

***Architecture  
Program Report***

Temple University

**September 7, 2022**

**NAAB**

National  
Architectural  
Accrediting  
Board, Inc.

# Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

<b>Institution</b>	<b>Temple University</b>
<b>Name of Academic Unit</b>	Tyler School of Art and Architecture
<b>Degree(s)</b> <i>(check all that apply)</i> <b>Track(s)</b> <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i>  <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i>  <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: 2-year Track: 3-year <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
<b>Application for Accreditation</b>	<b>Continuing Accreditation</b> Continuing Accreditation
<b>Year of Previous Visit</b>	2014
<b>Current Term of Accreditation</b> <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)Continuing Accreditation (Eight-Year Term)
<b>Program Administrator</b>	Clifton Fordham, Architecture Programs Head
<b>Chief Administrator</b> for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Susan Cahan, Dean
<b>Chief Academic Officer of the Institution</b>	Gregory N. Mandel, Provost
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## Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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## INTRODUCTION

### Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

*The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.*

### Program Response:

#### Conditions not Met

**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] Not Met

**2014 Team Assessment:** Evidence was not found in Arch 5296 Modern Movements, since this course does not provide an understanding of parallel and divergent cannon and traditions of architecture, landscape and urban design.

Arch5141/5142 Architectural History, based on the syllabus found in the team room, has been targeted to meet this requirement. However this course has not been taught yet due to its sequence within the three-year track of the Program.

As noted in the interim progress report, this accreditation criterion has been met through the integration of non-western history and content in required history and theory courses. This work has been spearheaded by Assoc. Prof. Stephen Anderson and Assoc. Prof. Pablo Meninato. Prof. Meninato has joined the faculty since the last accreditation and adds significant experience with Latin American architecture to the faculty. Currently, under the direction of Prof. Anderson, the program is developing a case-study data-base that features non-western subject matter.

## 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] Not Met

**2014 Team Assessment:** This visiting team did not see the clear identification of the SPCs that have been satisfied in the pre-professional program from review of each applicant's materials. The evidence provided shows an evaluation of each of the applicants' course credits that were presented in binders for acceptance of pre-professional program credentials. The program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. The Program needs to clearly map out what information in the portfolios and transcripts is meeting the SPC requirements.

Evaluation of Preparatory/Pre-Professional Education for the Master of Architecture Program is done in three stages. The admissions committee, which is comprised of full time faculty, review portfolios and transcripts, noting course work that has been completed, including courses with pre-professional content. They use an admissions checklist that includes a brief listing of courses and credits in architecture required courses and general studies to determine if the student will be a 2-year or 3-year track student. After students are accepted into the program, the Architecture Graduate Curricular Head reviews the transcripts and checks curricular descriptions from the school where students did their undergraduate coursework. In some cases, syllabi from courses are also referenced for placement. A curriculum checklist is used to indicate what courses need to be taken by the student. For students from other schools, we evaluate students' coursework in relation to our own pre-professional program. Students who do not have equivalent pre-professional content have the opportunity to take courses with equivalent content to our undergraduate pre-professional courses at the graduate level.

### Causes of Concern

#### **1. SCALING UP THE MARCH STUDENT ENROLLMENT**

Currently the M. Arch has 12 students enrolled and has a goal of a total of 60 students.

The long-range planning narrative in the APR clearly describes the multi-year objectives for continuous improvement related to the mission and context for the program. A projection of enrollment numbers over the next accreditation cycle are necessary for the program and in the context of the other programs in the department and the administrative needs to support it.

Since the last accreditation, there has been steady growth in the M. Arch program. In 2022, the graduate program has exceeded the enrollment goal of 60 students.

#### **2. ADDITIONAL ADMINISTRATIVE FINANCIAL SUPPORT**

The Program has demonstrated the appropriate institutional and financial resources to support student learning and achievement. However, there are some concerns of this Visiting Team that existing financial resources will need to be scaled up to address the potential increased demands of the two new M. Arch Program tracks. Additional financial support will be needed for increasing the infrastructure to address program advising loads, preprofessional admission reviews, and funding for graduate assistantships.

This has been partially met. Since the last visit, the Tyler School's administrative services have been expanded to better serve all programs across the school. The advising and admissions offices, for example, have dedicated staff for architecture and other built environment programs. With growth of the student body in architecture's programs, faculty leadership has expanded to meet the needs of students, including designating a Program Head and Graduate Curriculum Coordinator. Some progress has been made regarding financial support for graduate students in the architecture degree programs through scholarships. The architecture graduate admissions committee also has the opportunity to submit candidates for university fellowships, International students who apply with Fulbright support receive full tuition support through a cost share agreement between Tyler and the Graduate school to supplement the Fulbright stipend.

#### **3. INCREASED ACCESS TO PHYSICAL RESOURCES AND TYLER ART SCHOOL CLASSES**

There is a need to increase student access to classes in the Tyler Art School and to extend the access to software and hardware within the Department.

This has been partially met. Curricular linkages to the art programs in the Tyler School of Art and Architecture have occurred at the undergraduate level. Architectural history and theory courses offered in the Art History Department at the graduate level are open to architecture students and other majors within the School. Graduate students in the M. Arch program may take courses in other curricular areas

of the school. Software offerings in the Architecture Building lab and other areas of the school have been increased and meet program needs.

#### **4. GRADUATE TEACHING ASSISTANTSHIPS**

Students have expressed concerns over the lack of graduate teaching assistantships. According to the program, the department has scholarship funds, but does not have funds available for teaching assistantships.

This has been partially met. There is graduate student scholarship support for students, based on academic preparedness and portfolio review. The department's endowed scholarships, previously only available to undergraduate professional program students, are now available for graduate professional programs. Two travel scholarships - the Knowles Scholarship and the Riz Travel Award, are available to graduate students. Students can obtain on-campus jobs and are encouraged to apply for paid internships to supplement their education. Tyler students have been successful in securing internships 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, such as exhibitions coordinator, research assistant, peer teacher, etc. There are no designated teaching or research assistantships for M. Arch students, however, students can apply for assistantships open to all university and Tyler graduate students and all university graduate students, for example, an M Arch student received a research assistantship through the university's Disability Resource Center. Students who receive university fellowships are covered by Tyler assistantships for half of their education (1 year for 2-year track students, and 1.5 years for 3-year track students).

#### **Program Changes**

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

*This section is limited to 5 pages, total.*

#### **Program Response:**

We have not made substantial changes to the curriculum in relation to the 2020 Conditions, however, we have developed a better understanding of how to educate students in a changing world of architectural design practice through faculty discussion about the future of the profession, discussion and guidance from our Architecture Professional Advisory Group and ongoing research into the emergent needs in architecture and related fields.

The Tyler M. Arch program was designed to be flexible and accommodate changes needed for professional education. Our curriculum covers required NAAB SCs and PCs. SC.5 and SC.6 which require student work as evidence map over to a limited number of courses in the curriculum, permitting the balance of required courses and the flexibility to meet a broad range of content related to program goals, student interest and faculty strengths. Goals are identified in regular curriculum development planning sessions.

## 1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

*Program must specify their delivery format (virtual/on-campus).*

### Program Response:

#### Overview of Temple University

Founded as a night school by Russell Conwell in 1884, Temple University has evolved into an international powerhouse in higher education and a top-tier research institution with roughly 35,000 undergraduate, graduate and professional students.

As the largest university in one of the nation's most iconic cities, Temple educates diverse future leaders from across Philadelphia, the country and the world who share a common drive to learn, prepare for their careers and make a real impact.

Temple offers students a dynamic and nurturing learning environment with the support of a renowned faculty, dedicated academic advisors focused on setting a clear path to graduation and a broad curriculum of 630 academic programs. A longtime leader in professional education, Temple is also among the nation's largest educators in the combined fields of dentistry, law, medicine, pharmacy and podiatry.

Investments in the campus learning environment have elevated the university's capabilities across its 17 schools and colleges with impressive results. In 2015, Temple achieved the R1 Carnegie Classification of Institutions of Higher Education, placing it among the most active research universities in the nation. Temple also recently celebrated several milestones, including a Rhodes scholar, a Goldwater scholar, and its largest and brightest graduating class.

Temple's bustling Main Campus is set against the backdrop of the Philadelphia skyline. Green space, athletic facilities and eclectic architecture ranging from the historic Temple Performing Arts Center to the state-of-the-art Charles Library form a vibrant residential setting. Temple's NCAA Division I athletic programs and hundreds of student organizations thrive on campus.

Philadelphia's public university, Temple provides an unparalleled value to families in the region and serves as an essential resource to the surrounding community. Temple also offers a gateway to the world with long-standing international campuses in Tokyo and Rome and study abroad opportunities across six continents.

#### Temple University Mission

Opportunity. Engagement. Discovery.

Temple University educates a vibrant student body and creates new knowledge through innovative teaching, research and other creative endeavors. Our urban setting provides transformative opportunities for engaged scholarship, experiential learning, and discovery of self, others and the world. We open our doors to a diverse community of learners and scholars who strive to make the possible real.

We are committed to the ideals upon which Temple was founded:

- providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship.
- creating a collaborative community of outstanding faculty and staff who foster inclusion and encourage the aspirations of Temple students.
- promoting service and engagement throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world.

### **Tyler School of Art and Architecture History**

In the 1930s, Stella Elkins Tyler offered her estate in Elkins Park, Pennsylvania, to Temple University, with the express wish that, through her mentor, the sculptor Boris Blai, it would become an environment for study in the arts.

Blai, the school's first dean, instilled the school with a commitment to progressive education emphasizing students' mastery of technique within the framework of a liberal arts curriculum. Individual attention to each student's needs, he insisted, was the basis of successful teaching. Blai was committed to art as a socially-engaged practice. "It is the principle of the school that students...are individuals who must contribute to the life and development of society at large," he wrote. During his 25-year tenure he shaped Tyler into one of the nation's finest visual arts centers.

Blai's successor, Charles Le Clair, added a residence hall, two studio/classroom buildings and founded a study abroad program in Rome, Italy. Today, [Temple University Rome](#) remains among the most respected fine arts study abroad programs in Europe, now fully integrated into Temple University with expanded course offerings in a range of liberal arts and science disciplines.

Over the decades, Tyler advanced its programs in response to new definitions of art-making and the role of art in society. Programs have been developed in Art History, Community Arts Practices, Visual Studies and Art Therapy. Today, the curriculum at Tyler continues to evolve by incorporating digital technology, video, installation and performance.

The pace of change began to accelerate dramatically in the late 1990s, when Tyler welcomed Temple's Architecture programs, which had been founded in 1969 to expand architectural education in the city of Philadelphia. In 2016, four more Temple programs joined Tyler: City and Regional Planning, Community Development, Horticulture and Landscape Architecture (the latter two programs trace their origins to the historic Pennsylvania School of Horticulture for Women). Currently, and for the first time in Temple's history, all of the built-environment design disciplines at the university are unified in one academic unit.

In 2009, Tyler moved from suburban Elkins Park into a new, 255,000-square-foot, state-of-the-art building at Temple's Main Campus in Philadelphia. Only three years later, Tyler Architecture moved into a new 50,000-square-foot facility connected to the new Tyler building. In 2017, [Susan E. Cahan](#) came to Tyler from Yale University to become the school's first permanent dean since Tyler moved into its new building in 2009. She launched a school-wide discussion that culminated in initiatives to increase cross-disciplinary collaboration and fully integrate architecture and environmental design at Tyler. In 2019, more than 20 years after Architecture became a part of Tyler, [the school expanded its name](#) to the Tyler School of Art and Architecture—a move that embraces the school's true breadth.

### **Tyler School of Art and Architecture Mission, Vision, Values**

The Tyler School of Art and Architecture educates and inspires students to be active participants in society with the highest aspirations for creative and social achievement, individual expression, scholarly discovery and innovation.

