). Architecture Theory Since 1968. Cambridge: MIT Press.

Mallgrave, H.F. + Contandropoulos, C. (eds.). (2008). Architectural Theory V2. An Anthology 3 from 1871-2005. Oxford: Blackwell.

Multiple other readings posted to Blackboard or in Library E Reserves.

**Offered:**

Fall and Spring; annually

**Faculty assigned:**

Stephen Anderson (F/T)

Phillip Crosby (Adjunct)

**PROFESSIONAL TRACK: DESIGN STUDIO COURSES**



**Arch 8011**  
**Advanced Architecture Design Studio I**  
**6 Credits**

**Course Description:**

Advanced graduate design studio that interrogates the intersection of techniques of architectural making and acts of theoretical inquiry focusing on the advancement of design thinking skills; the development of tectonics, materiality and detailing abilities; the exploration of fabrication techniques; and research and application of architectural precedents.

**Course Goals and Objectives:**

- To sharpen design thinking skills while elucidating fundamental relationships between architectural theory and building technologies.
- To investigate methods of fabrication and the reciprocal relationships between analog and digital means of making.
- To apply principles of building technology; including environmental principles and properties of building materials and assemblies, towards the design of envelope systems.
- To explore principles of space making including daylight, structure, and materiality.
- To develop and refine representation skills and presentation techniques.
- To develop students' collaborative and leadership skills while cultivating the students' ability to interpret and utilize critique as a part of the design process.

**Student Performance Criteria Addressed:**

[Primary] A.1. Communication Skills, A.2. Design Thinking Skills, A.4. Technical Documentation, A.6. Fundamental Design Skills, A.7. Use of Precedents, A.8. Ordering Systems Skills, B.2. Accessibility, B.3. Sustainability, B.5. Life Safety, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.2. Human Behavior; [Secondary] A.3. Visual Communication Skills, B.4. Site Design, B.8. Environmental Systems, B.9. Structural Systems

**Topical Outline:**

The course is divided into three projects that focus on: environment and site; materials and building envelope; and form and space. Projects are introduced through a key essay and/or a case study analysis exercise. Students are evaluated based on process work and that presented at reviews at the end of each project. The course is also supported by regularly scheduled digital instruction on software relevant to the work of the studio.

**Pre-requisites:** Admission to M. Arch program 2-year track, for 3-year track students completion of required studios within the Intensive Design track.

**Co-requisites:** Arch 8133

**Textbooks/Learning Resources:**

The primary sources for subject matter will be select essays and assigned case study buildings.

**Offered:**

Fall only; annually

**Faculty assigned:**

Rashida Ng (F/T)

**Arch 8012**  
**Advanced Architectural Design II (Elective Design Studio)**

**6 Credits**

**Course Description:**

Advanced architectural design studio. The topic of the studio varies in accordance with faculty expertise and research focus. The course develops observational techniques and data collection, management and visualization appropriate to the topic of the studio. It requires spatio / temporal / material development, resolution and representation of an architectural design strategy at appropriate scales. Collaboration with aligned fields or disciplines may be undertaken if it is appropriate to the topic of the studio. Peer critique and evaluation are utilized as learning techniques and the capacity for independent work is developed. The course must be taken once, but may be taken up to two times for required credits as long as the topic covered is substantially different each time.

**Course Goals and Objectives:**

- Development of architectural design strategies, techniques and outcomes on the basis of generative research.
- Development of observational techniques and data collection, management and visualization appropriate to the topic of the studio.
- Spatio / temporal / material development, resolution and visualization of a design strategy at appropriate scales.
- Collaboration with aligned fields or disciplines if appropriate to the topic of the studio.
- Peer critique and evaluation.
- Development of capacity for independent work.

**Student Performance Criteria Addressed:**

[Primary] A.2. Design Thinking Skills, A.3. Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.8. Ordering Systems Skills, A.10. Cultural Diversity, B.1. Pre-Design, B.3. Sustainability, B.4. Site Design, C.2. Human Behavior, C.6. Leadership, C.9. Community and Social Responsibility; [Secondary] A.4. Technical Documentation, A.9. Historical Traditions and Global Culture, A.11. Applied Research, B.2. Accessibility, B.8. Environmental Systems B.9. Structural Systems, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.1. Collaboration, C.3. Client Role in Architecture, C.8. Ethics and Professional Judgment

**Topical Outline:**

Assignments take the form of project-based research and design at scales appropriate to the topic of the studio. The course is graded on the basis of work presented at quarter, mid, three quarter and final reviews.

**Pre-requisites:** Admission to M. Arch program, Arch 8011, Arch 8133

**Textbooks/Learning Resources:**

The primary sources for subject matter will vary with the studio topic.

**Offered:** Spring; annually

**Faculty assigned:**

Eric Oskey (F/T)  
Kate Wingert-Pladyon (F/T)  
Vojislav Ristic (F/T)

**Arch 8013**  
**Advanced Architectural Design III (Comprehensive Design Studio)**  
**6 Credits**

**Course Description:**

Comprehensive design studio: the integration of program with structural and environmental systems, building envelope, tectonics and detailing into architectural design and expression in holistic and environmentally sustainable ways; comprehensive representation of design; development of time management skills, peer critique and self-evaluation; interaction with consultants/consultant disciplines; development of material for employment portfolio.

**Course Goals and Objectives:**

- To develop skills for programmatic, environmental, structural and material research and analysis in development of a comprehensive building design.
- Design development as an integrated response to site, sensory conditions, material and structural choices, environmental controls and building codes.
- Methods of visualization that clearly articulate and communicate the design logics of the project, including specific materials, systems, and components, through representative technical drawings.
- Introduction to building information modelling and appropriate software packages for building design.
- Development of students' initiative, collaboration, time management and peer critique skills and the ability to interact with engineering considerations and technical consultants.
- Calibration of performative aspects of building design through conceptual energy modelling, calculation of net:gross and surface:volume indices.

**Student Performance Criteria addressed:**

[Primary] A2. Design Thinking Skills, A.4. Technical Documentation, B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B.6. Comprehensive Design, B.8. Environmental Systems, B.9. Structural Systems, B.10. Building Envelope, B.12. Building Materials and Assemblies, C.1. Collaboration, C.7. Legal Responsibilities  
[Secondary] A.3. Visual Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.8. Ordering Systems, A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity A.11. Applied Research, B.7. Financial Considerations, B.11. Building Service Systems, C.2. Human Behavior, C.4. Project Management, C.6. Leadership, C.8. Ethics and Professional Judgment

**Topical Outline:**

Assignments take the form of design research, program preparation, design development and design visualization including technical documentation. The course is graded on the basis of work presented at quarter (partie), mid (schematic), three quarter and final (design development) reviews.

**Pre-requisites:**

Admission to M. Arch program,  
Arch 8011 and Arch 8012, Arch 5252; Arch 5231

**Pre- or Co-requisites:**

Arch 5253, Arch 8253

**Textbooks/Learning Resources:**

Texts, case studies, data and graphic material will be focused on Comprehensive Design Practices and related subject matter.

**Offered:**

Fall; annually

**Faculty assigned:**

Robert Shuman (F/T)

**Arch 9996**  
**Architecture Design Thesis**  
**6 Credits**

**Course Description:**

Self directed architectural design thesis that follows on the research and design inquiries conducted in the fall semester. The course requires that students demonstrate the ability to undertake design research, develop a design program, conduct analytical and speculative design investigations and utilize advanced visualization techniques in the representation of their work. It culminates in a formal juried presentation and a textual document of a publishable standard of a graduate level design thesis.

**Course Goals and Objectives:**

- Demonstration of the ability to conduct and conclude a self motivated architectural design inquiry that includes design research, a design program, analytical and speculative design investigations and utilization of advanced visualization techniques.
- Demonstration of the ability to engage others productively in the discussion of architectural ideas and processes.
- Demonstration of independent work habits and time management skills.
- Demonstration of advanced verbal, written and visualization techniques in media appropriate to the mode of design inquiry and its representation.

**Student Performance Criteria Addressed:**

[Primary] A.2. Design Thinking Skills, A.3. Visual Communications Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.10. Cultural Diversity; [Secondary] A.1. Communication Skills, A.4. Technical Documentation, A.8. Ordering Systems Skills, A.9. Historical Traditions and Global Culture, A.11. Applied Research, B.2. Accessibility, B.3. Sustainability, B.4. Site Design, B.5. Life Safety, B.9. Structural Systems, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.2. Human Behavior, C.6. Leadership

**Topical Outline:**

Specific objectives are agreed between the course co-ordinator and each participating student as the course progresses and in relation to their mode of inquiry. Quarter, mid and three quarter reviews monitor progress. The course culminates in a formal juried presentation and a textual document of a publishable standard of a graduate level design thesis. The course is graded on the basis of presentation at quarter, mid, three quarter and final reviews and a textual document of a publishable standard.

**Pre-requisites:** Admission to M. Arch program; Arch 8011 and Arch 8012 (or study abroad studio); Arch 8131 and Arch 8132 or Arch 8133(or study abroad seminar); Arch 8013, Arch 9991

**Textbooks/Learning Resources:**

Resources will vary with student and project focus.

**Offered:**

Spring only; annually

**Faculty assigned:**

Kate Wingert-Playdon (F/T)  
Phillip Crosby (adjunct)

**PROFESSIONAL TRACK: RESEARCH SEMINAR COURSES**

**Arch 8131**  
**Architecture Research Seminar 1**  
**3 Credits**

**Course Description:**

Graduate level research seminar to familiarize and engage students in an area of contemporary urban research, its history, networks, strategies and techniques. It will develop methods and skills for the research and analysis of urban systems, economies, structures, infrastructures, spaces and / or cultures and techniques to visualize data and present research findings. The topic of the seminar varies in accordance with faculty expertise and research focus and might include, but not be limited to, approaches to sustainable urban development, lucid urban design strategies, advocacy based urbanism, user generated cities, computational urbanism etc.. The course takes a seminar format and requires active participation in class discussions. The course is required to be taken once, but may be taken again for elective credit provided that the topic covered is different each time.

**Course Goals and Objectives:**

- Graduate level seminar to familiarize and engage students in an area of contemporary urban research, its history, networks, strategies and techniques.
- Development of methods and skills for the research and analysis of urban systems, economies, structures, infrastructures, spaces and / or cultures.
- Development of data visualisation and research presentation techniques.
- Participation in seminar format discussions.

**Student Performance Criteria Addressed:**

[Primary] A.1. Communication Skills, A.5. Investigative Skills, A.9. Historical Traditions and Global Culture, A.10. Cultural Diversity, C.2. Human Behavior, C.9. Community and Social Responsibility; [Secondary] A.7. Use of Precedents, A.11. Applied Research, B.3. Sustainability, B.4. Site Design, C.3. Client Role in Architecture, C.6. Leadership, C.8. Ethics and Professional Judgment

**Topical Outline:**

Weekly required readings are assigned. Each student will identify a semester long research topic, undertake research and present it to the class under the direction of the course instructor. Presentation might include, but not be limited to research papers, videos, web sites, performative presentations or exhibitions. The course is graded on the basis of participation, presentation and discussion of assigned readings and a semester long research project.

**Pre-requisites:** Admission to M. Arch program or permission of the instructor

**Textbooks/Learning Resources:**

Resources will vary with instructor but will include core sources about contemporary topics and issues addressing the urban condition and urbanism.

**Offered:**

Fall or spring; annually

**Faculty Assigned:**

Sally Harrison (F/T)

**Arch 8132**  
**Architecture Research Seminar 2**  
**3 Credits**

**Course Description:**

Graduate level seminar to familiarize and engage students in an area of contemporary architectural research, its history, networks, strategies, techniques. The topic of the seminar varies in accordance with faculty expertise and research focus. This might include, though not be limited to, questions about research as architectural practice, about architectural design as research, about architectural history, about architecture as spatial or political practice, or engage in any one of the interdisciplinary intersections currently re-energizing architecture. The course will develop methods and skills for architectural research and analysis and techniques for data visualization and research presentation. The course takes a seminar format and requires active participation in class discussions. The course is required to be taken once, but may be taken again for elective credit provided that the topic covered is different each time.

**Course Goals and Objectives:**

- Graduate level seminar to familiarize and engage students in an area of contemporary architectural research, its history, networks, strategies, techniques.
- Development of methods and skills for architectural research and analysis.
- Development of data visualization and research presentation techniques.
- Participation in seminar format discussions.

**Student Performance Criteria Addressed:**

[Primary] A.1. Communication Skills, A.5. Investigative Skills; [Secondary] A.7. Use of Precedents, A.9. Historical Traditions and Global Culture A.10. Cultural Diversity, A.11. Applied Research, C.2. Human Behavior

**Topical Outline:**

Weekly required readings are assigned. Each student will identify a semester long research topic, undertake research and present it to the class under the direction of the course instructor. Presentation might include, but not be limited to research papers, videos, web sites, performative presentations or exhibitions. The course is graded on the basis of participation, presentation and discussion of assigned readings and a semester long research project.

**Pre-requisites:** Admission to M. Arch program or permission of the instructor, Arch 8133

**Textbooks/Learning Resources:**

Resources will vary with instructor and seminar topic.

**Offered:**

Fall or Spring; annually

**Recent Seminars:**

The Organic Metaphor in Architecture: histories of science in architectural thinking (Spring 2012)  
Seriality and Permutation in Art and Architecture (Spring 2011)

**Faculty assigned:**

Alicia Imperiale (F/T)

**Arch 8133**  
**Architecture Research Seminar 3**  
**3 Credits**

**Course Description:**

Graduate level seminar to familiarize and engage students in contemporary research in an area of computational technology, its history, networks, strategies and techniques. The course will examine the history of the field, develop methods and skills for research and analysis and techniques for data visualisation and research presentation. The course takes a seminar format / workshop and requires active participation in class discussions and projects.

**Course Goals and Objectives:**

- Graduate level seminar to familiarize and engage students in contemporary research in an area of architectural technology, its history, networks, strategies and techniques, including, though not limited to materials research, energy research, structural research, fabrication, computational technologies, etc.
- Development of methods and skills for research and analysis.
- Development of data visualisation and research presentation techniques.
- Participation in seminar format discussions.

**Student Performance Criteria Addressed:**

[Primary] A.1. Communication Skills, A.11. Applied Research; [Secondary] A.3. Visual Communications Skills, A.5. Investigative Skills, A.7. Use of Precedents, C.1. Collaboration, C.6. Leadership

**Topical Outline:**

Weekly required readings are assigned. Each student will identify a semester long research topic, undertake research and present it to the class under the direction of the course instructor. Presentation might include, but not be limited to research papers, videos, web sites, performative presentations or exhibitions. The course is graded on the basis of participation, presentation and discussion of assigned readings and a semester long research project.

**Prerequisites:** Admission to M. Arch program or permission of the instructor

**Textbooks/Learning Resources:**

Resources will vary with instructor but will include core sources about contemporary topics and issues addressing technology.

**Offered:**

Fall; annually

**Faculty assigned:**

Bob Trempe (F/T)



**Arch 9991**  
**Directed Research**  
**3 Credits**

**Course Description:**

The development of a self motivated architectural design inquiry under the guidance of a faculty co-ordinator. This includes design research, the development of a design program, site investigation, analytical and speculative design investigations and / or experimentation with advanced visualization techniques. The course is seminar based and engages students in critical dialogue with their own and other students' work. It prepares students for undertaking an architectural design thesis the following semester.

**Course Goals and Objectives:**

- To develop the ability to formulate and develop a self motivated architectural design inquiry
- To develop the ability to conduct self motivated design research
- To develop the ability to develop a self motivated design program
- To develop the ability to engage others productively in the discussion of architectural ideas and processes.
- To develop independent work habits and time management skills
- To develop advanced verbal, written and visualization techniques in media appropriate to the mode of design inquiry.

**Student Performance Criteria Addressed:**

[Primary] A.1. Communication Skills, A.5. Investigative Skills, A.7. Use of Precedents, A.8. Ordering Systems Skills, A.10. Cultural Diversity, B.1. Pre-Design; [Secondary] A.2. Design Thinking Skills, A.3. Visual Communications Skills, A.11. Applied Research, C.2. Human Behavior, C.6. Leadership, C.9. Community and Social Responsibility

**Topical Outline:**

Students are required to engage in a semester long research process in preparation for undertaking an architectural design thesis the following semester. This includes theoretical discourse, program formulation, site investigation and speculative design investigation and visualization. The pace and nature of this research is agreed between the course co-ordinator and each participating student. Satisfactory completion of agreed objectives is a prerequisite for admission to Arch 9996, Architectural Design Thesis. The course is graded on the basis of participation and the satisfactory completion of a research report.

**Pre-requisites:** Admission to M. Arch program; Arch 8011 and Arch 8012 (or study abroad studio); Arch 8133 and Arch 8132 or Arch 8131 (or study abroad seminar); Approval by the department graduate committee

**Textbooks/Learning Resources:**

Resources will vary with student and thesis topic.

**Offered:**

Fall only; annually

**Faculty assigned:**

Kate Wingert-Playdon (F/T)  
Phillip Crosby (adjunct)

**PROFESSIONAL TRACK: TECHNOLOGY AND PRACTICE COURSES**

**Arch 5252**  
**Structural Design For Architects 1**  
**3 Credits**

**Course Description:**

Application of principles of engineering mechanics to layout, analysis, design, and detailing of structural elements in steel and wood of simple buildings. Flexural theory including elastic and plastic design is taught. Students will be familiarized with current building design codes as they relate to the structural design of building elements.

**Course Goals and Objectives:**

- To develop knowledge and understanding of structural steel and wood framing systems for buildings.
- To develop the ability to select appropriate building materials and structural elements for building design.
- To develop design skills for structural steel and wood framing systems for buildings.