Learning at Tyler is a profoundly transformative process in which students exceed their own expectations as creators, scholars, educators and active citizens. Tyler prepares students to make valuable contributions in a range of fields through the strength of their creative and technical skills, their ability to visualize solutions to problems and their personal vision informed by social and civic responsibility.



### Who we are

We are a community of makers and thinkers from many practices, cultures and backgrounds inspired and connected by the shared experience of transformative learning. We are part of a large, urban, public research university where students and faculty engage with the world's most urgent and complex issues. Our students learn how to be leaders prepared to navigate the opportunities and challenges of local and global societies as artists, designers, educators, scholars, organizational leaders and in newly emerging occupations.

### Our core values

- Equity and inclusivity. We understand diversity as a strength and are committed to challenging prejudice and inequality within our school and in society at large.
- Accessibility. We create opportunity that includes those who otherwise would not consider art, education and design as career paths.
- Public engagement. We believe creative practice plays a critical role in addressing the collective concerns of our city and our global environment. Education must actively engage with relevant cultural and ethical issues.
- Exploration. We encourage curiosity, divergent thinking and multiple approaches to problem solving. We seek to understand and play a part in the ongoing global evolution of the roles of creators and scholars.

### How we teach and learn

- Students develop sophisticated practical skills, using both state-of-the-art equipment and traditional materials, and learn how to navigate multiple public and private-sector worlds without sacrificing individual creativity.
- The Tyler experience integrates research and production with professional practice and civic engagement, collectively and individually, through fieldwork, internships, service learning projects and entrepreneurial activities. We draw on our home city of Philadelphia for rich, accessible cultural and historical resources and offer unique opportunities for meaningful engagement with important urban issues.
- Undergraduates explore a breadth of experiences, media and technologies that provides a foundation for intensive study within a chosen discipline. Graduate students have access to a unique array of physical and intellectual resources within and beyond their chosen fields of study. All students explore the histories and theories of their disciplines and a wide spectrum of material, theoretical, technological and aesthetic approaches.
- Students and professors work side-by-side on projects and research with historical, aesthetic, environmental and social impact. Through their own work, faculty members demonstrate how creative practice and scholarship are process-oriented and research-based.

### **Architecture Program History**

The NAAB-accredited Architecture program at Temple was initiated in a joint effort between Philadelphia AIA and Temple University to provide opportunities for a broad constituent group of prospective students coming out of high schools in the Philadelphia region to study architecture. At the time, architectural education in Philadelphia was limited to graduate study at the University of Pennsylvania and the night school professional program at Drexel University. The Architecture Program 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. The first NAAB accreditation visit was in 1978. Accreditation was granted retroactively to 1976 and the department was given a 3-year term of accreditation. 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 was phased out in 2016, 3-year term for the new M Arch which began in 2010), and 2014 (8-year term for the M Arch).

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 was 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 which 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.

Until 2009 about half of the Tyler School (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 building on Temple's Main Campus allowing for more focused attention to alignments and identity of the whole school, including architecture. In January of 2012 the Architecture Department moved into the new Architecture Building, connected directly to the Tyler Art building via a courtyard. The Architecture Building was the first LEED certified building on the Temple campus.

In 2016, two additional departments joined Tyler – the Department of Planning and Community Development and the Department of Landscape Architecture and Horticulture. The units were moved from the School of Environmental Design, a sub-unit of the College of Liberal Arts, enabling alignment of all Temple's built environment design disciplines in one school. In 2019, two substantial changes further bolstered this alignment. The school name was expanded to the Tyler School of Art and Architecture, and all built environment design disciplines were moved into one large department, the Department of Architecture and Environmental Design.

From the initial accreditation of Temple's B Arch in 1976 until the present time, degree program shifts in Architecture were made that paralleled student needs and growth of the university. This resulted in major curricular changes between 2010 to 2018. Architecture phased out the NAAB accredited B Arch program and phased in three undergraduate degree programs: A BS Architecture pre-professional program, a BS Facilities Management, and a BS Historic Preservation. There are three graduate programs in the architecture curricular cluster: the MS Architecture and MS Facilities Planning, and the NAAB accredited M Arch. The M Arch has two tracks – a 4+2 (60 cr) track and 4+3 (up to 90 cr) track. There is an accelerated (4+1) option of the 60 credit track for qualified BS Architecture pre-professional students at Temple. The majority of our courses are taught in person, with some online or hybrid format courses to best support student learning. The current suite of programs in architecture at Tyler reflect student needs and have served to support diverse learning styles and educational interests. These options provide students with a range of curricular pathways that build on diverse academic strengths and lead to an array of future careers. This continues the original commitment of architecture – providing a pathway to the profession for a broad audience of students who have interest in pursuing careers in architecture and allied fields.

### **Architecture and Environmental Design Department Mission**

## **Mission**

Architecture and Environmental Design educates and inspires emerging professionals who will lead their communities in the creation, preservation, restoration, and operation of places of beauty, equity, and resilience.

## **Guiding Principles**

Architecture and Environmental Design sees value in our role as creative collaborators focused on professional practice, and our leadership in the local, regional and global communities. We recognize the need to make high quality environments because of the impact these have on the relationships of people and places. The diverse skills and aims of our faculty and students provide a basis for disciplinary focus and resourceful interdisciplinarity.

The following principles reflect our community's core values in our teaching, research and creative work:

### Diverse environments and cultures

focusing on environments, people, communities and cultural conditions that surround us, engaging community matters and place-based design

### Academic innovation

fostering forward-thinking teaching, practice and research that considers past and present

### Environmental resiliency and stewardship

examining the past and focused on a better future for people and the environment (restorative and regenerative)

### Reflective leadership

educating the next generation of built environmental professionals to be adaptable in their approach to design in order to engage the world

### Intellectual curiosity and integrity

engaging the design process and creative work with intellectual curiosity and integrity that can yield innovation in design thinking and making

## **Architecture Program Mission and Core Values**

Tyler's Architecture Programs are guided by the mission vision and core values of Temple University, Tyler School of Art and Architecture and Tyler's Department of Architecture and Environmental Design. The programs' mission is to educate students in architecture, facilities management and historic preservation, building knowledge and curiosity while also developing awareness of the wide range of practice opportunities in the professional context.

Architecture's focus on professional design education stresses the importance of design leadership and collaboration in alignment with Temple's role as Philadelphia's public university. Civic engagement, health and well-being and social and environmental issues that impact the public good and positive transformation through design are important areas of design teaching. Three broad areas of program focus have been identified by the Architecture programs faculty:

- Design for social and cultural diversity
- Design that recognizes environmental needs due to climate change
- Design that embraces traditional and emerging forms of making

The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives



and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

### **Program Response:**

#### Program and Department context

The Architecture Program's location in the Tyler School of Art and Architecture and Temple University benefits from synergies through association and organizational structure. The Architecture cluster of programs are situated in the Department of Architecture and Environmental Design (AED) which brings together three clusters of built environment disciplines:

- Architecture: BS Architecture, BS Facilities Management, BS Historic Preservation, MS Architecture, MS Facilities Planning, Master of Architecture
- Planning and Community Development: BS Community Development, MS City and Regional Planning
- Landscape Architecture and Horticulture: AS and BS Horticulture, BS Landscape Architecture, Master of Landscape Architecture.

In addition, the AED Department offers a number of minors and certificates that are integrated into the degree programs:

- Undergraduate minors in City and Regional Planning, Community Development, Ecological Planning and Design, Sustainable Food Systems, Environmental Horticulture, Landscape Studies
- Undergraduate certificates in Historic Preservation, Environmental Sustainability, Sustainable Food Systems, Landscape Plants, Native Perennial Garden Design, Horticultural Therapy
- Graduate certificates in Health Facilities Planning, Sustainable Community Planning, Transportation Planning

This rich tapestry of programs allows students the opportunity to enrich their classroom experiences and contributes to a dynamic academic discourse and extra-curricular context. In addition to a B.S. pre-professional degree and a professional M. Arch degree, the Architecture Programs cluster includes undergraduate degree programs in Facilities Management and Historic Preservation. Recently established M.S. Architecture and M.S. Facilities Planning degree programs are designed to facilitate focused research at the graduate level. Both offer post-professional programs opportunities for built environment design students; graduate level study in facilities management is somewhat unique in architecture schools and has been instrumental in framing a cross-disciplinary approach to all of our curricula. Faculty across the disciplines represented in the AED Department, seek to collaborate in courses and on research projects including those associated with the Urban Workshop, a research cluster within Architecture. Additionally, the AED Department sponsors a common lecture series which is designed to foster participation from students in different majors.

Most instruction for Architecture programs and Planning and Community Development programs occurs on the Main Campus of Temple University. A large portion of the instruction in Landscape Architectures and Horticulture takes place on the Temple Ambler Campus and Ambler Arboretum which is located 15 miles north of Temple's Main Campus in Philadelphia. First and second year undergraduate landscape architecture students take classes on Temple's Main Campus, including in the Architecture Building studios in an effort to encourage cross-disciplinary opportunities, communication and collaborative programming.



With a greenhouse, gardens, research and design-build facilities located at Ambler, we have begun to encourage collaboration on both campuses. This summer a graduate level design-build architecture elective course led by Associate Prof. Eric Oskey occurred on the Ambler Campus which allowed for engagement with the research community, installation in the gardens, and ample work space needed for the large-scale design-build student works.

#### School context

Tyler School of Art and Architecture's academic administrative structure reflects the disciplinary areas and integrated nature of programs in the school. The academic administration for the school is comprised of a dean, an associate dean with expertise in arts disciplines, and an associate dean / director with expertise in built environment design disciplines. The school is organized into six departments: Architecture and Environmental Design, Art, Art History, Art Education and Community Arts Practices, Foundations<sup>1</sup> and Graphic and Interactive Design, each headed by a department chair. All departments also include faculty leaders – program heads and curriculum coordinators that oversee areas of the departments and work closely with the department chairs. Faculty from all departments of the school serve on Tyler committees and contribute to other initiatives including faculty searches, furthering a sense of common purpose. The school structure has given clarity to disciplinary expertise that benefits the school; faculty are encouraged and asked to contribute in an active and engaged manner. For example, a cross-disciplinary group of faculty initiated the Tyler Climate Action committee that draws on faculty expertise and includes many members from the built environment disciplines. Faculty members from Graphic and Interactive Design assist the school's communications office, lending their expertise. Built environment design faculty are also called on to weigh in on issues related to practice experience. Architecture Professor Robert Shuman has been providing a leadership role in facilities planning for the main Tyler Building in response to evolving needs of the Tyler School.

The academic structure was reorganized in 2019 along with the name expansion (from Tyler School of Art to Tyler School of Art and Architecture) to update and better serve faculty, programs and students. This has served the built environment disciplines well in terms of both visibility and administrative structure. The AED Department is one of the larger departments in the school, housing approximately 1/3 of Tyler's students. The combination of the name expansion, the clustering of disciplines, and the naming of an Associate Dean/Director for Architecture and Environmental Design has provided a newly established robust platform for Temple's built environment disciplines with positive affect in the university, and in regional, national and international contexts. Results are demonstrated in a number of ways, from an increased interest in professional partnerships for faculty, increased opportunities for internships for students, and an increase in applicants and student yield, especially for architecture, at both the undergraduate and graduate level.

Tyler facilities on Temple's Main Campus include the Tyler Art Building and the Architecture Building. The buildings are located on the northern end of Temple's urban campus in proximity to buildings that house other creative disciplines (music and dance, theater, communications). The Tyler Art and Architecture buildings are connected internally and spatially across a central courtyard. The location and public spaces allow for engagement and interaction. Faculty and students from across the school and university interact in the lobbies and corridors, a centrally located café, and in the courtyard and exterior. School wide events, including Tyler Collegial Assembly meetings occur in the main assembly space in the Architecture Building contributing to our sense of community.

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<sup>1</sup> The Foundations department houses the Art foundations courses serving first year undergraduate students and instructors for art education, art, and design programs. The built environment design foundations, by contrast, are located within the AED department.



In recent years, synergies in the school have begun to evolve because of cross-school dialogue. Common to disciplines and programs across Tyler is a culture of making which has encouraged collaboration. Many of these collaborations involve architecture faculty. Associate Prof. Andrew Wit has partnered with ceramics and sculpture program faculty using the school's equipment and facilities. Associate Prof. Clifton Fordham has collaborated with Graphic and Interactive Design faculty. Within the AED Department, Prof. Sally Harrison has collaborated on research with City and Regional Planning faculty. Collaborations have led to cross-listed course offerings, including a course designed by architecture faculty member Seher Erdogan Ford and photography faculty member Byron Wolfe.

#### University and Neighborhood context

Collaborations with other units in the university include a partnership with the College of Public Health to form graduate curricular offerings for public health, architecture and facilities planning students. The comprehensive design course (Arch 8013) has often included partnering with other schools and colleges. Semester-long studio projects included one focused on retrofitting the old campus library for the School of Public Health and one that addressed additions to buildings that house the Klein College of Communications and the School of Theater, Film and Media Arts.

The urban location of Temple also plays a central role in relationship building. The university's commitment to build local, sustainable, and global connections has made the link between the architecture programs and the University more synchronized. Temple's campus is surrounded by row houses neighborhoods and former industrial fabric that house some of the poorest residents in the city. These juxtapositions lend themselves to service-oriented course activities and extra-curricular initiatives, including work being carried out by Professor Sally Harrison for the Urban Workshop. This work is often in partnership with community organizations including work with the Village of Arts and Humanities, an organization in North Philadelphia that provides arts-based opportunities for self-expression and personal success for youth and their families, revitalizes physical space and preserves black heritage. The severity of challenges facing many in Philadelphia means that visioning a better future cannot primarily draw from the abstract notions of an autonomous architectural discourse. Rather, design concerns are linked to quality of life, health, urban infrastructure and the natural environment. Student projects and faculty research and creative work also extend beyond the region, in the United States, and in the global context. Through Temple's Study Abroad Office, students are encouraged to spend time studying at other universities or at Temple's Rome and Japan campuses.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

#### **Program Response:**

All students in architecture are encouraged to participate in campus wide activities and organizations. This includes living learning communities and athletics for undergraduates, and clubs and organizations that serve all students ([Campus Life | Temple University](#)). At our annual Tyler graduate student orientation, graduate students are introduced to initiatives and opportunities specifically tailored for their needs, including Charles Library programming and the library's Loretta Duckworth Scholars Studio ([Temple University Libraries | Loretta C. Duckworth Scholars Studio](#)) and the Center for Humanities at Temple (CHAT) ([Center for the Humanities at Temple | Temple University College of Liberal Arts](#)). Students are also



connected with the local architecture community through programming at the Philadelphia AIA's Center for Architecture and Design ([Calendar | Center for Architecture and Design \(philadelphiacfa.org\)](https://philadelphiacfa.org)) and other professional organizations, including our yearly participation in DesignPhiladelphia and frequent design studio participation in the Edmund Bacon Competition. A number of faculty and alumni are actively engaged in the Philadelphia AIA and other professional organizations, such as the Community Design Collaborative, with many serving as leaders through the board of directors, or as active participants in committees such as the Justice Alliance for Design Education (JADE-PHL) and the Community Design Collaborative.

The primary venue that brings Architecture Students together outside of classroom experiences is the AED Department Lecture Series. The lectures and exhibitions organizing committee has included student members, prior 2020, a practice that will be reinstated in the future as we begin to offer more in-person programming. The department lectures include regional, national and international speakers. This lecture series, which draws on the interests across Tyler's built environment disciplines is a new initiative and has been an important place to nurture common interests for the department, drawing on its wide-ranging expertise.

Leveraging the opportunities that come from our location in Philadelphia, many class assignments, require students to visit sites and neighborhoods throughout the city, as a group, or individually. This includes studio projects that focus on urban neighborhoods or sites, structures courses where students visit construction sites that demonstrate particular structural principles, and the professional practice course which requires students to analyze the administrative structure of different design firms in the city. With many adjuncts and alumni practicing in the Philadelphia region, this provides ways to make connections that are learning focused, but also for the future.

The largest student organization for architecture students is our American Institute of Architecture Students (AIAS) chapter which includes both undergraduate and graduate student members. Temple AIAS and other student groups such as the Temple University Facilities Management Association (TUFMA), organize visits to local firm offices, portfolio workshops and exhibits of student work. Temple's Chapter of Freedom by Design (FBD) works closely with the Temple AIAS but typically has separate leadership. In some years, FBD has been more active. That has fallen off in recent years, however, the group is interested in restarting design build projects that provide accessibility for low-income individuals in the area. Temple has recently gained university recognition of our National Organization of Minority Architecture Students (NOMAS) chapter. Many of our alumni and faculty have served as leaders for and are active members of PhilaNOMA, so efforts to build and maintain the Temple Chapter of NOMAS is bolstered by the links with PhilaNOMA, TUFMA, noted above, is the facilities management student organization, and is also linked to a professional organization, the Philadelphia Chapter of the International Facilities Management Association (IFMA) which has many active faculty and alumni. TUFMA's membership is open to all students and has included participation from students in other schools and colleges at Temple. In addition to field trips, activities include professional and alumni panel discussions.

In 2019, we initiated a chapter of Tau-Sigma Delta, the national honor society for Architecture and Allied Arts. Membership in our chapter, Psi Alpha, is open to eligible students in architecture, facilities management, historic preservation, community development and city and regional planning programs and includes both graduate and undergraduate students. Tau Sigma Delta is becoming an important forum for interdisciplinary dialogue and is helping to build a culture of connection between current students and recent alumni.





In 2018 we initiated a professional mentoring program that links members of the professional architecture community with students. The initial offering was for students in the accelerated program (4+1) and a small group of alumni mentors. The program adapted well to videoconferencing while Covid protocols were in place. With a larger cohort of graduate students asking to participate, the program has grown. The program is now offered to 4<sup>th</sup> year undergraduate students in the 4+1 program and all graduate students. Student are paired with members of the regional professional community (alumni and professional partners). In 2021-22, we focused on expanding the program and also increasing the diversity of our professional participants to better reflect the diversity of our student body.

### **Summary Statement of 1 – Context and Mission**

*This paragraph will be included in the VTR; limit to maximum 250 words.*

#### **Program Response:**

Temple University is an R1 research, public urban university, committed to educating diverse future leaders who share a common drive to learn, prepare for their careers and make a real impact. Temple is committed to providing access to an excellent, affordable higher education that prepares students for careers, further learning and active citizenship, creating collaborative community of faculty and staff who foster inclusion and encourage the aspiration of students, and promoting service and engagement.

Temple's Tyler School of Art and Architecture educates and inspires students to be active participants in society with the highest aspirations for creative and social achievement, individual expression, scholarly discovery and innovation. Core values for the school are equity and inclusivity, accessibility, public engagement, and exploration. Tyler's Department of Architecture and Environmental Design educates and inspires emerging professionals who will lead their communities in the creation, preservation, restoration and operation of places of beauty, equity and resilience, recognizing the need to make high quality environments for people and places.

Tyler's Architecture Programs are guided by the mission and vision and core values of the university, school and department. We educate to build knowledge and curiosity while also developing awareness of practice opportunities in the professional context.

Tyler Architecture stresses the importance of design leadership and collaboration in alignment with Temple's role as Philadelphia's public university focusing on social and cultural diversity, environmental needs, and methods of making. Civic engagement, health and well-being and environmental sustainability positively impacting the public good through design are important areas of inquiry for the programs.





## 2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

### Program Response:

Tyler Architecture Programs are focused on a broad education while also being rooted in a spirit of service to the profession and the larger community. We start with understanding that the design process is a form of inquiry that is addressed in the studio setting in projects that include speculative research through applied situations. Our faculty represent this range of skills and expertise to guide the education process. The programs are grounded in the transformation of individuals through an educational process in which students learn through doing and reflection, which is essential to the design process. In the Architecture Programs, the design studio remains the core of architectural education, bringing together diverse groups of people with the objective of learning through design as a form of inquiry that leads to making change in the world. Based in an urban university, the Master of Architecture program benefits from having a number of its studio projects in the local context and readily accessible for on-site observation and learning. This includes opportunities that come from the working on a project for hypothetical, and/or actual clients as part of the learning context, to focus on urgent local issues such as sustainable design, community welfare, health and safety.

Maximizing the studio experience is dependent on the non-studio courses to instill foundational knowledge and critical thinking skills. In this sense the barriers are diminished between studio and non-studio courses where core knowledge from other curricular areas is applied, such as building technology, history and theory, community and culture, representation and making. In the graduate program curriculum, non-studio courses often enhance disciplinary knowledge through problem-posing and applied means of inquiry. For instance, the *Structural Analysis for Architects Arch 5251* involves learning from case-studies and model making to understand the principles inherent in structural design computations. Feedback from testing models helps reinforce design implications and assembly techniques. Similarly, having students build models in *Materials & Methods of Construction Arch 5152* that meet criteria similar to those implicit in studio courses helps students realize that safety and technology are not independent of creativity. Our curriculum is designed to encourage integrated forms of learning, reinforcing the notion that reflection and thought apply to broad aspects of the architectural discipline.

Architectural practice is dependent on a receptive public that trusts that architects are working in their best interest. Central to this trust is the pursuit of a safe and healthy natural and built environment. Fostering creativity that understands the design requires imagining a range of outcomes and solutions that are not immediately apparent. Underpinning the successful practice of architecture are shared ethics and values for which a foundation is established in school. Knowledge conveyed in the classroom, including *Professional Practice Arch 8096*, is essential for preparing students for practice. Equally important are the unstructured encounters in studio, classrooms, school events, and faculty interactions, setting a tone for behavior standards.

In the Tyler Architecture Programs, the art of architecture has sustained resonance. Our relationship with art programs entails a connection to a community of constant creativity, invention and making. As architects, we see making as part of a creative process that should lead to inspiring and beautiful structures that speak to the physical and spiritual needs of our shared humanity. In the Master of Architecture program, **Arch 8012** is a studio that has elective content so that our students can explore the range of issues and topics related to architectural exploration. We also recognize that the creative side of design benefits from strategic collaboration and recognition of contexts and regulations. The location for the integration of the knowledge, skills and values begins in **Arch 8011** and is further developed in the *Comprehensive Architectural Design Studio Arch 8013* and continues in the studio courses afterward which allow for opportunities for individual interest and focus.

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

We are committed to guiding our students to understand that it is the responsibility of architects to address environmental challenges and teach them that, this is rooted in their ability to recognize, respond to and advocate for design that seeks to have positive environmental impact. Through the Architecture and Environmental Design Department structure, we are well positioned to demonstrate that architects can join forces with other design professionals to advocate for more sustainable landscape settlement patterns and infrastructure alongside architectural design to achieve this goal. We use Philadelphia and the region as a platform to demonstrate the impact of change. The dense city fabric and extended regional context provides opportunity to understand how to shape the environment for the future. We seek out adjunct faculty and professional partners who engaged in design of innovative, forward focused architecture and infrastructure. Teaching and learning often includes examples that come from city and regional leadership in areas of public policy, green infrastructure initiatives and transportation infrastructure planning to model best practices and demonstrate areas where improvement can be made. The urban context allows us to build other notions of environmental stewardship, such as restoration and preservation, and health and resource management, these are an important part of environmental sustainability. Faculty research in the Architecture and Environmental Design Department includes Professor Gabriel Kaprielian's focus on city infrastructures that respond to sea level rise, and Professor Sean Vance's research addresses health, equity and environment in the urban context. A recent *Arch Research Seminar Arch 8131/34* taught by Associate Prof. Sean Vance integrated the goal of health with issues of accessibility and social justice. Such research is brought into elective studios and seminars at the graduate level. Professor Eric Oskey includes environmental issues as part of his required studios for graduate students. Recent studios focus on design for non-humans as a way to address environmental issues and impact. Sustainable principles are included in coursework across the curriculum in building technology courses and studio. The courses are taught by full time faculty with expertise in this area of the curriculum alongside adjunct faculty whose practice experience in sustainable design adds value for student learning.