**Student Performance Criteria Addressed:**

[Primary] A.8. Ordering Systems Skills, B.9. Structural Systems; [Secondary] A.7. Use of Precedents, A.11. Applied Research, C.7. Legal Responsibilities

**Topical Outline:**

Assignments include the design of steel and wood systems handed in weekly. The course is graded on the basis of weekly assignments and a final examination.

**Textbooks/Learning Resources:**

*Simplified Engineering for Architects and Builders*, James Ambrose and Patrick Tripeny, 10<sup>th</sup> Edition, Wiley ISBN 0-471-67607-1.  
*The National Design Specification (NDS) for Wood Construction*, National Forest Products Association, Washington, D.C., 1997.  
*Manual of Steel Construction (ASD)*, 9<sup>th</sup> Edition, American Institute of Steel Construction, Inc., Chicago, Illinois, 1989.

**Offered:**

Spring; annually

**Faculty assigned:**

Amy Rivera (adjunct)

**Arch 5253**  
**Structural Design For Architects 2**  
**3 Credits**

**Course Description:**

Application of principles of engineering mechanics to layout, analysis, design, and detailing of structural elements in concrete and masonry of simple buildings. Students will be familiarized with current building design codes as they relate to the structural design of building elements.

**Course Goals and Objectives:**

- To develop knowledge and understanding of concrete and masonry structural systems for buildings.
- To develop the ability to select appropriate building materials and structural elements for building design.
- To develop design skills for concrete and masonry structural systems for buildings.

**Student Performance Criteria Addressed:**

[Primary] A.5. Investigative Skills, A.8. Ordering Systems Skills, B.9. Structural Systems, C.1. Collaboration; [Secondary] A.7. Use of Precedents, A.11. Applied Research, C.7. Legal Responsibilities

**Topical Outline:**

Assignments include the design of concrete and masonry systems handed in weekly. A written and oral project relating to concrete and or masonry structures is required for this course. The course is graded on the basis of weekly assignments, a term project and a final examination.

**Textbooks/Learning Resources:**

*Reinforced Concrete Design*, Aghayere and Limbrunner, Prentice Hall, Inc., 7<sup>th</sup> edition.  
ACI 318 Building Code Requirements for Structural Concrete and Commentary  
ACI 530-95/ACSE 5-95/TMS 402-95 – Building Code Requirements for Masonry Structures

**Offered:**

Fall; annually

**Faculty assigned:**

Amy Rivera, (adjunct)

**Arch 5351**  
**Environmental Control Systems 1**  
**3 Credits**

**Course Description:**

This course discusses the thermal and environmental processes that affect buildings and develops techniques for designers to respond to and manipulate thermal environments in ways that are integral with other building systems. Heating, ventilation, and air-conditioning (HVAC) systems, electrical systems, sanitary and stormwater plumbing systems, vertical transportation, communication, security, and fire protection systems, life safety and accessible design are introduced. These are discussed against a backdrop of the principles of sustainability and environmental responsibility.

**Course Goals and Objectives:**

- To develop knowledge and understanding of the principles and issues of environmental control required of professional architects.
- To introduce and develop knowledge and understanding of building systems, such as mechanical, electrical, and plumbing systems, heating, ventilation, and air-conditioning (HVAC) equipment, vertical transportation, communication, security, and fire protection systems as fundamental components in the design of buildings.
- To reinforce principles of sustainability and energy efficient design.
- To develop a sense of environmental responsibility in the design of buildings.
- Development of an analytic approach and tools for evaluation and comprehensive integration of systems into the architectural realm.

**Student Performance Criteria Addressed:**

[Primary] A.4. Technical Documentation, B.3. Sustainability, B.8. Environmental Systems, B.11. Building Service Systems;  
[Secondary] A.5. Investigative Skills, A.8. Ordering Systems Skills, A.9. Historical Traditions and Global Culture, A.11. Applied Research, B.1. Pre-Design, B.2. Accessibility, B.4 Site Design (Infrastructure and Utilities), B.5. Life Safety, B.6. Comprehensive Design, B.7. Financial Considerations, B.8. Environmental Systems, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.1. Collaboration, C.2. Human Behavior, C.4. Project Management, C.7. Legal Responsibilities

**Topical Outline:**

Assignments take the form of incremental systems analysis sketch assignments which are integrated into a final case study semester report. Grading is on the basis of class participation, a mid-term exam, a final exam, case study sketch problems, and final case study analysis.

**Pre-requisites:** Admission to the M. Arch program or permission of the instructor

**Textbooks/Learning Resources:**

*Environmental Issues for Architecture* by David Lee Smith, Wiley, 2011

**Offered:**

Fall; annually

**Faculty assigned:**

Robert Shuman (F/T)

**Arch 8352**  
**Environmental Control Systems 2**  
**3 Credits**

**Course Description:**

This course covers visual and audio environmental stimuli and architectural design responses to them. In addition, it discusses and introduces techniques for measuring the design of building systems for improved environmental performance, in terms of the efficiency of systems, environmental impact and capital and operational costs.

**Course Goals and Objectives:**

- To develop knowledge and understanding of the principles and issues of lighting and acoustical design required of professional architects.
- To develop knowledge and understanding of the environmental and cost implications of a building's design and life-cycle operation how to measure these.
- To reinforce principles of sustainability.
- To develop a sense of environmental responsibility in the design of buildings.

**Student Performance Criteria Addressed:**

[Primary] A.4. Technical Documentation, A.11. Applied Research, B.3. Sustainability, B.7. Financial Considerations, B.8. Environmental Systems, B.11. Building Service Systems; [Secondary] A.5. Investigative Skills, B.1. Pre-Design, B.5. Life Safety, B.6. Comprehensive Design, B.10. Building Envelope Systems, B.12. Building Materials and Assemblies, C.2. Human Behavior, C.4. Project Management, C.7. Legal Responsibilities

**Topical Outline:**

Assignments take the form of environmental analysis research and three research projects. The course is graded on the basis of environmental analysis research assignments, three research projects and a final examination.

**Pre-requisites:** Admission to the M. Arch program and Arch 5231

**Textbooks/Learning Resources:**

*Mechanical & Electrical Equipment for Buildings* by Stein, Reynolds, Kwok, Grondzik  
*Environmental Issues for Architecture*, Smith, David Lee,  
*Building Envelopes: An Integrated Approach*, Jenny Lovell

**Offered:**

Fall; annually

**Faculty assigned:**

Rashida Ng (F/T)

**Arch 8096**  
**Professional Practice**  
**3 Credits**

**Course Description:**

The course is required for internship in the architectural profession. It exposes students to the history, development and current status of the architectural profession and professional education and develops understandings of the trends and dynamics of contemporary architectural practice. It discusses what is required to properly serve clients and the common good; how to pursue, win, negotiate and prepare agreements and contracts; how to organize, manage, design, control costs, produce and administer contracts for the construction of architectural projects and how to organize, build and maintain architectural firms.

**Course Goals and Objectives:**

- To develop a knowledge base of the history of the architectural profession and professional education, the internship and registration process and entry to the profession.
- To develop knowledge and understanding of the various roles and responsibilities of the architect, of architectural firm types and their historical evolution.
- To develop knowledge and understanding of strategic and business planning and management, of the legal and financial aspects of architectural practice, including insurance and risk management.
- To develop knowledge and understanding of how to market a firm and acquire projects, including fee estimation.
- To develop knowledge and understanding of how to manage projects, teams, risks and opportunities, including teamwork, leadership and the coordination of consultants.
- To develop knowledge and understanding of how to negotiate, prepare and manage contracts, including owner / architect agreements, owner / contractor and consultant agreements etc.
- To develop knowledge and understanding of how to operationally manage projects, including feasibility analysis (programming, site analysis, conceptual design and cost estimating/control), design phases, design parameters, construction cost management, design documents, construction document production, AIA Master Specification systems, bidding and negotiation and construction roles and responsibilities etc.
- To develop basic knowledge and understanding of real estate development including financial feasibility analysis.

**Student Performance Criteria Addressed:**

[Primary] A.11. Applied Research, B.7. Financial Considerations, C.1. Collaboration, C.3. Client Role in Architecture, C.4. Project Management, C.5. Practice Management, C.6. Leadership, C.7. Legal Responsibilities, C.8. Ethics and Professional Judgment;  
[Secondary] A.1. Communication Skills, A.4. Technical Documentation, A.10. Cultural Diversity, B.2 Accessibility, B.3. Sustainability, B.5. Life Safety, C.9. Community and Social Responsibility

**Topical Outline:**

The course meets twice a week. It includes lectures, class discussions, in-class exercises, case studies, reading assignments, verbal presentations by students, writing assignments, including case study research, business planning, and a mock marketing proposal preparation. The course is graded on the basis of attendance and participation, semester assignments, and mid-term and final examinations.

**Pre-requisites:**

Admission to the M. Arch program

**Textbooks/Learning Resources:**

The American Institute of Architects, *The Architecture Student's Handbook of Professional Practice*, 14th Edition, (John Wiley & Sons, Inc., 2009).

Andy Pressman, *Professional Practice 101, Second Edition* (New York: Wiley, 2006).

Handouts to supplement when needed.

**Offered:**

Spring; annually

**Faculty assigned:**

Robert Shuman (F/T)

## IV.5 Faculty Resumes



**Name:** Jason Austin

(adjunct faculty)

**Courses Taught:**

Arch 8131: Architecture Research Seminar (Urban)  
Arch 9182 Independent Study Behavior and Culture

**Educational Credentials:**

MLA, University of Pennsylvania (PennDesign) 2005  
B. Arch., Cornell University, 2000

**Teaching Experience:**

Teaching Assistant (Professional), PennDesign, 2006 – 2007  
Adjunct Faculty, Tyler School of Art, Temple University, 2007 - present  
Lecturer, Department of Landscape Architecture, PennDesign, 2008 - present

**Professional Experience:**

Project Designer, Skidmore Owings & Merrill (SOM), NY, 2000 – 2001  
Project Designer, Lettermen, Inc. Carlisle, PA, 2001 - 2005  
Project Architect, Atkin Olshin Schade Architects, Philadelphia, PA, 2005 - 2007  
Principal, Austin+Mergold LLC, Philadelphia, PA, 2007 - present

**Selected Publications and Recent Research:**

The Grand (and other) Resources, Cornell University, 2010  
Infill Philadelphia, Community Design Collaborative, selected exhibitor, 2010  
Hong Kong/Shenzhen Biennale, Selected Exhibition, 2009 - 2010  
VIA: Camouflage, Andes Sprouts Society Proposal Selected, 2009  
Intersections: The Grand Concourse Beyond 100, finalist, 2009  
Andes Sprouts Society – Eco-studio Design Build Competition, finalist, 2009  
Fertile Grounds (for Emerging Philadelphia Design Practices); Philadelphia, PA, 2009  
Think Global Go Local, Pentimenti Gallery; Philadelphia, PA, 2009  
Sural; Tyler School of Art, Department of Architecture; Philadelphia, PA, 2009

**Professional Memberships:**

USGBC, LEED Accredited Professional

Name: Phillip M. Crosby, RA

(adjunct faculty)

**Courses Taught (Two academic years prior to current visit):**

ARCH 3243, Modern Movements in Architecture and Urbanism  
ARCH 4699, Architectural Thesis  
ARCH 9991, Directed Research  
ARCH 9996, Architecture Design Thesis

**Educational Credentials:**

B Des, University of Florida, 2000  
M Arch, Georgia Institute of Technology, 2003  
Graduate Certificate in Urban Studies, University of Pennsylvania, expected 2014  
Ph D, University of Pennsylvania, expected 2014

**Teaching Experience:**

Graduate Teaching Assistant, University of Pennsylvania, 2009-2013  
Lecturer, University of Pennsylvania, 2011  
Adjunct Assistant Professor, Temple University, 2010-present

**Professional Experience:**

Intern Architect, Lyman Davidson Dooley, Inc., 2003-2005 & 2000-2001  
Senior Capital Projects Coordinator, City of St. Petersburg, FL, 2005-2007  
Project Manager, Hayes Cumming Architects, 2007-2008  
Principal, DUAL:workshop, 2007-present

**Licenses/Registration:**

Florida (#AR95799, inactive status)

**Selected Publications and Recent Research:**

"Life Falls Through the Net: Team 10's Reconsideration of Modern Urbanism at CIAM IX," *AXIS: Journal of the Caribbean School of Architecture*, Vol. 11 (2012)  
*DIRT*, Associate Editor (The MIT Press, 2012)  
"Holey Urbanisms," in *DIRT* (The MIT Press, 2012)  
"see[n]: a beacon for the paris 2012 olympiad," in *454 Projets Pour Paris 2012* (Le Pavillon de l'Arsenal, 2004)

**Name:** Clifton Russell Fordham, RA LEED AP

(full time faculty)

**Courses Taught:**

Arch 5152 Graduate Materials and Methods

**Educational Credentials:**

B Arch, Howard University, 1994

M Arch, Yale University, 1998

**Teaching Experience:**

Teaching Assistant, Yale University, Fall 1997

Adjunct Assistant Professor, Philadelphia University, 2003 – 2007

Visiting Assistant Professor, Howard University, 2010 - 2012

Visiting Assistant Professor, Temple University, 2012- present

**Professional Experience:**

Intern, Jeffery Way & Associates, College Park, MD, 1994-1996

Project Designer, Karen Jacobsen Architects, New York, NY, 1998-1999

Project Designer, KieranTimberlake Associates, Philadelphia, PA, 1999-2002

Project Architect, Voith & Mactavish Architects, Philadelphia, PA, 2002-2005

Project Architect, Daley + Jalboot Architects, Philadelphia, PA, 2005-2007

Project Architect, Rafael Vinoly Architect, New York, NY, 2007-2008

Project Architect, Gensler, New York, NY, 2008-2010

Principal, Clifton Fordham Architect, Philadelphia, PA, 2010-present

**Licenses/Registration**

New York

Pennsylvania

District Columbia

LEED Accredited Professional

**Selected Publications and Recent Research:**

*Reconsidering Building Technology in Design Studio Education*, Proceedings: National Conference on the Beginning Design Student 2013 Conference (forthcoming).

*Strengthening the Profession: A Case for Technological Architecture* (ongoing).

*Harvey Milk High school in Retrospecta*, New Haven, Yale School of Architecture, 1998.

**Professional Memberships:**

National Council of Architectural Registration Boards

**Name:** Sally Harrison, AIA

(full time faculty)

**Courses taught:**

Arch 8131: Architecture Research Seminar (Urban)

**Educational Credentials:**

BA University of Pennsylvania, 1974

M Arch Massachusetts Institute of Technology, 1979

**Teaching Experience:**

Assistant Professor, Temple University, 1992-1999

Associate Professor Temple University, 1999-present

**Professional Experience:**

Project Architect, Intern, Mitchell/Giurgola Architects, 1979-1985

Principal, Sally Harrison, AIA, Architects, 1985-2002

Director and co-founder, The Urban Workshop at Temple, 2002- present

**Licenses and Registration:**

Pennsylvania

**Selected Publications and Recent Research:**

"Project 1800: Sally Harrison, AIA" cited in Hinson, D, *Designed for Habitat: Collaborations with Habitat for Humanity* (Routledge, 2013)

Digging Deeper: Future vision, design and design-build with the Village of Arts and Humanities (2012)

"Uncovering the Human Landscape in North Philadelphia", in Agnotti, T. *Service Learning in Design and Planning: Educating at the Boundaries*. (New Village Press, 2011)

Name: Alicia Imperiale, R.A.

(full time faculty)

**Courses Taught:**

Arch 8132 Architecture Research Seminar 2: History / Theory  
Arch 9382 Independent Study History / Theory

**Educational Credentials:**

Ph D (ABD), Princeton University, Architectural History and Theory, Dec. 2013  
MA, Princeton University, Master of Arts in Architectural History and Theory, 2007  
MFA., Hunter College of the City University of New York (Combined Media), 1997  
B Arch, Pratt Institute, School of Architecture, Brooklyn, New York, 1986

*Awards and Fellowships*

Faculty Fellow, Center for the Humanities at Temple University, 2013-2014  
Temple U., Vice Provost for the Arts Grant for Research+Creative Achievement, 2012  
Visiting Scholar, American Academy in Rome, 2012

**Licenses/Registration:**

New York

**Selected Publications and Recent Research:**

"Paolo Soleri's *Teilhard de Chardin* Cloister," in *Building the Kingdom: The Architecture of Religious Communities* (London: Pickering and Chatto Publishers, 2014).  
"Chapter Four—Flatness," in *Elena Manferdini*, (Seoul: Equal-Books Publishing, 2013).  
"Dynamic Symmetries in the work of Anne Tyng," in *Anne Tyng: Inhabiting Geometry* (Philadelphia: Institute for Contemporary Art, University of Pennsylvania, 2011).  
*CLIP, STAMP, FOLD: The Radical Architecture of Little Magazines, 1960X-1970X*, (Barcelona: Actar, 2010).  
"The Packaged House of Konrad Wachsmann and Walter Gropius," ACSA Fall Conference, 2012.  
"Modularity, Prefabrication, + Building Manuals in Postwar Italy," ACSA Fall Conference, 2012.  
"Organic Italy? The Troubling Case of Rinaldo Semino, architect," *Perspecta* 43: *Taboo* (MIT Press, 2010).  
"Seminal Space: Getting under the Digital Skin," in *Re:Skin* (MIT Press, 2007).  
"Digital Skins," in *Skin: Surface, Substance, and Design* (Princeton Architectural Press, 2002).  
*New Flatness: Surface Tension in Digital Architecture* (Basel; Boston: Birkhäuser, 2000).