*Graduate Design Studio 2 Arch 5232* is a sustainability studio taken by students who do not have a pre-professional undergraduate architecture degree. Integral to the studio is the utilization of energy modeling software to shape design decisions. Students in the undergraduate program take a similar design studio. At the urban scale, approaches to environmental resiliency including climate change is a central part of urban oriented studio projects which are the basis for *Advanced Arch Design Studio 1 Arch 8011*. Recent iteration of this studio, led by Associate Prof. Eric Oskey, worked on a projects in partnership with the



John Heinz National Wildlife Center and with Temple's Ambler Arboretum and Science Field Station. In these courses, instruction is bolstered by faculty research rooted in ecological urbanism.

In our courses, we focus on design that demonstrates health outcomes through siting, massing and cladding, including low-tech solutions and biophilic design for architecture that relate to quality of natural light, views and landscape. This is at the heart of integrated design when considered along with energy and mechanical systems design which is the subject of Comprehensive Design Studio. Another facet of environmental building design relates to air-quality, which is a strongly emphasized in the *Environmental Control Systems I & II Arch 5351* and *Arch 5352*. In the latter course, analytic activities are coordinated with design work in *Comprehensive Architectural Design Studio Arch 8013*.

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

#### **Program Response:**

Access to an affordable and excellent education that leads to a career is central to the mission of Temple University. Tyler School of Art and Architecture's mission and vision expands on this, stating that equity and inclusivity alongside accessibility are core values of the school. It is with this in mind that the AED department and Architecture Programs understand professional design education. Design for social and cultural identity is a shared value of the department. A focus on understanding diverse environments and cultures is a directive for Architecture programs. The teaching of architecture at Temple University began in the 1970s with the expressed mission to provide a more diverse group of prospective students with access to the profession of architecture in the Philadelphia region. In the current university context of Temple University's R1 status, the commitment of the architecture programs to equity, diversity and inclusion has grown. We continue to be committed to providing access to a diverse student body for an excellent professionally focused education. Faculty research and design practice has also allowed us to include these values as part of learning and teaching in undergraduate and graduate programs. Our curriculum is structured to provide multiple pathways to the professional program in architecture to serve the range of students and learning styles present in our programs. At the undergraduate level, students can choose a major that builds on their academic strengths – design, facilities management or historic preservation. The Master of Architecture program has two-year and three-year tracks, recognizing that the decision to study architecture can come at different times in a student's academic journey. We also offer an accelerated option for two-year track students from our undergraduate degree in architecture which cuts down on the cost and time commitment for graduate study.

The condition of Philadelphia, as a post-industrial manufacturing city, also informs the program's stance toward EDI. Since the 1950's, population changes and declining access to jobs, negatively impacted the city, especially people of color and underserved neighborhoods. Since then, the city has developed the unfortunate title of the poorest large city in the country with some of the poorest neighborhoods close to Temple's campus, and the threat of gentrification increases as the population of city residents increases. As part of our program's ethos, we work with students to understand the complexity of the city around them and strive to offer opportunities where they can build design strengths to work with issues. This includes skills like listening and collaboration with individuals and communities,



but also the skills of research to understand where policy and the work of policy-makers meets or deters design. For these issues, Philadelphia serves as a living laboratory for our students.

As an architecture program, we are deeply aware that architectural education should fuse design and service in pursuit of a better life for its participants and the public whom it serves. The M Arch program provides students with a strong professional foundation and the opportunity to specialize, which sets them up for leadership in multiple venues and careers. Foundational skills are associated Tyler's culture of "making" and the program builds knowledge and design skills for students through engaged learning and applied research, an orientation shared by other schools and colleges across Temple University. Issues that address the urban condition, socio-cultural and economic issues, especially at the community level, are woven into studio activities, and are a common thread for faculty work and research.

The Architecture Program is committed to building and maintaining a diverse student body and faculty. This goal requires that faculty continuously engage in learning how to teach to diverse learners and serve as mentors and advocates for all students in a diverse and changing student body. Direct relationships with regional community colleges includes successful matriculation and academic success of transfer students. We also welcome intra-university transfer students who discover architecture once they have started as undergraduates at Temple. Through our admissions and advising offices, we work with students to help them understand the most effective pathways through our programs with consideration to affordability and time to graduation. A strong relationship with the local NOMA chapter has led to collaborative programming and the recent establishment of a student NOMAS chapter. In addition to a more inclusive environment, curriculum development, acknowledges that an inclusive culture is needed to better serve our diverse student body and represent the world - past, present and future.

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

#### **Program Response:**

Knowledge and innovation intrinsically linked through design can serve the role of strengthening architecture as a discipline and profession. With a focus on making alongside environmental and socio-cultural challenges, our research seminars and studios are structured to provide variable content that addresses current issues, alongside consistent course learning goals. We are cognizant of the need to situate knowledge and innovation in relation to historical traditions and current practices of building and design to assure students are provided with the range of knowledge and skills to work productively in a wide range of practice models.

Design processes that involve community engagement are present in Professor Sally Harrison's long-term relationships with local community organizations, including the Village of Arts and Humanities ([villagearts.org](http://villagearts.org)). Located in North Philadelphia, the Village is an organization that uses arts to promote the aspirations of the community, engaging youth and their families. Professor Harrison developed a master plan and facilitated neighborhood improvements that include temporary structures, installations and gardens. Currently, Associate Professor Clifton Fordham, is leading two design projects for the Village. Both projects are part of the master plan and were identified as priorities through a community

design process. The work is funded by grants and charitable gifts to the organization. Professors Harrison and Fordham have woven their community work in studio projects, and have included the organization's representatives as part of studio reviews.

Professors Bob Shuman, Sonja Bijelic, Fauzia Sadiq Garcia, Jeff Richards and Eric Oskey have brought substantial practice experience to the classroom. The range of practice experience brings a high level of expertise about innovative approaches to design and construction. Experience of the faculty ranges from large, internationally recognized firms through design practices with national or regional recognition: Johnson Burgee and Hillier (Bijelic), SOM and Bohlin, Cywinski, Jackson (Richards), MGA Partners Architects (Shuman), Voith & Mactavish Architects (Sadiq Garcia). These faculty members continue to practice architecture. Professor Eric Oskey is a Principal of MOTO Designshop, a firm that is emerging as a leading design firm in Philadelphia. MOTO's work has recently been featured in *Architectural Record*, *Metropolis* and the *New York Times*. The professional experience of these faculty is apparent in their studio projects which include traditional and newly emerging methods of making and building technology as part of design learning outcomes. Professor Gabriel Kaprielian, a research-focused faculty, adds to the faculty's design knowledge base, bringing expertise about architecture and planning strategies related to sea level rise.

Professor Andrew Wit engages in creative practice related to new and emerging materials and methods of making. He, along with Professor Chris McAdams, demonstrate and address uses of digital technologies through their work and their teaching. McAdams' research and consulting practice addresses AR, VR and other forms of digital visualization. In 2019 McAdams and Wit worked artist Tim Rusterholz and Tyler architecture and sculpture students in the fabrication and installation of *Bent*, a digitally fabricated plywood structure that was built using a Microsoft HoloLens in conjunction with Fologram software plug-in. The design and production process were entirely integrated, using AR as part of the production process. Cross-disciplinary design and digital making is emerging as an important initiative across the school. In 2021, Wit and McAdams worked together on a project for DesignPhiladelphia ([DesignPhiladelphia](#)). In collaboration with Ben Snyder, the Tyler horticulture technician, they fabricated and installed a pavilion that incorporated VR and demonstrated uses of digital fabrication. This was the first of yearly installations for DesignPhiladelphia. The installations are guided by the questions: What collaborations can present the range of design disciplines at Tyler? How can we think about making that promotes innovation in our school? For 2022, Professor Wit is joined by Tyler Associate Dean Chad Curtis, a ceramics professor. They are comparing Wit's methods of using wound carbon fiber to make structures alongside Curtis's experimentation with digital tools in ceramics. These installation projects, where faculty are looking at novel ways of addressing design and digital tools have impact for our students' learning and creative direction. Sharing techniques and creative processes demonstrates the power of inter- and cross-disciplinary collaboration.

A large portion of faculty have engaged in new avenues of scholarly research in their field and published books that correlate with their teaching. Professor Kate Wingert-Playdon uses archival material and construction reports as the basis for monographs focused on design and construction histories of buildings as they impact and drive cultural identity and change. She authored *John Gaw Meem at Acoma: The Restoration of San Esteban del Rey Mission* (University of New Mexico Press, 2012). The book is an important look at best practices for community based cultural heritage preservation. She recently authored a book with adjunct faculty member Philip Crosby, focused on Temple's identity through architecture, *Library as Stoa: Public Space and Academic Mission in Snøhetta's Charles Library* (ORO Editions, 2021). Associate Professor Andrew Wit is co-editor of two recent books, *Towards a Robotic Architecture*, and *Recalibration: On Imprecision and Infidelity*. Both address new directions in the making of architecture. Associate Professor Clifton Fordham edited *Constructing Building Enclosures: Architectural History, Technology and Poetics in the Postwar Era* (Routledge,



2020) essays addressing building technologies in relation to design. Associate Professor Pablo Meninato is the author of *Unexpected Affinities—The History of Type in the Architectural Project from Laugier to Duchamp* (Routledge, 2018) and is the co-editor a forthcoming book titled *Informality and the City—Theories, Actions, Interventions* (Springer Rotterdam, 2022). Meninato's work spans a range of topics, from the relationship of art and architecture to a look at urban structures in cities.

Three new full time faculty members joined Tyler Architecture in 2022: Associate Professor Jeremy Voorhees, Assistant Professor Taryn Mudge and Assistant Professor Jeffrey Nesbit. All three come with scholarly research that complements that of the current full time faculty and have been active researchers. Voorhees has published papers focused on policy and architecture and addresses architecture and play in his research. He is co-editor of the ARCC Journal, an online publication focused on interdisciplinary research. Mudge's research into architectural practice models, starting with the practices of Alison and Peter Smithson and Robert Venturi and Denise Scott Brown looks at unique ways these practices were able to innovate. Nesbit has co-edited a number of books focused on current topics in architecture and urbanism including, *New Geographies 11: Extraterrestrial* (Harvard Graduate School of Design and Actar, 2019) and *Rio de Janeiro: Urban Expansion and Environment*. Routledge, 2019). He is co-editor of the forthcoming book *Technical Lands: A Critical Primer* (Jovis Publishers, 2022) and is the editor of the forthcoming *Nature of Enclosure* (Actar, 2022). Nesbit's current historical research is focused on the architecture of NASA.

Tyler Architecture's curriculum is organized into three major knowledge areas: design, history and theory, building technology and practice that align with courses that have required content and including skills based learning outcomes. A fourth curricular area, research, builds on the range of faculty expertise. The graduate architecture curriculum requires students take a minimum of two research seminars, providing them with an opportunity to understand the relationship between investigative skills and the research focus for the class. For instance, Prof. Meninato recently led a seminar that investigated non-traditional settlement patterns, which dovetails with his most recent research. Students who choose to take the two semester thesis sequence in their final year, *Directed Research Arch 9991* and *Arch Design Thesis Arch 9996* have the opportunity to more fully investigate an area of research that can be explored through design, building a body of work and skills in an area of interest that they can use to advance the discipline and provide leadership as they enter into practice.