*Selected Recent Talks and Conference Presentations:*

*Distinguished Faculty Lecture* at the Center for the Humanities, Temple University, 2014.  
"Paolo Soleri's *Teilhard de Chardin* Cloister," Society of Architectural Historians 66<sup>th</sup> Annual, 2013.  
"The Packaged House of Konrad Wachsmann and Walter Gropius," ACSA Fall Conference, 2012.  
"Modularity, Prefabrication,+Building Manuals in Postwar Italy,," ACSA Fall Conference, 2012.  
"Hosting Celebrity/Housing Cittadini/Città dell'Arte, The Olympic Village, Rome1960 American Academy in Rome, conference on *The 1960 Rome Olympic Games*, 2010.  
"Noisy Knots," *Input-Output* Symposium. Tyler School of Art, 2010.  
"ElectroSTATIC Attraction: Xerox, seriality and permutation, ca. 1965."College Art Association, 2010.  
"Rome Matters" Pratt Institute School of Architecture, 2011.  
"Dynamic Symmetries in the work of Anne Tyng."Graham Foundation for the Advancement of the Fine Arts, Chicago, in connection with the exhibit *Anne Tyng*, 2010.

**Professional Memberships:**

Society of Architectural Historians  
College Art Association

**Name:** Matthew Karp

(adjunct faculty)

**Courses taught:**

ARCH 8013 Comprehensive Design Studio (digital component)

ARCH 8352 Environmental Control Systems II (digital component)

**Educational Credentials:**

BA Miami University, 2001

M Arch Washington University, 2004

**Teaching Experience:**

Adjunct Professor, Temple University, 2011-Present

**Professional Experience:**

Project Architect, MGA Partners Architects, 2004-Present

**Professional Memberships:**

Chair, Program Officer, Project Manager, Fishtown Neighbors Association Zoning Committee 2008-Present

Board of Directors, Fishtown Neighbors Association, 2012

Delegate, Central Delaware Advocacy Group, 2010-Present

**Name:** Brigitte L. Knowles, Professor and Senior Associate Dean

(full time faculty)

**Courses Taught:**

Arch 9382 – Independent Study- Special Topics- Comfort in Architecture

**Educational Credentials:**

BA, University of Pennsylvania

B Arch, University of Pennsylvania

M Arch, University of Pennsylvania

**Teaching Experience:**

Special Visiting Professor

McGill University, Montreal Canada

Pratt Institute Of Technology, NY, New York

New Jersey Institute of Technology, Newark, NJ

Associate Professor, Drexel University, 1970-1974

Professor, Temple University, 1972 to present

**Professional Experience:**

Ueland and Junker, 1971-1975

Geddes, Brecher, Qualls, Cunningham, Architects, 1976

BJC/ Knowles, Architects, 1971 to present

**Licenses Registration:**

Pennsylvania

**Selected Publications and Recent Research:**

Grant Proposal- Architecture as a Curative Power 2013

February 2009•*Art and Urbanization – the Agrarian/* Arts and Quality of Life Research Center Conference• Temple University June 2008

The Agrarian Urbanization - Work presented in The 2006 Second Mega-cities International Conference, sponsored by Hong Kong University, Guangzhou University, South China University of Technology• Guangzhou, China • December 3, 2006 and also to be presented in Portland, Oregon June 2007.

Architecture as a Curative Power- Work presented in March 2006 –Arts and Quality of Life Research Center Conference• Temple University

Development of a Digital CD Book - "History of Cities", currently available on the internet, ongoing

Development of a Digital CD Book - "Introduction to Architecture and the Environment" – on going

Progressive Architecture "After Kahn" featuring the works of B/JC Knowles Architects. Two projects

**Name:** Timothy E.G. McDonald, RA, CPHC, LEED AP

(full time faculty)

**Courses Taught:**

Arch 5122 Graduate Design Foundation Intensive  
Arch 5231 Graduate Design Studio (fall 2013)

**Educational Credentials:**

B Arch, Pennsylvania State University, 1989  
M Arch, McGill University, Architectural History and Theory Program, 1994

**Teaching Experience:**

Teaching Assistantship, McGill University, 1992-1994  
Adjunct Faculty, Philadelphia College of Textiles and Science, 1996-1998  
Adjunct Faculty and Director of Student and Alumni Services, Temple University, 1997-1999  
Assistant Professor, Temple University, 1999-2001  
Visiting Critic, University of Calgary, Spring 2002  
Adjunct Faculty, The University of Pennsylvania, Fall 2010, Fall 2003, Summer 2002  
Visiting Critic, Parsons, The New School of Design, Spring 2013  
Urban Practice Distinguished Visiting Critic, Catholic University, Spring 2013  
Associate Professor, Temple University, 2013-present

**Professional Experience:**

Intern, Yasuo Yoshida Architect and Ass, Osaka, Japan, 1992-1993  
Intern, Peter Rose Architect, Montréal, Québec, 1993-1994  
Partner, CHI - Atelier for Architectural Research, Montréal, Quebec, 1994-1995  
Intern, Douglas Jones Architects Planners, Philadelphia, PA, 1995-1196  
Intern, John Holland Architects, Philadelphia, PA, 1996-1997  
Intern, Anthony Weber Architects, Philadelphia, PA, 1996-1997  
President, Onion Flats LLC, Philadelphia, PA, 1997-Present

**Licenses/Registration:**

Pennsylvania  
New Jersey

**Selected Publications and Recent Research**

The Greenest Home: Superinsulated and Passive House Design, Princeton Architectural Press, 2013  
From the Ground Up: Innovative Green Homes, Princeton Architectural Press, 2012  
American Passive House Developments, Low Carbon Productions, 2012  
"Near Westside Story", Dwell Magazine, 2012  
"An Energy Saving Milestone Planned for Kelly Drive" The Philadelphia Inquirer, 2011  
"Thin Flats and Margarido House", Eco-Urban Design, 2011  
"Thin Flats", Living Architecture Monitor, 2011  
"Housing, 30 Case Studies", AMC Lodgement, 2011  
"Social Housing Case Studies", Arketipo 49, 2011  
"Syracuse Rising: Urban Intervention", Metropolis Magazine, 2010  
"Inspiration in Challenging Times", Urban Land Institute, 2010  
Growing Urban Habitats, William Stoudt Publishers, 2009  
HOCO, Edition: a+t ediciones, 2009  
Philadelphia Architecture: A Guide to the City, John Gallery, 2009  
"Philly's Smartest Infill Architects", Azure, 2009  
"Philadelphia Story: The Next Borough", The New York Times, 2006



**Name:** Nando Micale, FAIA, AICP, PP

(adjunct faculty)

**Courses Taught:**

ARC 8011 Advanced Architectural Design Studio

**Educational Credentials:**

B. Arch., Temple University, 1988

*Temple Abroad Program – Rome, 1985*

M. Arch. In Urban Design (MAUD), Harvard University, 1994

**Teaching Experience:**

Adjunct Faculty, University of Pennsylvania, 1996-Present

Adjunct Faculty, Temple University, 2011

**Professional Experience:**

Intern Architect, Lammey & Giorgio, PA, 1984-88 (summer and PT), 1988-1991

Architect/Urban Designer, Harvard University Real Estate, 1991-1992 and 1993-1994 (Part-time)

Architect/Urban Designer, Manchester (NH) Housing & Redevelopment Authority, 1992 (Summer)

Architect/Urban Designer, Christopher Chadbourne Associates, 1992-1993

WRT, Architect/Urban Designer, 1994-1997; Associate, 1998-2002; Senior Associate, 2003-2007; Principal, 2008-Present

**Licenses / Registrations:**

Architecture

Alabama

Florida

Maryland

New Jersey

Pennsylvania

City/Urban Planning

AICP - American Institute of Certified Planners (National certification)

New Jersey

**Selected Publications and Recent Research:**

Omaha by Design: From Vision to Implementation., APA National Conference, 2013

A Philadelphia Story: A Civic Vision for the Central Delaware., Pennsylvania American Planning Association, 2008

Design and the Public Process: New Kensington Waterfront Plan., AIA Philadelphia Conference, 2007

Waterfront Planning: Trenton, Camden and Philadelphia., APA National Conference, 2007

Transit-Oriented Development in the Delaware Valley., APA National Conference, 2007

ULI Transit-Oriented Development—Collingswood, NJ., ULI Philadelphia TOD Forum, 2007

**Professional Memberships:**

NCARB

American Institute of Architects

American Planning Association

Urban Land Institute

**Name:** Charles Neer

(adjunct faculty)

**Courses Taught:**

Arch 8011 Advanced Architectural Design Studio 1

**Educational Credentials:**

B Arch, Washington University 1995

MLA, University of Pennsylvania 1999

**Teaching Experience:**

Lecturer/Studio Instructor, University of Pennsylvania, Department of landscape Architecture & regional Planner, 2000

Adjunct Assistant Professor, Temple University, Department of Architecture, 2007 & 2011

**Professional Experience:**

Model Maker, Hellmuth, Obata & Kassabaum, St Louis, MO, 1995-1996

Intern, Wallace Roberts & Todd, LLC, San Diego, CA 1998

Landscape Architect/Project Manager Wallace, Roberts & Todd, LLC, Philadelphia, PA 1999-current

**License/Registration:**

Pennsylvania (Landscape Architecture)

**Selected Publications and Recent Research:**

"Designing the Downtown to Maximize Its Live, Work and Play Potential." American Society of Landscape Architects, PA/DE, 2001

"Mississippi Floods: Designing a Shifting Landscape." Anuradha Mathur, and Dilip da Cunha, 2001

"Language of Landscape." Anne Whiston Spirn, 2000

"Adrian Luchini (Contemporary World Architects)." Oscar Riera Ojeda, Lauren Kogod, and Enric Miralles, 2000

**Professional Memberships:**

American Society of Landscape Architects (ASLA)

Name: Rashida Ng, RA

(full time faculty)

**Graduate Courses Taught:**

ARCH 8011 Advanced Architectural Design Studio  
ARCH 8352 Environmental Control Systems II

**Educational Credentials:**

Georgia Institute of Technology, Bachelor of Science in Architecture, 1997  
Georgia Institute of Technology, Certificate in City Planning, 1997  
University of Pennsylvania, Master of Architecture, 2001

**Teaching Experience:**

Adjunct Instructor, Drexel University, 2004  
Lecturer, Temple University, 2005 - 2006  
Assistant Professor, Temple University, 2006 - 2013  
Associate Professor, Temple University, 2013 - present

**Professional Experience:**

Intern, Smallwood, Reynolds, Stewart, Stewart & Associates, Atlanta, Georgia, 1997 – 1998  
Intern, Herbert S. Newman & Partners PC, New Haven, Connecticut, 1998 - 1999  
Intern, Bower Lewis Thrower Architects, Philadelphia, Pennsylvania, Summer 2000  
Intern, Susan Maxman & Partners, Philadelphia, Pennsylvania, 2001 - 2004  
Intern, Kelly Maiello Architects, Philadelphia, Pennsylvania, 2004 - 2005, Summers 1999, 1996, and 1995  
Principal, RNG Design, Philadelphia, Pennsylvania, 2008 - present

**Licenses/Registration:**

Pennsylvania, License Number RA404385

**Selected Publications and Recent Research:**

Ng, Rashida and Sneha Patel, eds. *Performative Materials in Architecture and Design*, (London: Intellect Ltd., May 2013).  
Smith, Ryan, John Quale and Rashida Ng, eds. *OFFSITE: Theory and Practice of Architectural Production, Proceedings of the ACSA 2012 Fall Conference* (Washington DC: ACSA, May 2013).  
Ng, Rashida, "Firefly: Propositions of Future Illumination," in *Digital Aptitudes + Other Openings Project Proceedings*, eds. Mark Goulthorpe and Amy Murphy, (Washington D.C.: ACSA Press, 2012).  
Ng, Rashida and Sneha Patel, "Engineering Phase Change Material: A Confluence of Fact and Fiction," in *Proceedings of Building Technology Educators' Society 2011 Conference*, eds. Terri Meyer Boake, Sam Ghantous, and Vincent Hui (Toronto: BTES, 2011).  
Ng, Rashida, "Something Borrowed: Defining an Emerging Covenant between Architecture and Materials," in *Proceedings of ARCC/EAAE 2010 International Conference* (Washington DC: ARCC, 2010).  
Ng, Rashida, "Fused: In Material Pursuit of Amalgamated Illumination Assemblies," in *Proceedings of Building Technology Educators' Society 2009 Conference*, ed. Dana Gulling and Diane Armpriest (Albuquerque: BTES, 2009).  
Ng, Rashida, "Lighting the Future," *Context: The Journal of the American Institute of Architects Philadelphia*, Summer 2009.  
McCloskey, John, Amy Fleischer, Sneha Patel, and Rashida Ng, "The Determination of Thermal Properties of Paraffin-based Phase Change Material [PCM] Within a Daylighting Panel," in *Proceedings of the ASME 2009 International Mechanical Engineering Congress & Exposition* (Buena Vista: IMECE 2009).  
Ng, Rashida and Sneha Patel, "Ascribing Intelligence beyond the Machine: Phase Change Material," in *Material Matters: Making Architecture, Proceedings of the ACSA 2008 Fall Conference*, ed. Gail Peter Borden and Michael Meredith (Washington, DC: The Association of Collegiate Schools of Architecture, 2008), 276-283.  
Ng, Rashida, "Ice Effects: Speculations on Design with Phase Change Material," in *Just Add Water, Proceedings of the ACSA 2007 Southwest Fall Conference*, ed. Billie Faircloth, Jason Sowell, and Nichole Wiedemann (Austin: The Center for American Architecture and Design, 2007), 25-31.

**Professional Memberships:**

Building Technology Educators' Society

**Name:** Eric Oskey

(full time faculty)

**Courses Taught:**

Arch 5011 Graduate Representation Intensive I (fall 2013)  
Arch 8012 Architecture Elective Design Studio

**Educational Credentials:**

Bachelor of Architecture, Drexel University, 2000  
Masters of Architecture, Cornell University, 2008

**Teaching Experience:**

Adjunct Professor, Temple University, 2004 - 2007  
Adjunct Professor, Drexel University, 2005 - 2007  
Teaching Assistant, Cornell University, 2008  
Assistant Professor, Temple University, 2008 - present

**Professional Experience:**

Deeter Ritchey Sippel AP, 1987 - 1988  
Flour Daniel Engineers, 1988 - 1989  
Strategic Design Group, 1989 - 1990  
Draftperson, Kling Lindquist, 1990 - 1991  
Junior Architect, Raytheon Engineers, 1991 - 1993  
Junior Architect, Nave Newell and Stampfl, Ltd, 1993 - 1995  
Architect, Burt Hill Kosar Rittelman Associates, 1995 - 1998  
Project manager, Venturi Scott Brown and Associates, 1998 - 2000, 2001 - 2006  
Project Architect, Erdy McHenry Architecture, 2001  
Senior Associate, ALT Development, Moscow, Russia, 2006 - 2007  
Personal Practice, Owner, Philadelphia, PA, 2006 - 2010  
Partner, Moto Design Shop, 2011- present

**Licenses/Registration:**

Pennsylvania

**Selected Publications and Recent Research:**

Robert James Eidlitz Travel Fellowship, Hybridized Completion: Socialist Manufacturing and Municipal Buildings and their Adaptive Reuse. \*Project Partner: Ana Leshchinsky; Awarded Spring 2009

**Name:** Sneha Patel

(full time faculty)

**Courses Taught:**

Architecture 8132: Architecture Research Seminar (History and Theory)

**Educational Credentials:**

B Arch, Cornell University, 2000

M Arch, Princeton University, 2003

**Teaching Experience:**

Studio Instructor, Cornell University, Ithaca, Summer 2002

Teaching Assistant, Princeton University, Princeton, 2002 - 2003

Dean's Appointment – Lecturer, Temple University, Philadelphia, 2005 - 2007

NTT Assistant Professor, Temple University, Philadelphia, 2007 - present

**Professional Experience:**

Intern, Felecia Davis Design Collaborative, Ithaca, 1998 – 1999

Staff Architect, Kyu Sung Woo Architects, Cambridge, 2000 – 2002

Staff Architect, MGA Partners, Architects, Philadelphia, 2003 – 2005, Summer 2006

Vice-President and Co-Founder, SEAMLab, Philadelphia, 2008

**Selected Publications and Recent Research:**

*Performative Materials in Architecture and Design*, Co-editor, Intellect and University of Chicago Press, 2013.

*Trajectories of Performative Materials*, Research Poster Submission, Acadia 2013 Conference, 2013.

*Regenerative Infrastructures: Freshkills Park NYC, Land Art Generator Initiative*, Project included in publication, edited by Caroline Klein, Prestel, 2013.

*Foul Language(s): Seven Words We (Try To) Never Say in Our Foundations Architecture Course*, National Conference on the Beginning Design Student 2013 Conference Proceedings, forthcoming.

*Philly Works 2012: Qualities of Life in Philadelphia*, Project selected and exhibited at the Philadelphia Art Alliance and included in publication, edited by Will McHale and Alexandra Schmidt-Ullrich, 2012.

*Permutations and Translations in Beginning Design*, National Conference on the Beginning Design Student 2012 Conference Proceedings, 2012.

*The Walk, the Collection, and the Artifact: Teaching Research in Art and Design*, National Conference on the Beginning Design Student 2012 Conference Proceedings, 2012.

*Engineering Phase Change Material: A Confluence of Fact and Fiction*, 2011 Building Technology Educators' Society Conference Proceedings, 2011.