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

### **Program Response:**

The notion of the architect as a singular artistic force still lingers in practice, media, the academy, and in the imagination of many students. This idea of the profession of architecture will remain in the background of architectural education. In Tyler's architecture programs we support the range of areas of professional expertise. This allows us to support the range of strengths that are present in our students. Our studios, especially at the graduate level, are collaborative environments with students who have a range of experience and interests. The environment is collaborative; they consult with and critique each other. Our curriculum also includes key moments of team work in specific courses. This parallels the collaborative environment of practice. In this context, leadership is broadly defined to include the range of expertise needed for the practice of architecture, and encourages students to build experience in design knowledge areas where they have interest.



In recent years, studio work in the graduate program has included collaboration by students. For example, most of the project work in the *Comprehensive Architecture Design Studio Arch 8013* is done by student pairs. Similarly, recent iterations of *Elective Arch Studio Arch 8012* sections have emphasized group work as part of analysis and synthesis. Going forward the faculty embrace the challenge of adapting the curriculum to allow for greater balance between individual and group work cognizant of the need to build important skill sets required for each.

Collaborative skills also closely correspond to students' ability to constructively communicate with each other. The research seminars, including the directed research course where students are working on independent topics, are designed to foster student communication and critical interaction. The research seminars foster skills that help students link concepts and theory with design. We see studios and seminars as a valuable opportunity to bring together different perspectives, encourage sharing, and understand the importance of having a voice and clearly articulate points of view about architecture. Faculty have worked together and individually to update their methods of teaching to encourage and include dialogue between students through workshops courses and online sources provided by the Temple Center for the Advancement of Teaching (CAT). We are working on tracking course delivery improvements related to building these skills in research and seminar classes, with an emphasis on supporting diverse discourse. Faculty also work by example with their own collaborations and interdisciplinary projects, including recent faculty collaborations between architecture and landscape architecture, planning, sculpture, ceramics, and photography, to name a few.

Developing skills that are needed for community engagement has been a strength of our programs. This requires adapting and reframing design education to consider to role of community as essential to understanding the needs of architecture and design. We recognize that there is immense value in the studio model that includes community engagement, and are conscious of the opportunity this provides our students who are interested in this form of design practice. In our programs, community based work of faculty and with students has a long tradition and builds on important work across Philadelphia. Professors Sally Harrison and Tim Kerner, who teach *Research Seminar 1, Arch 8131*, the urban theory seminar, where a range of urban design processes are taught, including community engaged practice models. Based on thesis topics each year, community engagement and design is important to our students. Students can be guided in this work by a number of our faculty who are active in organizations that model this work, including the Philadelphia AIA's Community Design Collaborative, which includes volunteers from our faculty and alumni. In our studios, community engagement emerges from collaborative design projects that are user-centered. This type of work in the studio is research oriented and led by design faculty who have expertise in this area of practice, so that students understand respectful ways to collaborate. Students learn the important skill of listening to individuals in the community, and both students and community members become comfortable and familiar with community engaged design work. Designing with communities requires students to understand the specificity of sites, cultures and histories in order to understand contextual nuances and details. Community engaged design is offered as an option for **Arch 8012**, with a focus on ways of leveraging expertise and providing respectful and effective leadership. In this kind of studio, leadership skills are learned through action and active engagement.

Outside of coursework, students gain leadership and collaboration skills by taking part in student organizations such as American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Tau-Sigma Delta and The Architecture Lobby. Students are also encouraged to take part in committee activities where



student participation is needed, such as lectures and exhibitions, studio culture policy development, and full time faculty searches.

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

### **Program Response:**

Architecture as a discipline, is naturally aligned with goals of life-long learning, through continuing education that address changes to professional practice, developments in technology and updating of regulations. Instilling a sense of lifelong learning begins in the classroom. We seek to instill skills and inspiration that equip our students for a life engaged in the practice of architecture. Our programs address life-long learning in content and through the guidance of faculty. The research focus of seminars build instigative skills to foster deep learning in the design studio. Faculty, by maintaining a critical, yet nurturing atmosphere support intellectual curiosity. In the studio setting, faculty and guests from the professional community are invited as reviewers and critics, providing students with the opportunity to advocate for their design work. Extra-curricular activities are sponsored by the school. These include the AED lecture series, faculty-led symposia, workshops, and conferences. Student organizations and professional association events are opportunities to network and for informal social events. Students are supported by a number of campus programs in extracurricular research and internships, meant to encourage continued, self-motivated learning. Tyler's Wagman internship offers financial support to undergraduate students who want to pursue unpaid internships. The program, administered by Tyler's career services staff member, Evan Hertzog, also includes regular reporting, a formal presentation and the requirement to recruit students in the future and advocate for internship experiences. Undergraduate students also have the opportunity to apply for a similar internship program, a summer research program, research travel support and a yearly symposium of undergraduate research. Although this is not directly related to our NAAB accredited program, the support for undergraduate students through these programs instill a sense of self-motivation; many of the students who participate continue into the M Arch program. M Arch students can apply for support for two research-focused travel scholarships, the Knowles and Riz scholarships. For graduate students across the school, Tyler supports travel to conferences where papers and presentations have been peer reviewed and accepted.

Tyler's Architecture and Environmental Design Department Lecture Series provides a forum for the entire design community in Philadelphia, encouraging participation and representing the interests and aims of the school. Attendance often includes alumni and others from the professional community. Recently, due to the reduction of in person events during the pandemic, the lecture series has been broadcast online to a wider audience. The Knowles Alumni lectures are designed to appeal to a broad audience and feature a national or international design leader. Speakers have represented varied design practices: David Adjaye, Walter Hood, Sharon Johnson and Clive Wilkinson. The Knowles Alumni Lecture this past spring featuring Olalekan Jeyifous saw the return of an in-person reception. Panel sessions are often included in our lecture series. For example, a series of panel discussions sponsored by Tyler Architecture in collaboration with Temple Libraries and the Temple University Architect's office, featured key contributors involved with the creation of the new Charles library during the design and construction phases of the project. The series included architects, cultural leaders and librarians who discussed the relationship between architecture and campus and civic culture. The school and university involvement in providing





opportunities for the built environment design community also benefit our students and offer ways of understanding the role that lifelong learning plays in the life of an architect. For example, Tyler School of Art and Architecture sponsors events and exhibitions related to architecture through our gallery, Temple Contemporary. The school hosted a 2021 exhibit, co-organized by architecture faculty member Pablo Meninato, *Learning to See: Denise Scott Brown*, featuring the only showing of Scott Brown's photographs in Philadelphia. The photos, curated by Temple Rome faculty member, Carolina Vaccaro and Tyler Architecture alumna, Noa Maliar in collaboration with VSBA Architects, represented important references throughout Scott Brown's career as a design professional, bringing a spotlight to her contributions to the field.

Two events in 2022-23 sponsored by campus partners, will focus on lifelong learning in architecture and design. In the fall semester, *The Design of Libraries* will be hosted by Temple's Charles Library, bringing librarians and library designers to campus. Students and faculty will be invited to some of the events. In the spring semester, Temple's Office of Planning and Design will host the Society for College of University Planners (SCUP) regional conference. With a focus on the relationship between campus life, academics and planning, the SCUP conference will include student volunteers as active participants, leading tours and engaging in dialogue with the conference participants. We work with other campus partners to instill the importance of research-based service for our students. For example, Associate Professor Andrew Wit and Jason Fowler, the architecture technician, worked with the College on Engineering and the Medical School in spring of 2020 to use digital fabrication processes and tools to produce face masks, much needed PPE, for hospital staff during a time when hospitals in the city were overwhelmed with COVID cases. After safety protocols were well established, student and faculty volunteers from our programs and other units in the university were given permission to participate, assembling the face masks and delivering them to hospitals and other sites.



### 3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

#### 3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

#### Program Response:

##### Approach

Tyler Architecture is located in a major metropolitan area with a legacy of leading architectural practices, many staffed and led by our graduates. Our graduates have opportunities to pursue the range of specializations in the Philadelphia region and nationally and internationally. Students who want to have a positive impact in the local environment often choose practice paths in architecture and urban design that allow them to work with other built environment design disciplines so they can impact policy and address Philadelphia’s urban problems. Our learning culture encourages students to consider the range of career paths. Course assignments expose students to a range of different experiences. Extracurricular offerings present the range of career options and internships are encouraged. Faculty weave issues related to professional practice within a wide variety of courses, and assist with mentoring students on various career paths. We believe that participation in extracurricular activities are fundamental to career development and help establish habits for life-long learning and leadership. Curricular and extracurricular activities including field trips, office visits, workshops, lectures and career fairs. Our location in a School of Art and Architecture allows for breadth of stimulating programming and opportunities to explore activities outside of our degree offerings.

##### Courses

In the last semester of the graduate program students elect to take the Practice Studio (taught under *Elective Architectural Design Studio ARCH 8012*) or *Architecture Design Thesis ARCH 9996*. Initiated in 2020-21, for the last two years the Practice Studio have included instructors from leading architectural firms who work directly with students on topics and projects that reflect the spirit and design methods of their office. In spring 2021, the course included Anthony Saby, an alumnus and Associate Principal at Diller Scofidio + Renfro, and in spring 2022, the course included Tom Kirk, an alumnus and Principal at Bohlin Cywinski Jackson Architects. A successful summer pilot version of the practice studio ran in summer 2022, which included Frank Grauman, a Principal at Bohlin Cywinski Jackson as part of the studio. This experience includes presentations of work and participation in reviews by individuals from the design office. *Architecture Design Thesis ARCH 9996* allows students to pursue an individually selected topic of interest in design. The projects range from speculative inquiries about architecture to design investigations at specific locations. Students in the thesis studio engage in a fall semester research course. The students are guided by faculty and responsible for developing peer critique skills so they can comment on the range of individual topics addressed across the studio. The final semester studios are structured to build reflective discourse skills and broaden the students’ creative outlook, as the students enter into practice.



For the required course *Professional Practice ARCH 8096*, students review the history, development and current status of the architectural profession and professional education. Students also develop an understanding of the trends and dynamics of contemporary architectural practice.

We offer a series of 1-credit *Current Topic* courses with focused themes to expand graduate student's awareness of career opportunities available to them:

- Health Facilities Planning and Design
- Healthy Communities and Design
- Resilience and Design
- Energy and Performance
- Fabrication and Making
- Visualization
- Materials and Design

These courses are popular with our graduate students, providing an overview of the type of current work and research in architectural practice. We offer them in different modalities: a series of guest lecturers from experts in the themed topic, intense workshop/charrette condensed into a few meetings times, or a hybrid of guest lectures and workshop formats. The feedback from students about these courses is positive. We are working on ways to increase enrollment for the Current Topic and make them more central in the curriculum.

#### Supplemental Experiences

We have a faculty advisor, Fauzia Sadiq Garcia, for *NCARB AXP*. To familiarize students with the **architectural licensure process**, we've found it very successful to have a student join Professor Sadiq Garcia, serving jointly as a team as the *NCARB AXP architect/student licensing advisors*. Both faculty and student advisors have attended the NCARB AXP Licensing Advisors Summit in 2019 and 2021 respectively. This "committee" meets throughout the semester to strategize ways to engage with students, host events each semester to discuss AXP requirements, invites guest lecturers to present on various topics and answer specific AXP questions, and continually updates students through a social media account. To broaden student's perspective on their career paths we've invited various organizations and individuals to discuss their missions and personal experiences with respect to licensure including: a regional NCARB representative in 2020, AIA Pennsylvania Emerging Professional's Committee in 2021, a Temple alumna who shared her path to licensure that ultimately led her to working at a construction firm, a Temple faculty that explained how she created a woman-owned architecture firm, and a faculty member that explained his role as technical director for his architecture firm.