**Name:** Dennis Playdon

(adjunct faculty)

**Courses Taught:**

Arch 8131 Research Seminar (Urban)  
Arch 9182 Independent Study Behavior and Culture

**Educational Credentials:**

B Arch, University of Cape Town, 1967  
M Arch, Harvard University, 1969  
Fulbright Senior Specialist, 2009

**Teaching Experience:**

University of Natal Visiting Examiner, 1970-77  
Rice University, 1976  
University of Texas at Austin, 1976  
University of Texas at Arlington, 1976  
Rensselaer Polytechnic Institute, 1978-85  
The Pennsylvania State University, 1985-89  
Drexel University, 1995  
University of Pennsylvania 1988-99  
Rhode Island School of Design 1999  
University of New Mexico 2002-03  
University of Cape Town, 1970-77, 2005  
Temple University, 1984 and 2008-present

**Recent Professional Experience:**

1999-2003 Cornerstones Community Partnerships, Santa Fe, NM, preservation of San Esteban del Rey, Acoma, NM.  
2007-08 Conditions Assessment, Pueblo of Acoma field testing and stabilization, Sky City, Acoma.  
2009-10 CIES, Fulbright Senior Specialist, lead architect, Wanla, Ladakh, Drikung Kagu Institute, India.  
2003-present, WP Associates LLC, Design/Build Consultants.

**Selected Publications and Recent Research:**

Website: Preservation of the Joe Frazier's Gym. 2011- present.  
"From Landscape to Architecture", in *Proceedings for the National Conference for the Beginning Design Student*, Pennsylvania State University. 2012  
*The Preservation of the Tibetan Architecture of Ladakh, India*, Global Temple Conference Program, 2009.  
"Pilot Project to Aid in the Development of a Preservation Plan for Old Acoma Village," Dennis G. Playdon and Kate Wingert-Playdon, 2007.

**Professional Memberships:**

South African Council for the Architectural Profession  
Council for the International Exchange of Scholars, CIES Fulbright.

**Name:** Vojislav Ristic

(full time faculty)

**Courses Taught:**

Arch 5251 Structural Analysis (spring 2014)

Arch 8012 Arch Elective Design Studio (spring 2014)

**Educational Credentials:**

MSAS., University of Pennsylvania

M Arch, New Jersey School of Architecture

Dipl Ing Arch, Belgrade University, Belgrade

**Teaching Experience:**

Teaching Assistant, University of Pennsylvania, 1989 - 1992

Assistant Lecturer, Digital Workshop, University of Pennsylvania, 1999

Adjunct Professor, New Jersey School of Architecture, 1992 - 2007

Assistant Professor, Temple University, 2007 - present

**Professional Experience:**

Principal, ArchStudio2227

Project Architect, Collaboration with Michael Mostoller Architects

Project Architect, Collaboration with Kovacevic Architects

Project Architect, Collaboration with IPC International

Design consultant, Peter McCleary and James Carpenter

Design consultant, PMC A&E Consultants

**Licenses/Registration:**

Serbian Chamber of Engineers and Architects

**Selected Publications and Recent Research:**

Relationship between the structures and space, Mies Van Der Rohe case study

Car Body Design, Automotive Design & Engineering, The Architecture of automobile and building design: learning from 100 years of parallel processes

University of Pennsylvania, GSFA, School of Architecture, Analytical study of Robert Le Ricolais structural models and computer animation of his structures in the context of the city, part of the exhibit "Vision and Paradox" dedicated to Robert Le Ricolais work

Center for Architecture and Building Science Research, Ezra Ehrenkrantz director, New Jersey School of Architecture, Apple project for the role of the computer in the classroom and classroom of the future

University of Pennsylvania, GSFA, School of Architecture, Analytical study of the correlation between the structure and the Space

Yugoslav Institute for Town Planning and Housing, Belgrade Yugoslavia, Planning in the earthquake prone regions, Building and planning in ecologically sensitive areas and national parks, Feasibility studies for the reconstruction of the city and the preservation of the historical landmarks

**Name:** Amy Rivera, PE

(adjunct faculty)

**Courses Taught:**

Arch 5252: Structural Design 1

Arch 5253: Structural Design 2

**Educational Credentials:**

BS, Civil Engineering, Drexel University

MS, Civil Engineering, Drexel University

**Teaching Experience:**

Adjunct Professor, Temple University, 2002-present

**Professional Experience:**

Senior Project Engineer and Group Leader, Ewing Cole 1986 – 2002

Owner/Principal, Rivera Structural Design, LLC, 2002 - present

**Licenses/Registrations:**

Pennsylvania, Professional Engineer (Civil Engineer)

**Selected Recent Projects:**

The Bellevue, Sub-basement slab infill, Philadelphia, PA

Wyeth-Ayerst, Metal Panel Wall System, Collegeville, PA

Rag Flats, Philadelphia, PA

Next Fab Studio, Philadelphia, PA

Freeman's Auction House Renovations, Philadelphia, PA

Mother of Divine Providence School Addition, King of Prussia, PA

Episcopal Academy Headmaster and Chaplain's Houses, Newtown Square, PA

Smith Memorial Playground Main Building Restoration, Philadelphia, PA

Mural Arts Program, Bodine High School Canopy, Philadelphia, PA

**Professional Membership:**

Delaware Valley Association of Structural Engineers

Queen Village Zoning Committee

Appointed Member of the Philadelphia Board of Building Standard



**Name:** Robert Shuman, AIA, LEED AP

(full time faculty)

**Courses Taught:**

ARCH 5351 Environmental Systems 1  
ARCH 5232 Graduate Design Studio 1(spring 2014)  
ARCH 8013 Comprehensive Design Studio  
ARCH 8096 Professional Practice

**Educational Credentials:**

B Arch, Temple University, Department of Architecture, Magna Cum Laude, 1982  
BA, Cornell University, College of Arts and Sciences, with Distinction 1973

**Teaching Experience:**

Adjunct Faculty, Temple University, 1992-95  
Associate Professor, Temple University, 2011-present.

**Professional Experience:**

Intern, BJC Knowles, Architects, Philadelphia, PA (1978-1980)  
Intern, Mirick, Pierson, Batcheler Architects, Philadelphia, PA (1981)  
Intern, Staff Arch., Associate (1988), Mitchell/Giurgola Architects, Philadelphia PA (1982-90)  
Associate, Partner (1999), MGA Partners, Architects, Philadelphia, PA (1990-Present)

**Licenses/Registration:**

Pennsylvania (1986)  
New Jersey (2011)  
NCARB Certificate 69689  
U.S. Green Building Council LEED Accredited Professional (2007)

**Selected Practice Project Awards:**

2012 Merit Award for Design Excellence, Philadelphia Chapter AIA: Indiana University Theater Cinema and Theater Renovations, Bloomington, IN (2010)  
2012 Merit Award for Design Excellence, Philadelphia Chapter AIA: Salvation Army Kroc Center, Philadelphia, PA (2010)  
2008 Honor Award for Design Excellence, Pennsylvania Chapter AIA: Dalton Hall Renovations, Bryn Mawr College (2006)  
2007 Honor Award for Design Excellence, Pennsylvania Chapter AIA: Linderman Library Renovations, Lehigh University (2007)  
2007 Award for Design Excellence, Philadelphia Chapter AIA: Dalton Hall Renovations, Bryn Mawr College (2006)

**Professional Memberships:**

Philadelphia Chapter AIA (1986-current)  
International Code Council (1991-current)

**Name:** Robert B Trempe Jr

(full time faculty)

**Courses Taught:**

ARCH 5012 Graduate Representation Intensive 2 (spring 2014)

ARCH 8133: Architecture Research Seminar 3

**Education Credentials:**

BA, Hobart College, 1997

M Arch I, University of Pennsylvania, 2001

**Teaching Experience:**

Lecturer, University of Pennsylvania, 2001 – 2003

Adjunct Professor, Philadelphia University, 2002 – 2003

Adjunct Professor, Temple University, 2003 – 2004

Assistant Professor, Temple University, 2004 - Current

**Professional Experience:**

Intern Architect, The Kling Lindquist Partnership, Philadelphia, PA, 2000 - 2001

Intern Architect, Wesley Architects, Philadelphia, PA, 2001 – 2002

Intern Architect, Weber and Company Architects, Philadelphia, PA, 2003 – 2004

Founder, Dissection Architecture Media Design, Philadelphia, PA, 2005 - Current

**Selected Publications and Recent Research:**

Trempe, Robert. "Where's Bigfoot? CNC Mapping the Spectacular." Paper published in the proceedings for the 2013 Shape Modeling International Conference, Bournemouth, UK, July 10, 2013.

Trempe, Robert. "Patterning Porosity: Tactics For an Introduction to Procedural Modeling, CNC Milling, and Full-Scale Construction." Paper published in the proceedings for the 2013 Shape Modeling International Conference, Bournemouth, UK, July 10, 2013.

Trempe, Robert. "Making Machines: Analog Inspirations from Computational Systems." Paper published in proceedings for the 2012 Conference on Architectural Education, Boston, March 1, 2012.

Trempe, Robert. "Procedural Pipeline: The HWYLiL Project." Paper and Exhibit Drawings presented at ACADIA 2010, New York City, October 21-24, 2010.

Trempe, Robert. "24X7@PHL: Codify." Paper and Graphics presented at SIGGRAPH 2010, Los Angeles, July 24-29, 2010.

Trempe, Robert. "How Would You Like To Live?" Paper and Graphics presented at SIGGRAPH 2010, Los Angeles, July 24-29, 2010.

**Professional Memberships:**

ACM / SIGGRAPH

ACADIA

**Name:** Kate Wingert-Playdon , Architecture Department Chair

(full time faculty)

**Courses taught:**

Arch 8012 Elective Architecture Design Studio  
Arch 9991 Directed Research  
Arch 9996 Architectural Thesis

**Educational Credentials:**

BS Building Sciences, Rensselaer Polytechnic Institute, 1983  
B Arch, Rensselaer Polytechnic Institute, 1983  
MS Architecture, The Pennsylvania State University, 1987

**Teaching Experience:**

Department Chair, Temple University Architecture, 2009-present  
Associate Professor, Temple University, 1998 - present  
Assistant Professor, Temple University, 1992 - 1998  
Adjunct Faculty, University of Pennsylvania, 1989 - 1992  
Instructor, The Pennsylvania State University, 1985 - 1988  
Instructor, Rensselaer Polytechnic Institute, 1983 – 1984

**Professional Experience:**

Mark Thompson Associates, Philadelphia, PA, 1989 - 1990  
Davis Brody Associates, Philadelphia, PA, 1985  
Martin Jay Rosenblum Architect, Philadelphia, PA, 1984 - 1985  
Crozier Philippi Associates, Albany New York, 1983 – 1984

**Selected Publications and Recent Research:**

Wingert-Playdon, Kate, and Brian Vallo, "John Gaw Meem at Acoma," Discussion, Cornerstones Community Partnerships and Collected Works Books, Santa Fe, New Mexico, August 2013.  
Wingert-Playdon, Kate. *John Gaw Meem at Acoma: The Restoration of San Esteban del Rey Mission*. Albuquerque: University of New Mexico Press, 2012 (276 pages).  
Wingert-Playdon, Kate, "Philadelphia Green Structures," in *Cities in Transformation, Research & Design*. Milan: EAAE 2012 (3150 words).  
Wingert-Playdon, Kate, *Philadelphia Historical Maps and Green Initiatives*, Grid and Flow National Symposium, Temple University, May 2011.  
Wingert-Playdon, Kate and Dennis G. Playdon, "Contexts Speaking: Lessons from Old Acoma," in *AIA Report on University Research, volume 5*. December 2011 (9 pages).  
Wingert-Playdon, Kate, "Observational Research and Digital Social Media: Route 66 and Amboy, California," in Rashed-Ali, Hazem, and Shelley Roff, *Leadership in Architectural Research*, 2009. San Antonio: ARCC 2009 (9 pages, digital publication).

**Professional Memberships:**

Ex-officio Board Member, Architectural Research Centers Consortium (ARCC)  
Executive Editor, ARCC Journal  
AIA Associate Member  
IFMA Associate Member

## IV.6 Visiting Team Report (VTR) from previous visit

**Temple University  
Department of Architecture**

## **Visiting Team Report**

**M. Arch (preprofessional degree + 60 graduate credit hours)**

The National Architectural Accrediting Board  
16 February 2011

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

## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Conditions Not Met	2
3. Causes of Concern	2
4. Progress Since the Previous Site Visit	3
II. Compliance with the 2009 Conditions for Accreditation	4
1. Institutional Support and Commitment to Continuous Improvement	4
2. Educational Outcomes and Curriculum	12
III. Appendices:	24
1. Program Information	24
2. Conditions Met with Distinction	47
3. Visiting Team	48
IV. Report Signatures	49
V. Confidential Recommendation and Signatures	50

## 1. Summary of Team Findings

### Preamble:

This VTR for the Temple M. Arch program is one of two VTRs produced during this visit. The decision to produce two VTRs was based on the recommendation of the team chair after a review of correspondence between Temple and the NAAB, and discussions and emails between and among the team chair, program chair and the NAAB office. The program and this team were guided by the NAAB letter of September 21, 2009 to Temple which stated in part, "...at the next regularly scheduled visit in 2011, both programs will be reviewed for continuing accreditation", [even though in July 2007 the NAAB approved a nomenclature change to convert a 5-year B. Arch to a 4+2 M. Arch].

To facilitate the decision to accredit each program, the team chair and program chair agreed to set up a "divided" team room; one-half with a full complement of student work for the B. Arch program, and the other half with the limited student work from the M. Arch program. (The M. Arch program accepted its first nine students in Fall 2010 and at the time of this visit, four graduate-level courses had been offered from which work was available for review.)

To further avoid confusion between the B. Arch and the M. Arch, the team first assessed the B. Arch conditions and SPC and completed a draft of the B. Arch VTR. After that, the team moved to assess the M. Arch work.

With respect to the M. Arch, the team concluded that if a Condition was met in the B. Arch program, it would be "met" in the M. Arch program. With respect to the Student Performance Criteria, the team was guided by Temple's *M. Arch Matrix* as follows:

- a) if the *Matrix* showed an SPC was to be met in a graduate-level course that had been offered, that coursework formed the primary basis for the team's assessment;
- b) if the *Matrix* showed an SPC was to be met in a course that had not yet been offered, the B. Arch assessment would apply (if the SPC was "met" or "not met" for the B. Arch, it was "met" or "not met" for the M. Arch);
- c) if the *Matrix* showed an SPC was to be met in a series of courses, and graduate work was available from only one of those courses, the team used the work from both the B. Arch and M. Arch to assess the criterion; and
- d) if the program showed an SPC to have been met before entrance into the M. Arch program, the team relied on the program's preparatory/pre-professional assessment as satisfying those criteria.

The team used the *NAAB Procedures for Accreditation, 2010 edition, Section 3. Procedures for Continuing Accreditation* and the *2009 NAAB Conditions for Accreditation* as the basis for assessment.

And finally, in spite of deficiencies to the Student Performance Criteria which this team believes the program is on the way to resolution, this is not a program in trouble. It is a program in transition. The *Conditions* and the *Causes of Concern* cited in the NAAB's 2005 VTR have been satisfactorily addressed and represent substantial evidence of Temple University's commitment to the Temple Architecture program.

## 1. Team Comments & Visit Summary

Students are a major asset and reflection of this program; they are articulate, committed, respectful and energetic. But as importantly, the students believe that "our faculty is our greatest asset". When those characteristics are coupled with a faculty equally committed to their education, and both are guided by a program chair with the acumen and energy to capitalize on those assets, this is a program on its way to a new level. As was seen by this team and supported by the expressed views of faculty, students, alumni and administrators, Chair Wingert-

Playdon, Kate to all, is thoughtful, approachable, responsive and intent on seeing this program achieve its full potential.

When considering the strength of the faculty, the team was impressed by the level of collegiality and cooperation exhibited between the new and senior faculty. In a variety of venues, the team noted positive interaction between and among new, tenured and adjunct faculty members.

In discussions with the Provost, senior staff and other administrative personnel, it was clear that the Temple Architecture Department is an important and contributing part of the Temple University fabric. The financial commitment, through the addition of five new tenure-track faculty and three new full-time faculty, plus the construction of the new architecture building are substantial evidence of the university's commitment to the program.

The team found the department energized by the anticipated occupancy of the new architecture building, both for the expectation of a greatly improved physical environment and equally for the opportunity of increased collaboration with the other departments of the Tyler School of Art.

The team found an exceptionally high degree of support from the local professional community and an even higher level of support from the program's alumni. In sum, the relationship between the architecture department and the local professional community is strong and a strong resource to the department. The team also found an impressive level of cooperation between the program faculty and their colleagues in other local schools and universities.

The team commends the program chair for an exceptionally well-organized and thorough APR, particularly in light of the recent changes to the NAAB conditions and the issues related to their nomenclature change.

## 2. Conditions Not Met

- A4. Technical Documentation
- A5. Investigative Skills
- A7. Use of Precedents
- B2. Accessibility
- B3. Sustainability
- B4. Site Design
- B6. Comprehensive Design
- B8. Environmental Systems
- B10. Building Envelope Systems
- B12. Building Materials & Assemblies Integration
- C2. Human Behavior

## 3. Causes of Concern

- A. **Increased Administrative Demand:** As the department continues to expand its offerings from one degree Program (B. Arch.) to four different degree programs (B.S. Architecture, B.S. Facilities Management, B.S. Historic Preservation, and an accredited M. Arch.) there will be increased administrative demands which the program will have to resolve on limited funds. The team has some concern that demands may exceed staffing resources. The lack of professional development funds could also hinder staff development in the coming years.
- B. **Faculty Development:** Support for faculty development – especially tenured faculty – has diminished substantially in recent years. University grants – available exclusively to junior faculty members – have typically covered the shortfall for tenure earning faculty. While the limited resources pose difficulties for senior faculty, it is understood that this is a university wide condition resulting from today's difficult economy.



**4. Progress Since the Previous Site Visit (2007 M. Arch)**

This category is not applicable to the Master of Architecture program. See the team's comments for the B. Arch.

## II. Compliance with the Conditions for Accreditation

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

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

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

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

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

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

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 1-6.

#### 1.1.2 Learning Culture and Social Equity:

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

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

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

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

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

**[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 7-9 and confirmed on-site in discussions with faculty, staff and students.

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

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program has responded to this perspective.**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 10-13, on page 22 of the Long Range Planning section, and confirmed during informal discussion with students and faculty.

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

**[X] The program has responded to this perspective.**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 13-16, on page 24 of the Long Range Planning section, and confirmed during various formal and informal discussions with students.

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

**[X] The program has responded to this perspective.**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 16-18, on page 25 of the Long Range Planning section, and confirmed during various discussions with faculty and students.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professionate*. Carnegie Foundation for the Advancement of Teaching. 1990.

respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program has responded to this perspective.**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 18-20, on page 25 of the Long Range Planning section, and confirmed during various discussions with faculty, alumni and local practitioners.

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

**[X] The program has responded to this perspective.**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, page 20, on page 25 & 26 of the Long Range Planning section, and confirmed during various discussions with faculty, alumni and local practitioners.

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

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

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, Long-Range Planning section, pages 21-28. The University emphasis on long-range planning creates a positive environment which the program uses as an effective springboard into "basic" long-range planning with a view to the NAAB five perspectives. The evidence showed the program's planning to be systematic, comprehensive and thorough, a view that was supported during various discussions with faculty, students and alumni.

**1.1.5 Self-Assessment Procedures:** *The program must demonstrate that it regularly assesses the following:*

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

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

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

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 29-32 and were confirmed on-site in discussion with faculty and students.

## **Part One (I): Section 2 – Resources**

### **I.2.1 Human Resources & Human Resource Development:**

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

**[X] Human Resources (Faculty & Staff) are appropriate (or adequate) for the programs**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 33-51 and confirmed during various conversations with students and faculty.

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

**[X] Human Resources (Students) are appropriate (or adequate) for the programs**

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 44 -51 and confirmed during various conversations with students and faculty.

**1.2.2 Administrative Structure & Governance:**

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

**[X] Administrative Structure is appropriate (or adequate) for the programs**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 52-54 and in the organization chart and description of positions provided by the program during the visit. Supporting evidence was found on page 4 of the 2010 APR under "Architecture Department History", on pages 21 and 22 "2009 Architecture Department Self Study", and on page 125 under "Condition 10, Administrative Structure". The overall sense that the program has sufficient autonomy to be able to conform to the conditions for accreditation was confirmed in discussion and meetings with the chair, dean and other faculty.

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

**[X] Governance opportunities are appropriate (or adequate) for the programs**

**2011 Visiting Team Assessment:** Evidence was found as outlined above and confirmed during various conversations with students and faculty.

***1.2.3 Physical Resources:*** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are appropriate (or adequate) for the programs**

**2011 Visiting Team Assessment:** Evidence found in 2010 APR, pages 55-72, and confirmed with an on-site review of plans for new Architecture Department building, view of construction in progress, and confirmation by chair and dean that construction was on schedule and would be complete in time to receive the incoming 2011/2012 classes.

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

**[X] Financial Resources are appropriate (or adequate) for the programs**

**2011 Visiting Team Assessment:** Evidence was found in 2010 APR, pages 73-75 and confirmed during formal and informal discussions with faculty and staff.

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

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

**[X] Information Resources are appropriate (or adequate) for the programs**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 76-80 and confirmed during a visit to the Paley Library and discussion with the architecture librarian.

**PART I: SECTION 3 –REPORTS**

**1.3.1 Statistical Reports<sup>3</sup>.** *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

**M. Arch**

**[X] Statistical reports were provided and provide the appropriate information**

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<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 81-90.

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

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

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

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

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

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

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

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, pages 94-96.

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<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.



**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room were responsive to the requirements of Appendix 3**

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

#### **Realm A: Critical Thinking and Representation:**

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

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

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

**[X] Met**

**2011 Visiting Team Assessment:** This criterion is met in the preparatory/pre-professional evaluation of each student entering the Master's program. The team's assessment of that process and our meeting with the Tyler Admissions Office provided evidence that the incoming students meet this criterion or, that remedial action is taken for those who do not satisfy this criterion.

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

**[X] Met**

**2011 Visiting Team Assessment:** This criterion is met in the preparatory/pre-professional evaluation of each student entering the Master's program. The team's assessment of that process and our meeting with the Tyler Admissions Office provided evidence that the incoming students meet this criterion or, that remedial action is taken for those who do not satisfy this criterion.

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

**[X] Met**

**2011 Visiting Team Assessment:** This criterion is met in the preparatory/pre-professional evaluation of each student entering the Master's program. The team's assessment of that process and our

meeting with the Tyler Admissions Office provided evidence that the incoming students meet this criterion or, that remedial action is taken for those who do not satisfy this criterion.

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

[X] Not Met

**2011 Visiting Team Assessment:** While this criterion was met in the B. Arch program, that assessment was based on a holistic evaluation of work across a series of courses, most of which would not be converted directly at the graduate level and there was insufficient graduate level coursework to satisfy this criterion.

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

[X] Not Met

**2011 Visiting Team Assessment:** The team assessed this criterion as not met based on the graduate work available for review.

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

[X] Met

**2011 Visiting Team Assessment:** This criterion was assessed based on review of Temple's process for reviewing candidate portfolios.

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

[X] Not Met

**2011 Visiting Team Assessment:** This criterion was assessed as "not met" because neither the graduate nor the undergraduate work was sufficient.

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

[X] Met

**2011 Visiting Team Assessment:** Because the course which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch where evidence was found in exhibited work in Arch 2141 and 2142.

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

[X] Met

**2011 Visiting Team Assessment:** Evidence was found in exhibited work for Arch 8131.

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

[X] Met

**2011 Visiting Team Assessment:** Evidence found in exhibited student work for Arch 8011.

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

[X] Met

**2011 Visiting Team Assessment:** Evidence found in exhibited student work for Arch 8011.

**Realm A. General Team Commentary:** The program's overall efforts lead to student achievement of the learning aspirations described above.

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

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

- B. 1. **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including

existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2011 Visiting Team Assessment: Evidence found in exhibited student work for Arch 8011.

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

[X] Not Met

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

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

[X] Not Met

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

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

[X] Not Met

2011 Visiting Team Assessment: The team did not find exhibited work at the graduate level that satisfied this criterion.

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

[X] Met

2011 Visiting Team Assessment: Because the course which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch. Evidence found in exhibited work in Arch 2141 and 2142.

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

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

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

**B.9. Structural Systems**

**B.5. Life Safety**

**[X] Not Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch. In that case the team found evidence that some students had this ability, but the team could not find sufficient evidence that the work of all students in the program could meet this criterion.

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

**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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

**[X] Not Met**

**2011 Visiting Team Assessment:** The team did not find exhibited work at the graduate level that satisfied this criterion.

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

**[X] Met**

**2011 Visiting Team Assessment:** The team found sufficient evidence in exhibited work at the graduate level to satisfy this criterion.

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

**[X] Not Met**

**2011 Visiting Team Assessment:** The team did not find exhibited work at the graduate level that satisfied this criterion.

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

**[X] Met**

**2011 Visiting Team Assessment:** The team found sufficient evidence in the exhibited work for Arch 5351 to satisfy this criterion.

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

**[X] Not Met**

**2011 Visiting Team Assessment:** The exhibited work for this criterion was proposed to be met in two course, one of which is the Comprehensive Design Studio (Arch 8013) and the second in a studio that is yet to be taught. Therefore the team concluded the criterion is not met.

**Realm B. General Team Commentary:** The program's overall efforts were marginal in leading to student achievement of the learning aspirations described above.

**Realm C: Leadership and Practice:**

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

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence found in exhibited student work in a variety of studio and classroom courses.

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

**[X] Not Met**

**2011 Visiting Team Assessment:** The team did not find exhibited work at the graduate level that satisfied this criterion.

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

**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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

**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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



**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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

**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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

**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which primarily covers this criterion (Arch 8096) has not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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

**[X] Met**

**2011 Visiting Team Assessment:** Because the coursework which covered this criterion had not yet been offered at the graduate level, assessment defaulted to that made for the accredited B. Arch.

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

**[X] Met**

**2011 Visiting Team Assessment:** The team assessed this material as meeting the criterion at both the graduate and undergraduate level.

<p><b>Realm C. General Team Commentary:</b> The program's overall efforts lead to student achievement of the learning aspirations described above.</p>
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**PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, page 109-116; Temple University accreditation was reaffirmed on June 24, 2010 by the Middle States Commission on Higher Education.

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence was provided in the 2010 APR, pages 117-118.

**II.2.3 Curriculum Review and Development**

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, page 119.

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

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

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence was found in the 2010 APR, page 119 and during a meeting with the Tyler Admissions Office. This is the first year the process has been applied, and the team encourages the program to continue to develop the process.

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

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

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence found in 2010 APR, page 123, and on-line in school catalog.

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

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

*The 2009 NAAB Conditions for Accreditation*

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence found in 2010 APR, page 123, and on-line in school catalog.

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

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

*[www.ARCHCareers.org](http://www.ARCHCareers.org)*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

*[www.NCARB.org](http://www.NCARB.org)*

*[www.aia.org](http://www.aia.org)*

*[www.aiaa.org](http://www.aiaa.org)*

*[www.acsa-arch.org](http://www.acsa-arch.org)*

**[X] Met**

**2011 Visiting Team Assessment:** Evidence found in 2010 APR, page 123, and on-line in school catalog.

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

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

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

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

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence found in 2010 APR, page 123, and on-line in school catalog.

**II.4.5 ARE Pass Rates**

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

**[X] Met**

**2011 Visiting Team Assessment:** Evidence found in 2010 APR, page 123, and a link on-line in the school catalog.

III. **Appendices:**

1. **Program Information**

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

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

Temple University's mission statement, adopted by the Board of Trustees in December 2004, demonstrates the university's commitment to the student, faculty, and internal and external communities it serves. Temple has a historic mission, grounded in the roots of its Conwellian tradition, the belief that "diamonds are not in far-away mountains or in distant seas; they are in your own back yard if you will but dig for them," which was the theme of Temple University's first President, Dr. Russell H. Conwell's famous "Acres of Diamonds" speech. The mission statement, adopted in 2004, affirms these traditions and distinct features of Temple University, but recognizes Temple's commitment to achieving greater standards of excellence:

Temple University is a national center of excellence in teaching and research with an international presence.

Our talented faculty and broad curriculum of nearly 300 academic programs provide superior educational opportunities for academically talented and highly motivated students, without regard to their status or station in life. Temple's richly diverse student population and the dramatic growth of our residential campus community of student scholars enrich the educational and extracurricular life of our people.

While the university especially serves students from Greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, throughout the nation, and around the world. We maintain an international presence with campuses in Tokyo and Rome and programs in London, Beijing, and six other locations worldwide.

A long-time leader in professional education, Temple prepares the largest body of practitioners in Pennsylvania; we are among the nation's largest educators in the combined fields of medicine, dentistry, pharmacy, podiatry and law.

In addition, we offer more than four dozen doctoral and more than 100 master's degree programs that contribute to research and scholarship. Temple seeks to create new knowledge that improves the human condition and uplifts the human spirit. To achieve this goal, we maintain our commitment to recruiting, retaining, and supporting outstanding faculty that prize diversity of thought, excel in scholarly endeavors, and support the aspirations of capable students.

The mission statement is reproduced on the university's website, <http://www.temple.edu/about/mission.htm>, and is publically available to the university community. It is published in the on-line versions of the undergraduate and graduate bulletins and is discussed with those new to Temple at student and employee orientation sessions. The university's mission and goals are reflected in student recruitment publications.

**Schools, Colleges and Programs.** The mission statements of the schools and colleges operate within the university's mission and provide a diversity that is consistent with the complexity of the university's academic programs and the autonomy afforded to the academic units to develop educational initiatives.

Consonance with the mission is reflected in the university's program approval process. In proposals to establish, terminate or change academic programs units are required to consider the relationship of the academic program to the mission of the university, school or college, and department. Guidelines for developing these proposals are on-line at <http://www.temple.edu/deputyprovost/academic-proposals/OfficeoftheDeputyProvost-processoverview.htm>.

**Mission Effectiveness.** Temple has processes that assess how well the university is achieving aspects of its mission. A variety of data reports are produced and reviewed annually that include quantitative indicators of how the university is doing in terms of achieving aspects of its mission. Periodic program review (PPR) was implemented in 2003 and the initial seven-year cycle was completed in June 2010. PPR is an ongoing process for encouraging schools and colleges to reflect on how to improve their teaching, scholarly and creative activities, and service. Mission is one of the ten areas academic programs are required to address in their self-study, and external evaluators are asked to consider the quality and scope of academic programs within the context of the university, school/college, and department missions.

#### **Goals**

In 2006 Dr. Ann Weaver Hart became Temple University's ninth president. In July 2010 Dr. Richard Englert was named Interim Senior Vice President and Provost.

New strategic objectives have been identified in the university, linking resource allocation to priorities. In her March 22, 2007 inaugural address, President Hart laid out the following six priorities:

- Access to Excellence
- Strengthening our Neighborhood and Community
- Sustainability: A Green Campus Culture
- Incubator of Innovation and Entrepreneurship
- International Presence
- Sharing Commitment to Access to Excellence

The university also embarked on a period of extensive planning. On August 29, 2007, the president announced a university-wide academic and strategic planning effort. After an 18-month collaborative planning process and extensive discussions of the plan with the faculty in all of the schools and colleges and across campus, the academic plan (Academic Strategic Compass), was implemented, outlining Temple's strategic direction and priorities for the next five years in five key categories:

- Opportunities for Success
- Research Excellence
- Metro-Engagement
- Global Commitment
- Destination Temple (Compass Center)

Concurrent with academic planning was development of a comprehensive campus master plan and new budget policies and practices. As President Hart stated in a fall 2007 letter to the faculty, "These plans will be critical to our success in achieving our goals over the next decade and will establish a foundation for growth long into Temple's

future." At no time in the university's 125-year history has the institution been more engaged in comprehensive planning than in the present. The Academic Strategic Compass will be the catalyst and primary focal point for additional university wide planning initiatives that will dramatically impact the future of the institution.

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

Stella Elkins Tyler donated her estate to Temple University in the early 1930s. With an interest in progressive education and a deep appreciation of her mentor, the sculptor Boris Blai, Mrs. Tyler offered her estate with the expressed wish that, through Boris Blai, it would become an environment for the advancement of the fine arts, scholarly study in the arts, and individual creativity.

As founding Dean of Tyler School of Art, Blai instilled Tyler School of Art with a commitment to progressive education emphasizing the student's mastery of technique within the framework of a liberal arts curriculum. Dean Blai insisted upon individual attention to each student's needs as the basis of successful teaching. During his 25-year tenure Dean Blai shaped the school into one of the finest visual arts centers in the country, and his founding ideals still remain paramount to Tyler's educational philosophy.

In 1960 Dean Charles Le Clair succeeded Boris Blai. During this period the Tyler campus was improved with construction of a residence hall and two studio/classroom buildings. In 1966 Dean Le Clair founded the Tyler Study Abroad program in Rome, Italy. Temple's Rome campus thrives today as one of the most respected fine arts study abroad programs in Europe. The program has expanded to include a full range of liberal arts, architecture, business, and law courses with an emphasis on those relating to Rome, Italy, and the European Common Market.

Throughout the 1960s and 1970s, Tyler's curriculum continued to grow in response to new definitions of art-making and the role of art in society. New programs and modern facilities in design, ceramics, glass, metals, and photography were added. During this time, Tyler developed the Art and Art Education Department and the Art History Department on Temple's Main Campus. These departments serve majors seeking the BA degree with a major in art or art history, the BS degree in art education, and non-majors throughout the university. In 1998 the Architecture Department was first affiliated with the Tyler School of Art, and the department became a full member in 2000. Similarly to other major public universities in the United States, the department serves the primary role of providing professional architecture education while also serving to educate students in affiliated areas of environmental design. Today the curriculum at Tyler continues to address contemporary needs by incorporating digital technology, video, installation, and performance.

Since 1935, Tyler School of Art has offered students the combination of a world-renowned faculty and the resources of a major university. Tyler has grown from a small art school in Elkins Park, PA to encompass a wide range of programs in the study of art, design, art history, art education, and architecture. The Elkins Park campus closed in December of 2008 and all departments and programs are now located on the Main Campus of Temple University. In each program, students work in small learning communities, while also benefitting from the facilities, curriculum, and activities of Temple University. A Tyler education is one that will distinguish each student as someone who is well prepared for the unprecedented opportunities that are available today in the fields of art and design.



The faculty of the Tyler School of Art seeks to produce informed and inspiringly educated individuals who will enter our society as artists, architects, art historians, designers and educators with the highest aspirations for achievement; producing innovative work that is publicly presented and critically considered. In pursuit of this goal, the objective of the Tyler School of Art is to create an engaging and critical environment that:

- promotes cutting edge curriculum initiatives that reflect a broad spectrum of philosophical and aesthetic approaches;
- through its relationship with Temple University, provides access to students who otherwise would not consider art and design as a career path;
- fosters interdisciplinary insights and collaborations promoting artistic and intellectual freedom, creativity and experimentation in a diverse and heterogeneous environment;
- demonstrates to students, through the faculty's own practice and scholarship, that the study of art and design is process-oriented and research-based;
- interacts with a broad spectrum of local, national and international artists, scholars and communities in the exploration of art and its role in society; and
- builds upon our outreach to the Temple University community, to the local neighborhoods and to the cultural organizations in the region.