Our NCARB AXP architect licensing advisor participated in NCARB's ARE 5.0 Research Group in 2018 to determine if the ARE exam presented any discrimination or biases towards gender or ethnicity. Research included reading through the exam questions, identify potential discriminatory language or assumptions, and provide alternatives to re-write the exam questions or case study scenarios. This has been helpful since we have a current faculty member that has a taken the latest exam, as opposed to earlier versions, and can assist in modifying our curriculum to better prepare our students for licensure.

Each spring we host a Career Fair for our Architectural and Environmental Design Department that consists of seven program areas: architecture, landscape architecture, horticulture, city and regional planning, facilities management, historic preservation, and community development. <https://events.temple.edu/2022-architecture-environmental-design-career-fair>



The Career Fair brings a broad cross section of firms to campus and exposes students to the wide variety of career paths. In addition to the presence of architecture and urban planning firms, governmental agencies, construction firms, and NGOs have participated. For firms who cannot make the career fair or have hiring needs on a different time horizon, we invite them to set up tables or make interview appointments in our facilities to meet with students and best serve their internship and career needs. As preparation, prior to the Career Fair, we encourage our students to enroll in the *Portfolio Design and Career Preparation* **ARCH 5412** course. Portfolio workshops, in which faculty provide feedback, are regularly scheduled. Students also have access to career preparation services at Temple that includes support for resume and cover letter writing, and coaching for interviews. <https://careercenter.temple.edu/>

Adjunct faculty member, Mykhaylo Kulynych who has decades of experience in practice, including as a firm principal, serves as Director to Professional Outreach. Through the course *Special Topics in Communication* **ARCH 3010**, he provides mentorship and career advice to students, strengthens relationships with the local professional community. Associate Prof. Robert Shuman, who is an alumnus, has worked to strengthen the graduate program alumni network including developing a data base. Concurrently, the program alumni maintain a LinkedIn page and participates in the university alumni social media service, OwlNetwork. The Tyler Professional Programs Administrator, Evan Hertzog, has been active in enrolling current students and firms in the university job networking service called Handshake. Evan Hertzog provides support for student programming and student organizations. She also oversees two new programs: the Laurie Wagman internship program which supports unpaid internship opportunities for students from across the school, and the Architecture Professional Mentoring Program. Working with Mykhaylo Kulynych, she links members of the professional architecture community with rising graduate students and graduate students. There are opening and closing events where students and mentors share their ambitions and experiences. Student are paired with members of the regional professional community (alumni and professional partners) and meet once a month. In 2021-22, we focused on expanding the program and also increasing the diversity of our professional participants to better reflect the diversity of our student body.

Our lecture series is an important means of providing alternative experiences and fostering interaction. In-person lectures returned in the spring of 2022 with the annual *Knowles Alumni Lecture*. The Knowles lecture is a key event for Tyler School of Art and Architecture and includes a reception so students, alumni and the professional community can network. A second annual lecture, the *Shuman Lecture*, invites alumni who have had wide-ranging and successful career experiences to speak with students about their career paths and accomplishments. This program is more recent; speakers to date have been alumnus David Rupp, who spoke about his experience as project director for Turner International for the construction of the Jean Nouvel designed Louvre in Abu Dhabi, and Ray Brower, Vice President at Callison RTKL, who is spoke about new directions of practice on international design projects in their practice. In-person lectures are now complemented with on-line broadcasts. The AED Department Lecture Series is coordinated to provide content that spans the different programs. Additionally, student organizations, including our AIAS and TUFMA chapters organize lectures/panel-discussions, tours of firms and field-trips in the region.

Along with our Master of Architecture program, at the graduate level we offer a Master of Science degree in Architecture, a Master of Science degree in Facilities Planning and a Graduate Certificate in Health Facilities Planning (in collaboration with the College of Public Health). The MS degrees are integrated with the M Arch degree, sharing coursework. The MS in Architecture is a post-professional pathway for practicing architects seeking to advance their careers and stay ahead of emerging trends by engaging in forward-thinking, innovative design research. Three optional concentrations are: *Advanced Technologies and Design*, *Urban Ecologies and Design*, and *Health and Design*. For graduate students who are interested in teaching in higher education, Temple's Center for the Advancement of Teaching (CAT) and the College of Education and



Human Development offers a *Graduate Certificate in Teaching in Higher Education* that has been taken by a number of M Arch students, many who return after graduation to join us as adjunct faculty. An additional certificate, *Teaching in Higher Education for Creative Disciplines*, is a new offering, available to M Arch students this year.

### Assessment

The Architecture Programs have been continuously building student career related programming and we look forward to expanding and improving programming in the next few years. Current processes for assessment are as follows:

- In 2019-20, we initiated the Architecture Professional Advisory Group (APAG) to provide information about practice needs so we can understand how they overlap with our curricular offerings.
- The program receives feedback from students through interviews conducted in conjunction with career related events.
- Regular meetings with student leaders is also fundamental in developing related programming. Studio culture surveys and discussions play a significant role in shaping program policy and actions related to career services.
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- APAG has noted the need to focus on key digital, communications and research skills in preparation for practice
- Students have responded well to our career preparation and mentoring and have noted areas for continuous improvement
- Meetings with students about studio culture has led to an updated studio culture document that includes co-curricular career related areas
- The Professional Programs Administrator has begun to track participation rates in career related programming through participant surveys

In 2021-22 we began faculty discussions about the NAAB-related assessment process. We identified the need to further assess and improve the relationship between curricular and co-curricular offerings. For example, in 2022-23, we will focus on more purposefully integrating co-curricular content such as career preparation and the lecture series into appropriate courses across the graduate and undergraduate curriculum. With data about participation rates in our current programming, we will begin to understand additional career-related programming needs. This will be a multi-year effort.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

## Program Response:

### Approach

As a part of a large, urban, public research university the Temple architecture program benefits from a faculty composed of researchers, educators and practitioners with a wide range of experience and diverse approaches to design teaching. In addition, Tyler students are enthusiastic contributors to a design community where principals and methods of 'making' are considered fundamental for design, alongside urgent environmental and urban issues, civic engagement and social responsibility. Through a process of dialogue and collaboration the architecture faculty has prioritized core concepts relevant to contemporary design practice: social equity, response to climate change and 'making' as a part of design.

There are two Master of Architecture program tracks: A two-year track<sup>2</sup> for individuals who have a pre-professional architecture degree and a three-year track, which feeds into the two-year curriculum, for students from other disciplines. Students without an undergraduate architecture design background are enrolled in the three-year design intensive track so they can learn fundamentals of design and other core areas of an architecture curriculum prior to joining the two-year track students in their second year.

The three-year intensive track entails taking two representation courses *Graduate Representation Intensive 1* and **ARCH 5011** and *Graduate Representation Intensive 2* **ARCH 5012**. Students without an architectural design background take *Graduate Design Foundation Intensive* **ARCH 5122** which is an introductory design course offered in the summer. In this course, students develop rigorous design thinking through making and the integration of material, craft, tectonic and visual practice. They work at the scales of the artifact, body and spatial envelope. At Temple, representation courses are not limited to learning fundamental skills, and instead involve interpretations and expressive activities.

*Graduate Design Studio 1* **ARCH 5231** examines the relationships between program, culture, society and form at a domestic scale. Consideration is given to structure, space, shelter and place making. *Graduate Design Studio 2* **ARCH 5232** is a studio with environmental sustainability focus. This includes engaging energy and resource use, sustainable materials, infrastructure and building methods, recycling and environmental performance. There is an emphasis on systems and details (very large and very small) and development of techniques for environmental analysis including observation, data modeling and development of ecological strategies.

The M Arch program's design studio sequence includes four studio courses that are taken by both three-year and two-year track students. M Arch candidates begin this sequence with *Advanced Architectural Design Studio 1* **ARCH 8011**, an in-depth analysis of a context with explicit attention paid to the importance of observation and data collection to the design process. The results in the design of a building. The course is organized so that students from the two-year and three-year track can begin to align skills and forms of communication. Next, *Comprehensive Architecture Design Studio* **ARCH 8013** involves the holistic investigation of structural and

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<sup>2</sup> The 60 credit two year track also has an accelerated option, the +1 accelerated program, for students in the Tyler BS Architecture program who meet the qualifications set by the university.



environmental systems, programming, tectonics, and envelope detailing in architectural design. The topic of *Elective Architectural Design Studio 1* **ARCH 8012** has elective content that varies depending on the instructor's research and professional focus. A recent offering, led by Sean Vance, involved the development of a campus master plan for a Montgomery County non-profit serving children with physical and developmental disabilities. Another version of the course, led by Rashida Ng and Jeremy Voorhees, focused on North Philadelphia housing justice and the interconnected history of environmental neglect and racial oppression. Variations of *Elective Architectural Design Studio* are given co-listed course numbers that correspond to concentration options in the MS degree program. *Architectural Design for Health* **ARCH 8012/8014** is an advanced architectural design studio focused on design for health and health facilities. It addresses human factors, equipment needs and trends, health design guidelines, and design for well-being. *Urban Ecologies and Design* **ARCH 8012/8015**, is an advanced architectural design studio focused on urban design. It includes understanding of human and community well-being in urban environments, environmental design trends, urban design guidelines. *Advanced Technologies and Design* **ARCH 8012/8016** focuses on advanced technologies in architectural design.

Beginning in 2022, the faculty voted to make a change to the curricular array, reducing the number of required research seminars from 3 to 2 and increasing the number of architecture electives by three credits. This allows students to plan ahead and take electives (including the 1 credit offerings) in an area of research specific to their interests. Students can develop a research concentration enriched by studios and seminars which, if they choose, culminates in *Directed Research* **ARCH 9991** (thesis preparation) and *Architectural Design Thesis* **ARCH 9996**. A major aspect of the Architecture Program's graduate curriculum has emphasized the importance of personalized research and data collection, a crucial function of the design process.

Students who decide not to pursue a thesis in their final semester of study take a second **ARCH 8012** elective topics studio. Although it uses the elective studio course number, we limit registration to students in their final studio. The *Architectural Practice Studio* is co-taught by a full-time faculty member and a visiting practitioner, often an alumnus, from a leading design firm. Participating architectural firms have included Diller Scofidio + Renfro (New York) and Bohlin Cywinski Jackson (Philadelphia). The studio has two goals – to allow students to reflect on creative processes of innovative architectural design practices and equipping students with experiences that help them become proactive participants in a professional setting.

### Courses

*Graduate Representation Intensive 1* **ARCH 5011** and *Graduate Representation Intensive 2* **ARCH 5012** focus on the introduction of visual literacy, graphic techniques, and 3D formal exploration. Through projects supported by research, graphically-based exercises, and formal investigations, students are exposed to the process of representation in architecture. Methods of 2D and 3D analog and digital representation are addressed.

In *Graduate Design Foundation Intensive* **ARCH 5122** serves as an introduction to design thinking, the design process, and representational methods. The course focuses on thinking through making, including learning about craft, tectonic and visual practices for design. Students are introduced to design critiques and methods of communicating design objectives.

For *Graduate Design Studio 1* **ARCH 5231**, required for 3-year track students, serves as an introductory design studio course where the relationships between program, culture, society and





form making at a domestic scale. Students are asked to address fundamentals of tectonics, space, shelter and place making. Research through the use of precedent studies is introduced. Arch 5231 provides the same content as a parallel course in the undergraduate program (Arch 3231).