The Architecture Department admitted its first class into a 4 year degree program in 1970. At that time the program was housed in the College of Engineering and the Architecture unit was named the Department of Architectural Design Technology. In 1976 the architecture unit became the Department of Architecture and it was the first year for Bachelor of Architecture graduates and the first NAAB accreditation visit was in 1978. At that time accreditation was granted retroactively to 1976 and the department was given accreditation for a 3 year term. From then accreditation visits were in 1981 (3 year term, extended by 1 year), 1986 (5 year term), 1991 (3 year term), 1993 (5-year term), 1999 (5-year term, extended to 6 years), 2005 (6-year term).

In 1983 the College of Engineering was renamed the College of Engineering and Architecture. Between 1983 and 1992, the structure of the college changed and renamed a number of times with name changes reflecting the academic units. The engineering college was reorganized in 1992-93 with three engineering divisions and an architecture program. During the years that architecture was housed administratively with engineering, the number of faculty increased to 15 full time members, the student numbers increased, and the department grew in excellence. The department built an identity and reputation in the local community, the Philadelphia region that has one of the largest populations of architecture professionals in the United States.

In 1993 architecture was relocated administratively to a new unit in the university that included architecture, landscape architecture, and horticulture and reported to the dean of Temple's Ambler campus. The move occurred so that like-professional programs in environmental design professions could be part of the same college at a time when architecture and engineering at Temple were moving in divergent directions. The new unit was positive for the disciplinary overlaps that it afforded, however it was untenable because of location differences – where architecture was and still is housed on the Main Campus of Temple University and has established an identity based on its urban location, the Landscape Architecture and Horticulture Department was and still is housed at the Ambler Campus, approximately 45 minutes away. In 1998 the Architecture Program became a unit affiliated with the Tyler School of Art and in 2001-02 a full member of the Tyler School of Art. In 2007 the Architecture Program was changed back to an Architecture Department to better align with other units in Tyler School of Art.

During the past 12 years with architecture a part of the Tyler School of Art, there have been changes to better align the department with the school. Alignment is carried out to build on the strengths of the school and department while keeping in mind the professional program needs for architecture. This alignment is administrative and academic. Administrative alignments to date include efforts for the department to be better serviced by the admissions office and the student services office. Administration of the new M Arch degree program will affiliate the M Arch students closely with other graduate students in the school. This is also occurring at the undergraduate level. Discussion is underway at both the undergraduate and graduate level to look at curricular affinities between the Architecture Department and other departments. At the undergraduate level, discussion about the practices of foundation teaching has been proposed. The intent is to build dialog between both students and faculty at the foundations level. Discussion has also been initiated about the sharing of elective courses between departments at the graduate level, also with an interest in creating cross-disciplinary dialog. The department's affiliation with Tyler has also been reflected in the hiring of new faculty. New hires in architecture have included faculty members with interests that align architecture and art.

With the stable and known structure of the Tyler School of Art the Architecture Department (now 40 years old) has been able to offer opportunities for increased research and creative work productivity for all faculty since the last NAAB accreditation visit in 2005. This has occurred through alignment of administration, hiring of full time faculty, understanding of financial and resource needs. The affiliation with Tyler School of Art is now solidified to the point where the department's identity is understood as part of the school. As such the department has been able to work on needs and goals that were listed in the last accreditation report, satisfying a large percentage of the goals in the past 6 years. The department's identity with Tyler has had a tremendous benefit for attracting excellently qualified students and faculty alike and has recently helped in building the reputation of the department that better reflects its strengths, giving Temple Architecture a clear standing within the architecture profession.

Until 2009 about half of the Tyler School of Art (the studio arts programs) was located on a small art school campus in Elkins Park, PA, while the other half resided on the Main Campus in North Philadelphia. The studio arts programs were relocated to a new 255,000 square foot state of the art building designed by Carlos Jimenez on the Main Campus allowing for more focused attention at alignments and identity of the whole school.

Even with administrative shifts, architecture has been housed in the same space, the 3rd, 8th, and 9th floors of the Engineering and Architecture Building since 1978. In spring of 2010 the university announced plans to build a new building for the Architecture Department, an addition to the Tyler School of Art that is distinct but fully connected and spatially linked via a courtyard to the other facilities and all other programs that comprise the Tyler School of Art. At close to 50,000 square feet, the new building not only increases the space for the Architecture Department to a size that is more in keeping with the needs of the programs, it will also house specialized equipment and technology for the department's programs and provide opportunities for interaction across disciplines. The facility will take advantage of university initiatives to use sustainable design principles for new buildings. Funding is secured, planning is underway, groundbreaking is in September of 2010 and the move-in date is prior to September 2011 (see Section I.2.3 Physical Resources).

Since the first B Arch accredited degrees were offered in 1976, Architecture has offered two programs, a 5-year B Arch program and a 4-year BS Architecture program. Beginning in 2003 planning for curricular changes was underway to better serve students

in the department. In 2010 there were major curriculum changes. We are in the process of a nomenclature change. The last class eligible for the B Arch degree program was admitted in fall of 2009. The first class of the 4 + 2 M Arch degree program was accepted in the fall of 2010. The B Arch will be phased out with the class entering the department in the fall semester of 2009.

The department now offers three undergraduate degree programs: A BS Architecture pre-professional program, a BS Facilities Management, and a BS Architectural Preservation. The professional degree program, the M Arch, is a 4+2 program that accepts Temple BS Architecture students as well as students from other similar pre-professional architecture programs. With these programs established, we are currently working on finding ways for students to more fully engage opportunities for academic and extra-curricular participation within Tyler and the university.

The university's newly refocused mission to build local, sustainable, and global connections has made the link between the Architecture Department and the university more apparent. With a well-prepared student body in architecture we look forward to the new opportunities that are emerging for our students. Teaching and research that engages local communities is supported by Temple's new initiative, the Community Learning Network, housed in the College of Liberal Arts that looks to catalyze civic engagement by promoting campus-community collaborations between faculty students, and community partners. With well established community connections already in place, the Architecture Department is considered an important partner in the network. Community engagement as a central mission within the university is not limited to the local context, and in architecture our reach is regional, national, and international. Student projects and faculty research/creative work are located in North Philadelphia communities, the East Coast of the United States, the Southwest of the United States, and in South America, Europe, Asia, and Africa. The work of the department is reflective of its mission and core values as stated below.

The mission of the Architecture Department of the Tyler School of Art at Temple University is to educate design professionals relevant to the contemporary world by constructing an environment where general, architectural and urban issues are investigated in depth. While acquiring the fundamental skills and knowledge base of the discipline, students are taught to think critically about architecture, as a situated physical, spatial and social practice, and to engage in environmentally responsible ways with the opportunities and dilemmas presented to it by contemporary transformations in society, culture, technology and materials.

### **Core Values**

Architecture As Situated Practice: Temple University is located in Philadelphia, one of America's great cities, long globally acknowledged and connected. It and architectural practice within it are currently being transformed by forces of global restructuring in ways comparable with that of other mid-sized post industrial cities around the world. Pedagogy and research are framed by this urban and professional condition. It is used as a primary laboratory for deep critical engagement, architectural investigation and operative transformation in environmentally responsible ways.

Architecture As Material Practice: Central to work in the department is the recognition of architecture as a material practice, in which acts of design and acts of making extend into one another. These include drawing, model building, fabrication and building. This locates the department's laboratories – studios, woodshop, digital and fabrication labs and a materials library – and the relationship between thinking and making, at the heart of the department's ethos and pedagogy.

The department promotes investigations into architecture's material and technical properties as a basis for environmentally sustainable design and research. These include conventional materials and technologies as well as investigations into emerging materials and new computational and fabrication technologies.

Architecture As Social Practice: The department espouses a position that architecture is a social practice. It investigates the complex socio-economic, cultural and political dynamics of the contemporary, post-industrial city and explores these as opportunities for design. These include forces of, for example, migration, crime, fear, religion, climate change etc. phenomena which have shaped the modern metropolis since its beginning but have taken on additional urgency under the impact of globalization, as well as more traditional forces of commercial capital and politics.

Architecture As Design Based Practice: Fundamental to architecture is design, a speculative practice that operates on the real to know and transform it. The design studio, from foundation level where students learn basic design and representational skills to advanced level comprehensive and urban studios provide a critical environment for architectural speculation. These are supported by the study of theoretical, historical, technical and professional phenomena relevant to design practice in the metropolis of tomorrow.

Architecture As Collaborative Practice: The department operates from the position that architecture is a collaborative practice. Collaborations with other centers of excellence in the university are encouraged. Pedagogy and research are connected to real conditions through partnerships or collaborations with other urban agents ex: planners, developers, political activists, researchers, fabricators, artists and other professionals. In this way, architectural education ensures its relevance to the transforming world of practice. Applied research and consultancy is encouraged.

### C. Long-Range Planning (I.1.4)

Since the last accreditation visit in 2005 the Architecture Department has engaged in planning processes that link the goals and needs of the department to those of Tyler School of Art and the university. Objectives for change are identified within the department but impacted by changes at the school and university level as well. This way the department addresses the professional requirements of its programs in relation to the goals of the school and university.

Planning process and impacts: A summary of academic-based reports that identify initiatives for long range planning since 2005 is as follows.

- Strategic Plan from the 2004 Architecture Program Report (APR): The strategic plan identified key points of change that have been met. Change in curricula, increased hiring of fulltime faculty and maintenance of student numbers in ratio with full time faculty were objectives that were identified and met during the last five years. Meeting these core objectives has positively reinforced the department's ability to strengthen excellence through faculty research and teaching. Some of the goals from the 2004 APR are still in process. They are included in the department's long range plan for improvement. (see also Part III and Section I.1.5)
- 2005 University Periodic Program Review: The Provost's office initiated program review for the Architecture Department. The review reinforced many of the needs that had been identified in the 2004 APR. The review process was integral in communicating the departmental needs to the university administration.

- 2005-2008 Architecture Department curriculum development: The department underwent extensive study of professional needs in design disciplines, locally, nationally, and internationally to develop a plan for updating the department's curricula to better serve the needs of students in the 21st century. The Architecture Department reorganized to provide a structure that builds on our strengths and those of the university, aligning the department with the university's Academic Strategic Compass – primary foci included academic excellence, metro engagement, global commitment, and research excellence. The result of this was the reorganization of department curricula and the formation of new degree programs: BS in Architecture (pre-professional), BS in Facilities Management, BS in Historic Preservation and M Arch professional degree program. Curricular adjustments better serve our student body, allowing undergraduates the opportunity for broader engagement in university and the opportunity to choose more focused career paths. The curricular shifts also allow for better preparation of architecture professionals in an environment that is demanding both broader cultural understanding and more focused professional understanding.
- 2007-08 Studio Culture Policy Forum: The department worked with the Temple chapter of AIAS to engage the student body in developing a studio culture policy. The policy has been an important factor in guiding change and development within the department. It was updated in spring semester of 2010 after focuses sessions on issues of diversity in the department were discussed.
- 2007-08 Tyler School of Art Merger Committee for move to main campus: Until January of 2009 the Tyler School of Art was located on two campuses, with the Fine Arts departments and most of the administration located on a suburban campus. On Temple's main campus three departments (Architecture, Art and Art Education, Art History) were dispersed across the main campus of university. The move has provided the ability for more collegial engagement. Now that the move to the main campus is complete, there is the ability for other kinds of planning and growth to occur within the school. In 2009-10 this has positively affected the Architecture Department.
- 2007-2009 Provost's Strategic Planning Committee: Temple University has engaged in a comprehensive planning process that has identified the strengths of the university and goals for growth as it moves forward. The planning process resulted in Temple's Academic Strategic Compass (see appendix). Many of the goals of the Strategic Compass overlap with the strength and goals of the department. (<http://www.temple.edu/provost/academiccompass/>)
- Temple 20/20 Destination Temple campus framework for development: The university has developed a spatial framework for campus development that aligns with and supports the other strategic goals. A new building for the Architecture Department has been approved, funded, and is scheduled to be built by the start of fall semester 2011. The building spatially links architecture with the Tyler building and also places the department as a unit within the emerging Arts campus cluster centered around 13th and Norris Street on the Temple Main Campus. ([http://www.temple.edu/provost/academiccompass/updates/year-two/documents/0824-Executive\\_Summary\\_090519FINALMAY12.pdf](http://www.temple.edu/provost/academiccompass/updates/year-two/documents/0824-Executive_Summary_090519FINALMAY12.pdf))
- 2009 Architecture Department Self Study: The Architecture Department was mandated by then Provost Lisa Staiano-Coico to perform a self study to identify the department's primary attributes, strengths, and potential. The planning process has been useful at a critical moment in the department's history and has served to help in understanding our areas of leadership in and for the university. The self study served to highlight the Architecture Department's strengths in order to understand its identity and place in the university and Tyler School of Art just after the Fine Arts degree programs and faculty were moved to the Main

Campus of Temple University. Some of the results of the self study are: 1) to move the Architecture Department to a new building connected with the rest of Tyler School of Art, 2) to find ways to further articulate the department's strengths and potential contributions to the university community, 2) to find ways to articulate the department's identity as a part of Tyler for cross-school planning, and 3) to address areas of concentration within the department for future growth (see strategic plan below).

- 2010 architecture alumni advisory group: The Tyler Dean's Office initiated a process to develop an architecture alumni advisory group for the department to better serve the alumni's needs and to act as support for the department. A group of alumni met in the spring of 2010 and organized a schedule for future meetings, and some goals that work towards more active participation by an organized alumni group in department growth. Beginning in fall of 2010 the department created a new position, Administrative Intern, filled by a recent alumna, to work with Temple Architecture alumni to create connections, get information to alumni, build a venue for posting achievements, and building support for the department.

The planning processes at various levels within the university have impacted positively our long range plans for improvement. As part of the strategic planning process the department also relies on information pertaining to local, national, and international professional trends. We rely on the local professional community, many of them alumni, for information about our graduates and the needs of the profession in the local context. Philadelphia's architectural community is well engaged in review and critique of student work and we rely on this contact as another means to understand local trends and needs.

Information and data from NCARB relating to IDP and licensure is used to guide curricular decisions. AIA's information on research areas, practice needs and trends, and more recently the AIA's strategic plan have been helpful tools to contextualize the professional program curriculum. Emerging emphasis on research as part of practice has helped us adjust our department curricular offerings to allow students to engage in research based design practice. Faculty research and its relationship to changing practice modes and directives is helping to shape the curriculum, connecting students to the immediate questions and issues of the present and introducing them to forms of design practice that will span over their lifetime. We look at the issues within the professional community to ascertain students' learning needs for the present and the future. Across the curriculum we have started to include issues of sustainability and globalization and their impact on the practice of design. At the graduate level, we look for development of the program to address emerging questions in design practice, such as integrative forms of practice, the role of case studies, evidence based design, comprehensive design and BIM, and post occupancy evaluation.

**Architectural Education and the Academic Community:** The faculty of the Architecture Department is fully engaged in activities of the school and the university. With architecture as a centrally important discipline in a number of university initiatives we serve on committees and participate in initiatives that overlap with our discipline. We have had representation for strategic planning at the Provost's and President's level within the university. We are engaged in the following initiatives that are part of Temple's Strategic Compass:

- Opportunities for Success: The Architecture Department's incoming undergraduate students are among the strongest academic groups in the university in fall of 2009 with an average high school GPA of 3.5. and SAT scores higher than students from any other college/school in the university. About

20% of our students are university honors students. Our department attracts a diverse range of students, including international students, community college and other transfer students from a range of age groups and life experiences, Philadelphia County students and those from the region. The curriculum has been reorganized to increase student retention and opportunities for success. We have worked to understand the needs of students with different learning styles, working with the Teaching and Learning Center on various initiatives like Project EDIT to understand diverse learners, and roundtables for Community Based Learning, Global Initiatives, and Sustainability to build on our department strengths. We have developed grading rubrics for all required courses so that students and faculty can better articulate grading in a more unified manner across the curriculum. Our nomenclature change was carried out to address the needs of student applicants. In recent years there is more interest among the student body to engage in university wide activities, sports, music, etc. Our 4+2 BS + M Arch sequence takes this into consideration. Students' ability to choose from three undergraduate majors (BS Architecture, BS Facilities Management, BS Architectural Preservation) also provides an opportunity for students to achieve success by 1) recognizing that built environment professionals have more than one set of strengths, and 2) building academic programs for the department that lead to viable career paths in a difficult economic environment. (see also strategic plan goals 1, 2)

- Research Excellence: With support from Tyler School of Art the Architecture Department has undergone a concerted effort to increase faculty research. This is supported by school and university level funding and by administrative support at the university level. The faculty has been active in dissemination of research and creative work. Undergraduate students have been successful in the past few years in obtaining awards for research (Library Prize for Undergraduate Research) and funding to support research (Undergraduate Research Initiative Fund, Diamond Scholars Program). As part of the nomenclature change from B Arch to M Arch, the curriculum is more focused on design research, thus paralleling trends within the profession. Building the research arm of the department, with the goal of obtaining sponsored funding through grants and partnerships, also provides a means for providing financial support and learning opportunities for graduate students. In 2006 we sponsored an international conference on architectural research for ARCC/EAAE entitled "Emerging Research and Design." Through our lectures and exhibitions committee we have included speakers that have practices with research components. In fall of 2010 we will sponsor an international symposium, INPUT/OUTPUT: Adaptive Materials and Mediated Environments that will include both academic researchers and practitioners. We expect this to be the first of many symposia to highlight department faculty research areas and make links between the academic and professional communities and provide leadership and guidance in areas of architectural research. (see also strategic plan goals 2, 4, 5)
- Metro-engagement: Architecture faculty use Philadelphia and surrounds as the basis for teaching and learning and are full participants in practice and research in the region. Over the past few years there have been a number of community partnerships that involve both faculty and students, such as Village of Arts and Humanities and the East Falls Development Corporation. We have a faculty member who sits on the Planning Commission's 2035 Advisory Board and one who sits on the Philadelphia Redevelopment Authority's Advisory Board. Department faculty, student and alumni are active in venues for architectural presentation, including the AIA Center for Architecture and other galleries, and have given lectures in a number of the city's public forums including Tyler Gallery, Slough Foundation, and the Associate AIA lecture series. Department

faculty has participated actively in development of the Community Based Learning Initiative and to date we have one course in the general education curriculum that will be given this designation and have been asked to include others. The Temple chapter of the AIAAS has a very active Freedom by Design group who have successfully completed a first community service project. We have been active participants in the university's sustainability initiatives. Architecture faculty has been instrumental in planning at both the President's and Provost's level, has been active in university wide curricular initiatives, has incorporated teaching about sustainability issues throughout the department's curricula, is engaged in practice and research that addresses sustainability in architecture. (see also strategic plan goals 2, 5)

- Global Commitment: Architecture faculty members (Harrington and Imperiale) sit on the International Programs committee and have been central in the yearly Global Temple Conference. Architecture faculty members have participated in a number of university initiatives that support the university's global commitment. We have regular contact with the dean and faculty at Temple Rome and have coordinated studios and course development to encourage students in architecture to study abroad. Recent summer study abroad courses sponsored by International Programs have been carried out by Architecture Department faculty member Scott Shall – one in Mumbai India in 2008, one in La Paz Bolivia in 2010, and students have traveled and worked on research with Brooke Harrington in Istanbul and Jerusalem. At the Main campus there are a number of faculty members who conduct courses that address global issues and contexts and are engaged in globally sited practice and research. Sites of studios that address global issues pertinent to design include the Indian Ocean, Eastern Europe, Cape Town, and Jerusalem. These studio based courses address the expanded field of architectural research and practice that students will possibly encounter in practice the future. At the graduate level, we are developing the Research Seminar courses to address architectural theory in an active manner using local and global practice issues to embed and explore theoretical discourse. This begins in the fall of 2010 when Lindsay Bremner will work with students in the Urban Seminar to address theories and current issues of urban design from a global perspective. Our department's international student population has increased substantially in the past few years. We see this as a positive step in our identity as a department. The support of many cultures is an issue of diversity that has become increasingly complex. The university's increased international population makes the global commitment of the university, the school and the department more poignant. (see also strategic plan goals 1, 2)
- Destination Temple: The Architecture faculty participates in Tyler School of Art initiatives to support the vibrancy of the campus within the city. As a department we host exhibits, symposia, panel sessions, and lectures that are open to the university and the Philadelphia community. We participate in Tyler Gallery initiatives as well as School wide exhibitions and have increased our efforts to include alumni, many in the city, in activities. In the fall of 2010 we will participate in Design Philadelphia with two events – an exhibit of work selected as part of the INPUT/OUTPUT symposium and an exhibit of work by recent architecture alum. The exhibits will be located in the Tyler building which has expanded our opportunities for providing activities that make Temple a destination. Beginning in the fall semester of 2011, we will have expanded capacity for offering events in our new exhibition space on the first floor of the new architecture building. New Tyler initiatives, for example the North Philadelphia Arts Initiative that has been spearheaded by the current director of the Tyler Gallery, has expanded the possibilities for Tyler as a destination. The newly restored Baptist Temple (project



manager was a Temple Architecture alumnus), has also increased the possibilities for Temple as a destination. The Baptist Temple is a work of architecture that is included in the tours of arts venues in North Philadelphia. (see also strategic plan goals 3, 6).

**Architectural Education and Students:** (see also strategic plan goals 1, 4, 5, 6) The Architecture Department has undergone a major curriculum restructuring. It is centered on the nomenclature change of the professional program moving from a 5-year B.Arch to a 4+2 year M. Arch. For undergraduates this accommodates shifts in their needs in the 21st century. Well-prepared incoming students are more likely to be active participants in activities outside of the department such as sports, clubs, music groups, etc. The curricular change also presents more opportunities for students to obtain minor degrees at the undergraduate level. As the new curricula unfold we see changes in the needs of students to be foremost in importance for curricular development.

In 2007-08 the Architecture Department faculty worked with students in the department to develop a studio culture policy (see appendix). A number of planning meetings culminated in a two – session public forum of students and faculty members where a studio culture policy was drafted. Changes that impact students' well being, activities, and learning have been implemented. Major initiatives include the coordination of due dates for assignments so that students can better plan their work schedule, the issuance of coordinated course rubrics so that grading is more transparent and understandable, and a shift in studio times so that students can participate in university and other activities outside of department. There is also a greater effort to stress the importance of sleep and time management. We have also made changes to the undergraduate design thesis sequence to allow students to better organize time for research and design in the fall, and positioning the final reviews of thesis so that students have a chance to reflect on their work after their final presentations with a final submission in book form after the presentations.

One of the features of the studio culture policy was to revisit the policy every other year. In 2009-10 we revisited the policy by addressing issues of diversity in our department. During a panel session led by students, and with faculty and alumni participants, a lively discussion between an audience of students, faculty, alumni, and local professionals entailed. Planning prior to the session and discussion afterwards resulted in a statement about diversity at Temple Architecture that is appended to the studio culture policy. The statement focuses on issues of diversity, diverse learning styles, and the importance of diversity in professional leadership and will be used to guide our needs. One initiative that is a result of the diversity panel that will begin in 2010-11 will be lunch dialog sessions between faculty and students. An issue that was raised by our students was that they know some faculty and not others and as a result have a view of the work and research of only some faculty. The first purpose of the dialog will be to foster a better understanding of what work is happening in the department.

In 2006, 2007, and 2008 the Architecture Department initiated student design charettes. Each had a different scale and focus – product design, architecture, and urban design, they were entitled, "A Chair for the Chair," "New Building for the Architecture Department," and "Anderson Plaza." All were team based; students worked in groups that included students from 1st through 5<sup>th</sup> years. The design sessions were a few days in length and initiated to create dialog and build solidarity amongst the students.

As part of curricular development we have initiated research clusters for dialog amongst faculty and students. The clusters, *Architecture as Infrastructure, Site, Territory and Environment; Architecture and Advanced Emerging Technologies, and Design Democracies*, serve to locate faculty research and practice so that students can better

navigate and understand current issues linked to architectural knowledge. Faculty teaching in relation to their areas of expertise has had positive effect on student learning, as it has opened up a process for students to be guided through complex current issues related to the work of the faculty. The identification of research clusters has been positive in linking pertinent issues of design practice into the academic setting. As shifts and changes in professional discourse occur this provides a flexible way to keep up with those changes.

Dissemination of student work in the public realm has been stepped up as a means to present the department's areas of excellence and academic leadership. Student work is exhibited in city venues and as part of the Tyler annual show of student work. Some faculty members have begun to use self publication of student course work as a means to increase the quality of student work but also as a means to disseminate. The thesis presentations have been moved to a weekend schedule to provide more opportunity for the professional community to engage in review of the work. In 2010-11 the department will participate in a Philadelphia Architecture Schools show of work at the AIA Center for Architecture. The show will be a forum for presenting each Architecture Department's identity in order to begin a cross-city dialog with other Philadelphia architecture programs on a yearly basis. We see these as important initiatives to present the department's identity.

**Architectural Education and the Regulatory Environment:** (see also strategic plan goal 5) Changes for the NAAB and for the IDP have been considered as factors in both short and long term planning in Temple's Architecture Department. The 2009 changes in NAAB Student Performance Criteria came as we are transitioning from a 5-year B. Arch program to a 4+2 year BS pre-professional + M. Arch professional program. The organization of criteria into realms has helped in the overall conceptual organization of the curriculum. Changes in the IDP, such as the need to appoint a full time faculty member as a designated coordinator for the IDP program, the timing of presentation of the IDP to students, and new guidelines on when exams can be taken, have helped us in understanding our long-term needs for professional development and planning for students in relation to their professional goals. We look to use the parameters set by NCARB and NAAB as we move forward in the next few years.

At Temple in the past few years there has been a concerted effort to address information literacy. This has occurred in the area of general studies, but has also been addressed at a disciplinary level. The department has worked closely with the Architecture Librarian to identify source of information for the range of topics important to professional education. One area of information literacy that has been positive is the availability of code information through Temple's libraries and online. With studio offerings that include local, national, and international sources, we look at students (in particular in the comprehensive design studio) knowing the range of codes, including the International Building Code (for the studio set in Jerusalem). In this way students, rather than memorizing codes, are taught to know how to ask appropriate questions regarding codes. Our focus on urban conditions in both the graduate and undergraduate level emphasizes regulations at the scale of urban design. In the 3rd year urban design studio and the 1st year graduate urban design studio students are required to carry out urban analysis that includes a range of regulatory issues in the urban context.

**Architectural Education and the Profession:** (see also strategic plan goals 5, 6) a primary mode of teaching in our program includes the professional community of Philadelphia in a number of ways. Most adjunct faculty members are full or part time design practitioners. The Professional Practice course takes students to local architect's offices to visit and understand how the offices operate. Site visits that engage the professional community in other courses also include visits to construction sites for the

structures courses. Professional community engagement in coursework also includes taking advantage of the rich culture of architectural practice here in Philadelphia and inviting the professional community to studio reviews and other courses. The continued development of the curriculum looks to coordinate and continue professional engagement. As we move from an undergraduate to a graduate curriculum we have adjusted the curriculum to allow for teaching of current issues of practice, such as integrated practice, to enter into the research seminars and design studios so that students can be engaged in current dialog from within the profession.

Our long range planning revolves around the department's work and strengths. We have identified the core program values to be:

- Architecture as a Situated Practice
- Architecture as a Material Practice
- Architecture as a Social Practice
- Architecture as a Design Based Practice
- Architecture as a Collaborative Practice

These core values are helpful in articulating for our students the range of practices that are emerging in the 21st century. We look to advance the dialog about professional options that are rapidly emerging and changing and we make an effort to present these to students as part of our lectures and exhibitions. The department lectures and exhibition series each year considers the range of practice types and has in recent years been organized to present diversity of practices and practice types, thus reflecting the department's identity. The core values are not only addressed in the curriculum but also reflected in the lecture and exhibition series. An emphasis in the lecture series in recent years has been on inviting speakers who engage in a critical practice, where designing and building are practiced alongside other modes of inquiry.

**Architectural Education and the Public Good:** (see also strategic plan goal 5)  
Architecture Department faculty and students alike are engaged in projects that address a range of social and cultural issues, both as part of the department's curricula and as extra-curricular. Projects that engage communities directly within the curriculum are carried out. Many of these result in planning or implemented projects such as the building of structures for community partners or planning with community partners. These are done both within department based courses and more recently as part of the university wide Community Based Learning Initiative. Practice-based research is central in the department such as that carried out in partnership with the participation of members of community organizations. Architecture has been asked to work in partnership with a number of university initiatives where engagement with the public is expected. The Community Learning Network and the Center for Inclusive Environments are two of these initiatives. Both groups are presently looking at ways to foster cross university collaborations as well as partnerships with non-university partners. We look to foster and participate in these relationships in the long term both for student learning, for faculty and student research, and for extracurricular activities as well as lifelong learning and professional engagement.

Temple Chapter of Freedom by Design has successfully carried out one project and has embarked on a second, fundraising, planning, designing, and making to improve environments for individuals and families who have been affected by disabilities. The amount of learning about the role of architecture in contributing to the public good has been tremendous. The department looks to encourage the students and help them build on their work.

The range of issues that surface for architects that could be considered a part of "The Public Good" is addressed throughout the curricula. Students in the early years are presented with the need to consider environmental and human needs both in studio and in lecture courses. Environmental issues, social justice issues, problems of the global environment, and local conditions, all which call for advocacy and insightful practice, are addressed as part of studios and other coursework across the curricula. These issues find themselves addressed in the department but also at the university through general education coursework. The role of advocacy is also addressed and presented through example by faculty. We are careful to present to students over the course of study, a range of practice types in order for individuals to find their place in the design practice world. For example, we make sure to include collaborative and team work across the curriculum so that students can understand the role of the architecture professional in collaborative practice.

#### **Architecture Department Strategic Plan**

In the fall semester of 2009 the Architecture Department carried out a self-study mandated by the Temple University Provost. The process included input from all full time faculty in Architecture and representation from the Provost's Office and the Tyler Dean's Office. The Architecture Department faculty adopted the strategic plan in the spring semester of 2010.

This strategic plan focused on the Architecture Department. A strategic plan that addresses the department's role in the Tyler School of Art will be forthcoming.

#### **Goal 1: Increase excellence and advance profile of the department (\*carried over and reorganized from 2004 self assessment)**

Objective: Continue to work with Tyler School of Art and the university to build the department. The Architecture Department joined Tyler School of Art with a structure that was different than other units in Tyler. In 2007 the department changed from a Program to a Department for better alignment. With new BS and M Arch programs adjustment and alignments for equitable load in relation to other Tyler Departments is needed.

##### Resource/Implementation:

- Supplement current staff  
*Through administrative assistance, technician for digital fabrication, student assistants*  
Status: In planning stage, administrative intern has been hired for 2010-11, student assistants have been increased over 2009-10 numbers
- Align current administrative tasks for more equitable faculty load  
*Through release time for faculty advising for academic and professional intern development, portfolio review, accreditations for department programs, programs administration*  
Status: In process, plan is in place to grant release for faculty's administrative tasks
- Increase dissemination of department's research, teaching, and outreach  
*At department level with new administrative assistance and at school level with alignment of current staff and administrative services*  
Status: In process
- Continue to build academic excellence of professional programs  
*Through hiring of well prepared mid- and senior level faculty, providing balance between junior and senior level faculty (rolled over from 2004 strategic plan), through support for professional program initiatives*

Status: to be factored into new full time faculty and adjunct budgets as new courses for new programs come on line

- Develop academic linkages to other units in the university  
*Continue to build connections in faculty areas of expertise for research and teaching*

Status: ongoing

- Increase engagement in professional and academic work  
*Through lecture series, visiting critics, workshops, development of department journal*

Status: ongoing

**Goal 2: Increase department's research profile and dissemination of research**

Objective: With new initiatives at the university level and in the department for increased research excellence, and with the need for research in relation to the practice of architecture, there is a need to find administrative structures to support architectural research. During the 2009 self study, the need for a center or centers for research for architecture was recognized by the school's administration.

Resource/Implementation:

- Create center(s) for research  
*To provide support for increased research by the department's faculty in areas: Architecture as Infrastructure, Site, Territory and Environment; Architecture as Advanced Emerging Technologies; Design Democracies*  
Status: funding and support needed
- Further articulate and enhance research clusters  
*To provide dialog between faculty members, faculty and students, and the department and potential partners in other areas of the university; to support the department's identity*  
Status: will be carried out beginning in 2010-11
- Provide support and release time for faculty research, bring research funding to the department  
Status: progress has been made (ex., new tenure track hires are given release time to develop a research agenda). There is need for ongoing support, development and grant submission.

**Goal 3: Work with university to develop state of the art facilities (\*carried over and reorganized from 2004 self-assessment)**

Objective: Provide the architecture department with new facilities and equipment as part of university's 20/20 Campus Plan for recruitment and retention of excellent students and faculty.

Resource/Implementation

- Administrative spaces, faculty office and meeting space, faculty research spaces
- Studios, digital fabrication lab, woodshop, materials testing and large-scale mock-up labs for teaching
- Provide spaces that provide potential for engagement with university and local community
- Facilities that work to provide identity and project excellence  
Status: Program development was undertaken in 2007 and has been updated. New building is in design development stage. Funding is secured. Groundbreaking is September 15 2010. Building is expected to be occupied beginning fall semester 2011.

#### **Goal 4: Develop funding for graduate students**

**Objective:** Approval for the new M Arch professional degree graduate program was granted, however, there were no assistanceships available at the university level and very little scholarship money for students. Temple's urban location, the reputation of Tyler School of Art, and the university's affordable tuition are attractive features of the M Arch degree program. For the first year of the program there was no difficulty in attracting excellent and well qualified students, however, the opportunity for support for qualified students will strengthen the program.

##### Resource/Implementation

- Build student scholarships and other opportunities for funding students  
*Build departmental scholarships through endowed giving, work at department, school and university level to develop short and long term funding and assistance for graduate students.*

**Status:** There are presently two endowed scholarships for architecture department students. One is large enough to give a small multi-year scholarship. This year it was used to support a student in the new graduate program. A three phase approach to scholarships is underway with the help of Tyler development: 1) to build those already in place, then 2) to begin new endowed funds for student scholarships, 3) to develop research and teaching assistance opportunities through university or grant-funded channels.

#### **Goal 5: Increase professional program funding (\*carried over and reorganized from 2004 self-assessment and strategic plan)**

**Objective:** the dual status of Temple Architecture 1) as a department in an art school and 2) with the primary goal of professional architecture education allows for an equitable school level academic structure (as a department), but creates difficulties in finding support for professional program needs that are concentrated in only one department. This includes the need to hire adjunct faculty at a competitive rate and the need to connect the department to professional and collateral organizations.