*Graduate Design Studio 2 ARCH 5232*, required for 3-year track students, focuses on ecological and environmentally responsive design. The course introduces broad concepts related to sustainability as a part of design, such as energy and resource use, hydrology, sustainable materials, infrastructure and building methods, recycling, and environmental performance. The studio puts emphasis on systems and details and development of techniques for environmental analysis (observation, data analysis etc.). Arch 5232 provides the same content as a parallel course in the undergraduate program (Arch 3232).

*Advanced Architectural Design Studio 1 ARCH 8011* involves an in-depth analysis of a context with explicit attention paid to the importance of observation and data collection to the design process. The studio addresses representation and visualization methods related to studio projects and involves consideration of and collaboration with allied design fields.

*Elective Architectural Design Studio 1 ARCH 8012* varies depending on the instructor's research and professional focus. The studio addresses representation and visualization methods related to studio projects. Recent iterations have included the development of a campus master plan for a Montgomery County non-profit serving children with physical and developmental disabilities, as well as another studio focused on North Philadelphia housing and social justice through design and the interconnected history of environmental neglect and racial oppression. In the final semester, Arch 8012 is offered as the Practice Studio, where students can engage the work, design methods and culture of leading architecture firm.

*Comprehensive Architecture Design Studio ARCH 8013* involves the integration of structural and environmental systems, programming, 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.

*Elective Architectural Design Studio 2 ARCH 8012/8014* focuses on design for health and health facilities. It include understanding of human factors, equipment needs and trends, health design guidelines, design for well-being, etc. The course develops observational techniques and data collection, management and visualization appropriate to the topic of the studio.

*Elective Architectural Design Studio 2 ARCH 8012/8015* focuses on urban design. This will include understanding of human and community well-being in urban environments, environmental design trends, urban design guidelines, etc. The course develops observational techniques and data collection, management and visualization appropriate to the topic of the studio.

*Elective Architectural Design Studio 2 ARCH 8012/8016* focuses on advanced technologies in architectural design. This can include the range of current and emerging technologies in design process and implementation, visualization, etc. The course develops observational techniques and data collection, management and visualization appropriate to the topic of the studio.

### Supplemental Experiences





'Making' is a core tenant of the design curriculum which relates to other courses and facilities. The department has manual and digital fabrication in the architecture department and there are additional fabrication facilities in the rest of Tyler. There is ongoing planning to use these more effectively in the context of the design studio. In specific response to fostering more interest in manual fabrication techniques, a committee comprised of Tyler's faculty and facilities staff has been formed in order to assess and reconsider the training procedures necessary for the student body to successfully integrate the use of Tyler's wood shops into their design work. An option that is being evaluated in changing the goals of *Architectural Research Seminar 2 ARCH 8132* which currently focuses primarily on theoretical aspects of architecture to allow courses where theory and making work together, for example, courses that consider and activate the use of current and emerging technologies such as rapid-prototyping.

### Assessment

The Architecture Programs have been focused on a new cycle of understanding curriculum and assessing academic and practice related shifts that will help to update courses and programs over the next few years. Current processes for assessment are:

- Using studio culture surveys and discussions to shape program policy and actions.
- Faculty discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- We have assessed the content of studios and are updating a grid of student performance outcomes related to academic content, representation and making skills, and course goals
- We have identified the need for coordinating tools and skills literacy across the programs to assure students are comfortable with all forms of making to support their intellectual aspirations
- We have assessed the content of research elective and current topics courses as they relate to studios and faculty areas of expertise so we can better align and shape students' design research learning with design studios.

In 2021-22 we began faculty discussions about the NAAB-related assessment process. We identified the need to further assess and improve the relationship between studios across graduate and undergraduate curricula and some particular areas where program and courses needed updating and improving. For example, in 2022-23, we will focus on aligning studio teaching and learning goals alongside course content, coordinating digital and making skills and



tools across all programs and curricula, and guiding students to better integrate design research and intellectual content from seminar courses into studio courses. This will be a multi-year effort.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

### **Program Response:**

#### Approach

As architecture programs in a large urban university, our approach to ecological knowledge and responsibility can be situated in and demonstrated through the complex reality of urban settlements. Philadelphia has the virtue of density, and public transportation networks, but it lacks permeable surfaces, adequate vegetation, and is directly threatened by sea level rise. It also has extensive areas of food deserts and food poverty. Within this context, studio instruction and investigation is vested in integrated urban development analysis and visioning, with material solutions that address these challenges. Within a largely constructed environment, renovation, restoration, preservation are considered. Ecological knowledge and responsibility parallels some of the research of full time faculty who teach design studio at the graduate level. Ecologically related knowledge is also conveyed in graduate level non-studio courses, specifically *Environmental Control Systems 1* **ARCH 5351** and *Environmental Control Systems 2* **ARCH 8352**. Technical knowledge in these courses is directly related to sustainable design objectives in *Comprehensive Architectural Design Studio* **ARCH 8013**.

#### Courses

*Graduate Design Studio 2* **Arch 5232** is a sustainability studio taken by students who do not have a pre-professional undergraduate architecture degree. It parallels our undergraduate sustainability studio that is taken by Temple pre-professional students. It concentrates on energy and resource use, sustainable materials, recycling, and environmental performance. Integral to the studio is the utilization of energy modeling software to shape design decisions. In the studio, attention is be given to the integration of the building structural system and the building envelope system, with emphasis on the “third skin” as the primary quantitative regulator of building energy transactions, but simultaneously as the qualitative mediator of the user experience. Study of the envelope programmatic, experiential and thermal performance is integrated with consideration of building structure, and the selection and compositional assembly of component envelope materials. Related issues include response to the natural and urban context, including rain/storm water management, and sustainable material evaluation. The studio involves collaborative work on analysis of site and precedent studies.

*Advanced Arch Design Studio 1* **Arch 8011**. A recent iteration of this studio, led by Associate Prof. Eric Oskey, engaged in the research, design and production of an architecture that addresses Non-Human Design, Bio-Diversity, Resiliency, Biology and Horticulture. This studio focused on animal-centric design or the building of an architecture specifically for environments other than humans. It engages in the study of different species, their physiology, daily actions, habitats, nesting behavior, biological uniqueness, and life spans. The site was the Field Station at the Temple Ambler Campus. Located approximately 25 miles north of Philadelphia, the Field Station is home to large number of birds, mammals and reptiles. The Field Station provides a living library and outdoor laboratory for students, researchers, and the general public. The prior year, the studio focused on future ecologies and primarily the

transition to a post-carbon economy. As an avenue and framework to investigate the future the studio entered the “*Land Art Generator*” competition. The competition focused on the alchemy of renewable energy and land art and to envision projects for a post-carbon future which add value to public space, educates and inspires.

*Environmental Control Systems 1 ARCH 5351* and *Environmental Control Systems 2 ARCH 8352* are required courses in the graduate program sequence. *Environmental Systems I Arch 5351* 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. Mechanical, electrical, and plumbing systems, heating, ventilation, and air-conditioning (HVAC) equipment, vertical transportation, communication, security, life safety, accessibility, and fire protection systems are introduced. These are discussed against a backdrop of the principles of sustainability and environmental responsibility. The course features an extended case study project based on a completed existing building design in which student teams will analyze and evaluate the building in terms of the systems explored in the course. The final case study report will involve the integration of the sketch problems into a cohesive presentation and overall assessment of the case study building’s design approach related to environmental and life-safety systems.

### Supplemental Experiences

The Architecture and Environmental Design Lecture Series features presenters engaged in the practice of ecologically based design. The department also benefits from manual and digital fabrication facilities on the Main Campus, in the Architecture Building and main Tyler Building, and at the Ambler campus.

### Assessment

The Architecture Programs have been integrating ecological knowledge and responsibility into design studios for a number of years, however, there is still need for improvement and a constant need to keep current with advances in design and related fields. Current processes for assessment are as follows:

- Faculty discussions about next steps for curricular development of ecological content in coursework
- Studio leaders coordinating across other lecture and studio course to assess what is being taught and what can be improved
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF’s) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.



We are in the process of forming benchmarks:

- Assessing what is taught in other courses to build on as source material as studio-based research
- Assessing key synergies between co-dependent course
- Assessing other fundamental course material that could be included in courses to support student learning about architectural processes at a high level

In 2021-22 we began faculty discussions about the NAAB-related assessment process. We identified the need to further assess and improve courses as follows: develop specific connections between studio courses and lecture and seminar courses as source material for studio-based research, further articulate key synergies between coursework in Arch 8013 and Arch 5351/8352, articulate additional needs in the area of ecological knowledge (such as fundamentals of earth science and advanced principles of sustainability) to incorporate into the curriculum and specific courses. This will be a multi-year effort.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

#### **Program Response:**

##### Approach

Architectural history and theory serve an important role in Temple's architecture curriculum. History and theory content is delivered through architectural history courses, theory courses, theory seminars, and elective theory-oriented courses. In our curriculum architectural history focuses on understanding the past, while reflecting on how historical examples impact our present and future built environment. An essential factor of our theory courses and seminars is considering and analyzing historical precedents, figures, and developments with the same aim of impacting the present and the future.

Architectural history and theory should foster the development of critical thinking, help students think globally, and encourage making connections. A primary goal of history and theory architectural education is to guide future architects to become informed, sophisticated, and civic-minded professionals and/or design educators. Rather than assuming history and theory as autonomous fields, we consider they should be a source of continual reflection and inspiration for the students' studio and design work.

In recent years, the subject of architecture history has undergone an intense reexamination process. It is important to note that architectural education in the United States was formalized in the late nineteenth century, including one tradition of teaching developed by faculty who were educated in the Beaux-Arts tradition, a school of thought that installed and perpetuated the primacy of the Western canon. With the eruption and consolidation of the Modern Movement, architecture schools adopted a new range of interests and programs, such as social housing, at the same time, the hegemony of the Western canon persisted. This is reflected in most modern and contemporary architectural history curricula, which traditionally only included architects and projects realized in Europe and the USA, ignoring experiences in other continents.

As a response to that situation, in recent years, architectural history courses in our program have begun to incorporate examples of non-western architecture and urbanism in Latin America, Africa, and Asia, thus offering a more global and comprehensive vision of the built environment.



While the faculty who teaching history and theory courses consider these changes a step in the right direction, we realize that the situation is fluid. Considering which architects, buildings, and projects should be studied and analyzed supposes simultaneously design, political, and cultural questions that need to be continually evaluated and challenged.

As a reflection of this transition towards a more **inclusive and diverse** architectural history and theory curriculum, our faculty is developing **GAPPI** (Global Architectural Project Precedents Initiative), a dynamic database that includes a list of buildings, architects, and places in regions previously overlooked. This initiative followed a year of meetings across the Architecture and Environmental Design Department that focused on expanding the curriculum to address social justice, equity and inclusion in the built environment. Monthly teach-ins in 2020-21 provided a forum for discussion and a way to activate change.

### Courses

The number of history and theory courses the M Arch students take depends on their undergraduate background. The typical 3-year cohort takes the following history and theory of architecture courses that are equivalent to courses pre-professional B.S. students are required to take at least three of the following:

*Architectural History 1* **ARCH 5141** (3cr) surveys architecture from the advent of historical civilization through the late Italian Renaissance and the global development of cities and their urban architectural institutions. The course concentrates on the development of architecture in ancient Persia, North Africa, the Mediterranean, Greece, and Western Europe, with summary introductions to ancient Indian, Chinese, and Japanese architectural histories.

*Architectural History 2* **ARCH 5142** examines architecture in the Western World from the 17<sup>th</sup> century to the early decades of the 20<sup>th</sup> century, plus parallel Non-Western developments and their cross-cultural influences. The evolution of architectural thought is studied in the context of its social, political, economic and cultural environment. Analysis of the significant buildings of the Baroque and Rococo, the Neoclassic and the Romantic, Colonial architecture, the late 19<sup>th</sup> century, and Modernism, including the influences of India, China, pre-colonial Americas, and Japan.