- Provide funding to support senior level adjunct faculty
- Increase budget to support a more active role with professional organizations
- Support for faculty travel to conferences

*Find sources in the university for support, address alignment of department budget to support, create architecture professional innovation fund*

**Status:** in process, needs development

#### **Goal 6: Develop self-sustaining lecture series**

**Objective:** The Architecture Department lecture series is important in engaging the architecture community and providing a forum for students to understand the depth and breadth of architecture and related fields. The department has accomplished a lot with very little funding, (see lecture series speakers, section I.2.1) but we see the need to build and support this endeavor so that it can carry on from year to year.

**Status:** Funding needs to be identified.

**Goal 7: Develop 1-year post-professional Masters Program (\*carried over from 2004 self-assessment and strategic plan)**

Objective: As part of Board approved curriculum changes, the development of a 1-year post-professional Masters Degree program was approved in principle with the understanding that it would be developed at a later date. The 1-year post-professional Masters provides opportunities for continuing education and research of professional architects who have achieved their professional degrees at the Bachelors level.

Status: Approved by the University Board of Directors, development in process.

**Goal 8: Continue to work towards balance of junior and senior faculty in the department (\*carried over from 2004 self-assessment and strategic plan)**

Objective: In 2004 one goal was to find a balance in the number of junior and senior faculty in the department, the imbalance at that time was caused by the inability to hire permanent full time faculty. Permanent faculty positions in the department are filled and there is now a chance to work to achieve this goal.

Status: This is in process.

**D. Self-Assessment (I.1.5)**

As described in I.1.4., self-assessment for the department involves the university and school administrations. In addition to the accreditation process for NAAB, the department actively participates in other forms of assessment. For the Middle States Accreditation visit in the spring of 2010 the department prepared information about curricular assessment for the architecture programs. This has been incorporated into a Blackboard website for the university's use and also into the Tyler website. The department is considered a leader within the university with the development of a unified set of course rubrics for all required courses in the architecture curriculum. The three rubric templates, one for history/theory courses, one for building technology courses, and one for design courses, were put forth as examples within the university. The design course rubric template was used by the Tyler dean's office as a model for visual arts courses.

Within the Architecture Department assessment occurs through multiple means. The department's full time faculty addresses the needs and growth of the department each semester through committee work. Faculty members also engage in committee work that impacts the department at the school and university level. For the curriculum students assess course work formally each semester through the university Student Feedback Forms for all courses. We also ask for student feedback about the needs of the department through discussion, panel discussions (such as the studio culture sessions and the diversity panel), and through representation by the AIAS. The department also works with alumni both formally and informally seeking feedback about the department as well as the profession.

The university undertakes a cyclical Periodic Program Review for all units in the university. A program review for architecture occurred in 2005 and we are due for another review in the years just following the accreditation visit.

**Faculty Assessment**

For department development and progress we rely on a formal committee structure to develop and carry out curricular and department initiatives. At times, for example for our 2009 self study, this includes participation of all department full time faculty members The

department has standing committees made up of fulltime faculty, part-time faculty as associate members, and student representatives where appropriate. The current committees are:

- Accreditation Committee (ad hoc)
- Curriculum Committee
- Promotion and Tenure / Personnel Committee
- Technology Committee
- Admissions Committee
- Lectures and Exhibitions Committee
- Marketing, Communication, and Fundraising Committee
- Research Committee (ad hoc)
- Library Liaison
- AIAS Liaison
- IDP Advisor

The department's committee work is intensive. Some of the committees are repeated at the school level, but at the department level committees address professional program needs that are distinct from the needs of the school.

For teaching and learning we rely on course evaluations to assess our teaching and student learning. We also carry out in-class faculty peer review for tenure track candidates.

Architecture faculty individually assess themselves through a mandated annual review process in which each faculty member develops a report for the department chair and the dean and the vice-provost for faculty as to their personal academic development and unique professional interests, supportive of the department mission. In it, each faculty member itemizes regular workload as well as unique teaching achievements, research and creativity (any grants received or awards given), service and administration (at the level of the university, the school, the department and the community). Faculty members have access to student evaluations of their courses and so can gauge the success of their academic dialogue with the students. Faculty annual reports are among the raw materials collected for the writing of the annual department and school reports. They are absolutely necessary documents for merit eligibility as well as for study leave applications, and clearly play an essential role in promotion and tenure issues.

#### **Student Assessment**

We engage in organized and informal discussion with our students about departmental issues.

Student feedback occurs in several ways. The university mandates the uses of a standardized evaluation instrument called the Student Feedback Form (course and teaching evaluation) for all courses, required and electives, architecture and non-architecture. The tabulated results are forwarded to faculty in the following semester.

Students were interviewed as part of the 2005 Periodic Program Review and their comments and observations were included in the report to the university.

A faculty member is assigned as liaison for the AIAS, in part to discuss issues of importance to the students. As a result of the diversity panel discussions in the spring of 2010, a new initiative to have informal discussions between faculty and students over lunch has been initiated – the first of these sessions in the spring of 2010 was so informative for the faculty present, that the initiative was taken with the hope that different faculty and students in conversation would yield a range of topics, concerns, and



issues and would also give voice to the student population who do not feel they are represented by AIAS. Students are invited to attend regularly scheduled faculty meetings when issues of importance to students are addressed. There are all-department convocations (including question-and-answer time) at least once every semester which bring students up-to-date on current issues. Special all-department meetings are called to deal with special issues such as curricular change, NAAB Accreditation Visit, IDP, etc.

#### **Alumni Assessment**

Through the support of the Tyler Dean's office have formed an architecture alumni advisory group. The group will work to support the department for discussion about the architectural profession and education. The alumni advisory group will also serve in the following roles: meet on a bi-annual basis to discuss the department's changes and needs, provide assistance in building fundraising and alumni giving, building a network of alumni for frequent communication, and beginning a forum for presenting alumni achievements. It will also work to strengthen initiatives already in place, such as the annual alumni thesis prize and the annual alumni job fair.

Alumni are asked to contribute to department activities that will often serve as a form of assessment of the long term paths of the department's students. The department hosted a reception for Architecture Alumni in the spring of 2009 and initiated an alumni panel for discussion between alumni and students, in the fall of 2009. Architecture alumni participated both as presenters and audience participators in the spring 2010 panel on diversity. In the fall of 2010 there will be an exhibit of recent alumni work in the Tyler Gallery, hosted by the Architecture Department as part of Philadelphia Design Week. These events serve as a reflective form of assessment through observing the paths and accomplishments of alumni. They also serve as times for informal discussion and feedback with alumni about the Architecture Department's initiatives.

Architecture alumni receive regular mailings to keep them abreast of current affairs. Alumni attend the department Lecture and Exhibitions Series and other special events held by the department. We look forward to feedback from our alumni at these events as well as during studio review sessions when many of our alumni serve as invited reviewers for student projects. An architecture alumnus also participates at the school level by participating in the Tyler School of Art Advisory Board.

#### **Progress since the last visit**

A summary of progress since the last visit is below, organized according to the strategic goals set in 2004. The department is implementing a new plan but progress made since the last visit was carefully considered and noted as part of the new plan (see also Part III).

**Goal 1** Restructure the existing 5-year B Arch curriculum as a 6 year M Arch program; revise non-accredited degree programs; offer a post-professional M Arch

Goal 1 has been substantially met.

We are in the process of a nomenclature change from a B Arch to an M Arch professional degree program. The B Arch will phase out with the class that entered in the fall of 2009. The M Arch has its first class in the fall of 2010. We have developed three undergraduate degree programs, the BS Architecture (pre-professional), the BS Facilities Management, and the BS Architectural Preservation to better serve our students at the undergraduate level. A 1-year post-professional Masters has been proposed and will be developed and sent for board approval within the next few years. This has been carried over into the new strategic plan as Goal 7.

**Goal 2 Increase and strengthen the fulltime faculty**

Goal 2 has been substantially met.

Since 2006-07 we have hired 6 new faculty to fill all open positions, one faculty member at the full professor (tenured) rank, and 5 new full time tenure track faculty. This increased the number of full time faculty positions from 13 to 14: 6 tenured, 5 tenure track, and 3 non-tenure track positions (the process included conversion of non-tenure track positions to tenure track positions). The 2004 Strategic Plan called for developing a balance of junior and senior faculty members. This has not yet been accomplished and has been carried over in the new strategic plan as Goal 8: in the full time faculty ranks we have 8 Assistant Professors, 2 Associate Professors, and 4 Professors. We will continue to work on creating a balance of junior and senior faculty over the next 6 years. The 2004 Strategic Plan also called for developing a full time Professor in Practice Position. This has not been accomplished but will continue to be addressed.

**Goal 3 Advance the national reputation of the Architecture Program**

Goal 3 is in process.

Architecture's full transition into a department in the Tyler School of Art has been a positive force in advancing the department's national reputation. With the hiring of new faculty in the Architecture Department and the consolidation of the Tyler School of Art on one campus this goal is underway. One objective in the 2004 Strategic Plan was to publicize work, events, and accomplishments of the program. This is underway but has been carried out by faculty and is difficult without dedicated staff. In 2009-10 there was some support for this at the school level. In 2010-11 the department has created a new intern position for a recent alumnus, Administrative Intern, to assist the department chair and secretary in communicating with alumni and disseminating information. As the department grows we will look to further support this goal at the department and school level through administrative support. Another goal from 2004 was the development of promotional publications; this has been achieved in part through the Tyler Admissions Office. We also publish a yearly events poster so that our events are posted alongside those of other schools in architecture schools across the country. The department website was completely redesigned in recent years and is a primary source of information and has been cited on numerous occasions for its usability and good design. In 2007 the department began to use the website and other online sources as a primary tool for dissemination. In 2008-09 we began to look at dissemination through social websites and expect to implement this shortly. Another objective in 2004 was to create opportunities for significant research, publication, and creative practice. This objective has been fully met and has been instrumental in transforming the department for the better. The third objective under advancing the program's national reputation was to engage faculty and students in a broader academic exchange. This has been carried out through increasing resources for the lecture and exhibition series, increasing faculty participation in architecture's collateral organizations, and through the Tyler Gallery and their efforts to include architecture programming as a part of their yearly agenda. The 2004 Strategic Plan also called for a broadened academic exchange, an objective that included the development of an academic journal. This has not been done in house, but rather Temple Architecture has work with ARCC to develop a journal of architectural research. The development of a department academic journal has been proposed by one on the department's new faculty members and is included as a goal in the future. Parts of this goal have been carried over into the 2010 Strategic Plan.

**Goal 4 Establish an appropriate structure and identity for architecture within the university alliances**

Goal 4 is in process.

There were two objectives in this goal for the 2004 Strategic Plan. These were explored most recently by the Provost mandated self-study that was carried out by the department in the fall of 2009. The first objective was to change the name of Tyler to include "Architecture" in the name. This goal was shelved as it was decided that the current name Tyler School of Art suffices and works for the identity of all units in Tyler. The second goal was to explore models of administrative and budgetary structure appropriate to an independently accredited professional program within a school of art. This goal is in process, we have identified these structures and also duties that were historically carried out at the department level that are now serviced at the school level.

**Goal 5** Improve and expand physical resources for teaching and research

Goal 5 is partially met and will be fully met in time for the 2011-12 academic year.

The objective in the 2004 strategic plan was to maintain proper studio space. One goal was to limit enrollments which at the time had increased to the point where there was not adequate studio space for the student body. This goal was met through the Tyler Dean's office by limiting the freshman classes so that we could achieve a maintainable and teachable number of students. The second way the goal was achieved was through the university's commitment to build a new building for the Architecture Department. The new building will increase the department's space considerably, providing room for the department to increase student and faculty work space, expand activities, and grow in excellence. New space for architecture has been in planning since 2007 and as such the spatial requirements and equipment of studios, classrooms, seminar rooms, digital labs, woodshop, fabrication spaces, faculty offices, research spaces, etc., have been well coordinated with department curricular planning. The adjacency of the new building to the rest of the school will also benefit our department for spatial use and proximity to student and faculty services. This goal has been carried over as Goal 3 in the current strategic plan and will be met in fall of 2011.

**Goal 6** Assure the excellence of graduates from the Architecture Program

Goal 6 has been met.

In the 2004 Strategic Plan there was a call for comprehensive enrollment management and admissions planning. The Architecture Department is fully serviced by the Tyler Admissions Office. The second objective for this goal was to maintain high standards for students to aid in retention, advancement and graduation. We have developed two points for academic and portfolio review to aid in maintaining high standards, at the end of the second year and upon entry into thesis. The third objective for this goal was to student retention through scholarships, student advising, and extracurricular activities. This is a goal that has been developed. There are two departmental scholarships for students and also architecture students are eligible for all-school scholarships. We encourage students to apply for regional scholarships, and this has been met with great success. Student advising is offered at the school level. Department level advising was cut with budget cuts so and we moved to group advising at key points in the academic schedule. This will be reinstated as new programs are brought online. Our AIAS chapter and Freedom by Design group have been active in building extracurricular activities. They have had a positive impact on the department.

**Goal 7** Raise funds for Architecture

Goal 7 has been partially met and is in process.

Goal 7 called for a comprehensive development plan for funding faculty research, public programs, and student scholarships. Funds for the department have increased through the identity of architecture initiatives as part of fundraising for the school. Efforts to build scholarships have been positive. Funding for faculty research has occurred through individual faculty grant proposals sometimes with the aid of the university's research office. With a newly established alumni advisory committee, they have an interest in addressing fundraising department initiatives. We are working with Tyler development and university advancement for with the alumni and with other groups to identify sources for giving. At present the school and the university are working with the momentum that comes from a new building to further fundraising for the department's initiatives. Parts of this goal have been carried over into the 2010 Strategic Plan.

- 2. Conditions Met with Distinction**
  - I.1.2 Learning Culture and Social Equity
  - I.1.4 Long-Range Planning
  - I.1.5 Self-Assessment Procedures

**3. The Visiting Team**

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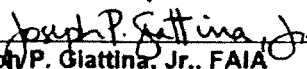
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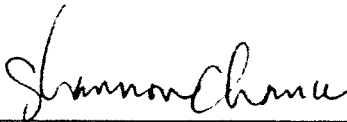
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IV. Report Signatures

Respectfully Submitted,

  
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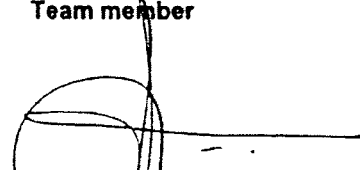
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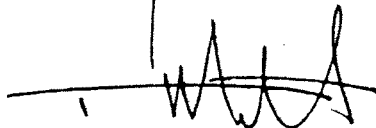
  
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## **Program Response to the Final Draft Visiting Team Report**





TEMPLE UNIVERSITY  
A Commonwealth University

Architecture Program  
Tyler School of Art

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Cassandra Pair  
Accreditation Manager  
National Architectural Accreditation Board  
1735 New York Avenue, NW  
Washington, DC 20006

May 9, 2011

Dear Cassandra,

I am writing a Response to the NAAB 2011 M Arch VTR for Temple University, Tyler School of Art, Architecture Program. This will serve for the record to explain the current situation of Tyler Architecture.

Tyler School of Art's Architecture Program nomenclature change has been carried out over a number of years. Initial planning was carried out under the 2004 Conditions and Procedures for Accreditation and we fully expected to be presenting the work of the programs under the 2004 guidelines.

At the ACSA Administrators Conference in November of 2009, Andrea Rutledge Executive Director, informed representatives of all schools that programs undergoing accreditation visits in spring of 2011 would be working under the 2009 Conditions and the 2010 procedures. The conditions included a reorganization of Student Performance Criteria and some shifts between *Ability* and *Understanding* within those criteria.

At that time, Ms. Rutledge also informed us of another significant change. Programs that had an undergraduate and graduate component would be showing only the graduate component of the programs for accreditation visits.

At Temple University our architecture programs are built around an educational model of introduction to information then mastery carried out over the time of a student's education. In the nomenclature change, mastery for both the B Arch and BS + M Arch was expected to be carried out over three years: in the B Arch this is the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> years and in the M Arch this is in the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> years of the program. But the new directive to show only Master's level work was, in fact, a directive to show only the two years of the M Arch (the 5<sup>th</sup> and 6<sup>th</sup> years).

The NAAB's two-fold directive to 1) carry out a shift in SPC organization, and 2) show mastery over 2 rather than 3 years put us in a state of transition at the time of the February 2011 visit. We had remapped the SPC from the 5 year B Arch to the 4 + 2 BS / M Arch in September 2009, and then in the spring of 2010, just after the directive for change was given by NAAB, we again remapped the SPC to reflect the new criteria.

Beginning in 2010-11 we are in the second phase of this process, the reorganization of the SPC for mastery (ability). Where the initial plan was for mastery to occur over 3 years, we are reorganizing course work for mastery to occur in the final 2 years – the 2 years of the M Arch curriculum. Our first task has been to begin the process of redistribution of B-realm criteria within the design studios, which occurred over 6 semesters in the B Arch program but now is necessary to distribute more effectively

over 4 semesters in the M Arch Program. Since the team visit in February we have begun work on this process and will implement changes in the 2011-12 term.

Fall 2010 marked entry of the first students into the M Arch degree program. The work that was evaluated by the NAAB visiting team included just one semester's work of the entering class. As part of phase two of our curricular transition we are working to make sure that these students who will graduate in May of 2012 will have mastered content that is deemed 'not met' in the M Arch degree program by the spring 2011 visiting team.

It is important to note that our 2005 NAAB visit was at an early stage of transition for Tyler Architecture. A number of administrative causes for concern were identified at that time which we have since resolved. With administrative, staffing, and space needs accomplished and behind us, at this point in time we are working with Temple University and Tyler School of Art to address fully the curricular shifts brought about because of nomenclature change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kate Wingert-Playdon', with a stylized flourish at the end.

Kate Wingert-Playdon, Chair, Architecture  
Tyler School of Art, Temple University