*\*\*Note that in an effort to better serve students in the program, ARCH 5141 incorporates the content of Arch 5142. A formal curricular change will be made in the future.*

*Movements in Modern Architecture* **ARCH 5296** is a course in which students examine a multitude of influential architectural trends and ways of thinking that came to fruition in the 20<sup>th</sup> century and which continue to frame current architectural practice. An objective of the course is to familiarize students with many of the key buildings, designers, theoreticians, and intellectual ideas associated with the myriad movements of modernism in architecture and urbanism.

*Seminar in Architectural Theory* **ARCH 5596** is a class in which theories of architecture and urbanism during the modern and contemporary periods. The course serves to lay the groundwork for the theoretical development of thesis ideas. Students develop a research paper throughout the semester in which they examine and discuss one of the topics presented during the semester that coincides with their own interests.



Starting in the second year for three-year track students and the first year for two-year track students, all students are required to take ARCH 8131 and either ARCH 8132 or ARCH 8133.

*Architecture Research Seminar 1, Urban Research Focus.* 3cr. **ARCH 8131** is a 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. 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, urban design strategies, advocacy based urbanism, user generated cities, landscape urbanism etc. The course takes a seminar format and requires writing and active participation in class discussions.

*Architecture Research Seminar 2, History/Theory Focus.* 3cr. **ARCH 8132** is a graduate-level course that examines the key subjects, historical moments, principal figures, ideas and strategies that have shaped socially driven architecture and urban design. The seminar provides a place for the discussion of historical and contemporary case studies and their correspondence with concurrent progressions in society, politics, and the arts.

*Architecture Research Seminar 3, Technology Focus* **ARCH 8133** is a graduate level seminar to familiarize and engage students in contemporary research in an area of architectural technology, its history, networks, strategies and techniques. The topic of the seminar varies in accordance with faculty expertise and research focus. This might include, though not be limited to materials research, energy research, structural research, fabrication, computational technologies, etc.

*\*\*Note that students were required to take all three of the research seminars, along with architecture electives and free electives. Beginning in fall 2022, students entering the program will be required to take Arch 8131 and either Arch 8132 or Arch 8133, and an additional architecture elective, allowing students to choose areas of interest. Elective courses are listed in Section 4.2.5 of the APR.*

### Supplemental Experiences

The AED Lectures and Exhibitions committee makes sure to include broad perspectives and presenters as part of the annual lecture series. Exhibits, often complementing lectures, also present a wide range of perspectives. Exhibits focused on built environment design disciplines are in the Architecture Building lobby. Architecture exhibits are also included in the Tyler Art Building exhibit areas, including Temple Contemporary, Tyler's gallery. The recent exhibit, *Learning to See: Denise Scott Brown*, was in Temple Contemporary. Tyler also has a exhibits and lectures from other disciplinary areas that are open for all students and faculty. This includes the Art History lecture series and Critical Dialogues, which has grown out of the Art Department and is affiliated with Temple Contemporary. The current gallery director, Jova Lynne, is focused on engaging all areas of Tyler School of Art and Architecture in programming and activity. One example of this is a series of workshops in September and October of 2022 where the artist, Raul Romero, will partner with architecture faculty and students on an installation and performance.

Students in the Architecture Program have the opportunity to study abroad at Temple's Rome and Japan campuses. Both locations enrich students in experience in history with first hand engagement of historic cities and sites. Students can use free elective credit to take art history course with other graduate students from across the school.



## Assessment

The Architecture Programs have been updating the history and theory curriculum to better reflect the range of cultural and historical traditions in architectural design, however, there is a constant need to keep current with advances in design and related fields and broaden the historical and theoretical examples that students draw from. Current processes for assessment are as follows:

- Faculty discussions about next steps for curricular development of history and theory content in coursework
- AED faculty's sharing of best practices and materials that address expanded knowledge areas related to social justice, cultural identity as a part of history and theory in built environment design disciplines
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- Assessing the content in all history and theory content required across the undergraduate and graduate programs
- Assessing and finding ways for students to build on prior coursework as source material in studio-based research
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

In 2021-22 we began faculty discussions about the NAAB-related assessment process. We identified the need to further assess and improve courses in the area of history and theory as follows: coordinate the sequence of history and theory content and methods of research and inquiry across all history and theory courses in the architecture programs, continue to incorporate a broader range of history and theory references and source materials, incorporate GAPPI and other reference tools into courses, develop ways to bring source material into studios (case studies, conceptual frameworks, precedents) as design research knowledge. This will be a multi-year effort.

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.





## Program Response:

### Approach

Research and innovation play a key role within Temple University's graduate architecture program and will have an expanding role in the future. Research is central since the school is situated within an R.1 research institution and research and innovation are understood as essential to the current and future competitiveness of the profession.

Innovation and focused research activities are distributed in a large number of undergraduate and graduate studios, seminars, electives, and workshops offered within the school. This allows all students access to the unique areas of research being pursued, taught, and presented by individual faculty members. Faculty within the architecture program come from a diverse range of backgrounds allowing for a broad field of research areas for students. Student research is supported by a range of school and university resources including a wide range of tools and equipment for making in Tyler and access to collections and archives through Temple Libraries. The city of Philadelphia also offers a wide range of research-focused institutions where students can access materials for coursework and individual inquiries.

Over the past several years, the program has brought into focus four specific areas of research that are essential to the ethos of the Program. These topics can be broadly defined as climatic resilience, cultural diversity and community engagement, health and social equity, and 'making.'

### Courses

Students are introduced to research early within the curriculum in the form of precedent studies in design studios. Additionally, the graduate curriculum was recently revised to allowing for students to have a higher level of flexibility in the research/elective seminars they choose allowing for a more concentrated area of desired research. Aside from case studies and architectural analysis research in studios, Tyler's M Arch program offers three research/innovation intensive studio opportunities for students. *Elective Arch Des Studio ARCH 8012* addresses topics that are based on faculty members specific area of research and practice expertise. Students in this studio benefit from faculty expertise related to current issues, research, and design. For specific content areas, ARCH 8012 is co-listed with other studio course numbers, *Architectural Design for Health ARCH 8014*, *Urban Ecologies and Design ARCH 8015* and *Advanced Technologies and Design ARCH 8016*. These are studios for concentrations in the Master of Science in Architecture program which shares courses with the Master of Architecture program.

In their final year students have the option to engage in a design thesis project. Those students enroll in in *Directed Research ARCH 9991* (thesis preparation) in the Fall and *Architectural Design Thesis ARCH 9996* in the Spring. Students pursuing an architectural thesis participate in direct, focused, research and design within an area of their choice. Students who don't pursue a thesis take a second *Elective Design Studio ARCH 8012*. For students in their final semester the designated section of this course is called the Practice Studio.

Outside of the studio, students are exposed to research and innovation through both required and elective courses. Within the graduate curriculum, students are required to take at least 2 of 4 Architecture Research seminars: *Architectural Research Seminar 1 ARCH 8131* (Urbanism) which is required for all students, and *Architectural Research Seminar 2 ARCH 8132* (History/Theory) or *Architectural Research Seminar 3 ARCH 8133* (Technology). Students can also take *Architectural Research Seminar 4 ARCH 8134* (Urban Innovations: Technology, Environment, and Health in Society) for elective credit. Each seminar focuses on topics research, innovation, and design within the instructor's area of expertise and runs each semester. The faculty who teach the course rotate, affording students a range of opportunities.





In addition to the 8100 level research seminars, students can take other research and innovation-based courses. **ARCH 9682** Independent Research offers students a way to address topics of interest. A series of one-credit *Current Topics Seminars* **ARCH 5132-5138** are offered on a rotating basis to introduce students to emerging innovations in design practice and research. The courses complement areas of faculty research and include presentations of the work of design professionals.

*Current Topics in Health Facilities Planning and Design* **ARCH 5132**

*Current Topics in Healthy Communities and Design* **ARCH 5133**

*Current Topics in Resilience and Design* **ARCH 5134**

*Current Topics in Energy and Performance* **ARCH 5135**

*Current Topics in Fabrication and Making* **ARCH 5136**

*Current Topics in Visualization* **ARCH 5137**

*Current Topics in Materials and Design* **ARCH 5138**

Overall, graduate students are engaged in topics related to design-focused research throughout their studies, and have it integrated into their coursework on a variety of levels. Students can chart their research direction by choosing courses in their area of interest.

#### Supplemental Experiences

Tyler Architecture Programs faculty are active participants in national organizations focused on research. Professor Andrew Wit is a board member of the Association of Computer Aided Design in Architecture (ACADIA). Professor Jeremy Voorhees is co-executive editor of *Enquiry*, the Journal for the Architectural Research Centers Consortium (ARCC). Many of the faculty actively serve as journal and conference peer reviewers and editors for ACADIA, ARCC, American Collegiate Schools of Architecture (ACSA), and other organizations. Tyler hosted the 2018 Architecture Research Collegiate Consortium – European Association of Architectural Educators (ARCC-EAAE) international conference. The conference, *Architectural Research for a Global Community - Happiness: The Built Environment Shaping the Quality of Life*, was co-chaired by Kate Wingert-Playdon and the ARCC president at the time, Hazem Rashed-Ali.

#### Assessment

The Architecture Programs have been developing the research-oriented curriculum as a core of the M Arch program, since the start of the program in 2010. In the twelve years since the start of the program, the curriculum is well established, and we are engaged in conversations about current and future needs of design-focused research to support our students and draw on the strengths and expertise of our faculty. Current processes for assessment are as follows:

- Architecture programs faculty assessment of needs and areas of expansion, related to trends and topics that have impact in design
- Survey of students about what topical areas in research seminars, elective courses and current topics courses are of interest
- Assessment by the full time faculty of student topics trends for their design thesis and other studios using rubrics, studio project review, critique and feedback
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.



We are in the process of forming benchmarks:

- Assessing, through discussion of faculty research and expertise, and innovative practice trends and new directions, what exists and what is needed for research course content areas
- Tracking faculty research papers and presentations, publications, and other forms of research / creative work dissemination
- Tracking student work and achievements through coursework awards and by including work in portfolios and catalogue
- Regularly surveying graduate students about their areas of interest for research, and connecting these topics through research seminars, electives and current topics courses
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

In 2021-22 we began faculty discussions about the NAAB-related assessment process. As a group, we again articulated that our M Arch program is research and inquiry based, which is appropriate for a professional degree of architecture at the graduate level and in keeping with the needs of design practice in the future. We articulated areas of development in research and inquiry for the future as follows: develop a multi-year schedule of research, elective and current topics courses to have maximum effect of new trends and faculty expertise for students to incorporate into their design thinking and learning (this can include the development of research concentrations and course synergies), connect faculty research directly with lectures and exhibitions to gain synergies and interest, get student feedback on a semester by semester basis about interests and trends

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

#### **Program Response:**

##### Approach

Consistent with Temple University's mission and its location in a dynamic city with numerous economic and socio-cultural challenges, collaboration and leadership play an important role in Tyler's architecture programs. A number of faculty members participate in and serve on the boards of local organizations – PhilaNOMA, the Philadelphia AIA and subgroups like the Community Design Collaborative. Faculty work engages local neighborhoods, something that extends to studio projects. A goal is that through their coursework and organizational participation, students learn to become leaders and collaborators.

Faculty members have engaged localities near campus through practice and collaboration. And faculty members Bob Shuman, Eric Oskey, Fauzia Sadiq-Garcia, Sonja Bijelic, Jeff Richards and Clifton Fordham, bring significant professional experience working on large projects with complex team arrangements. Professor Sally Harrison's work has supported non-profits in the area through her own consulting and through the Urban Workshop. <https://tyler.temple.edu/urban-workshop-0>



One of the prime goals for emphasizing research in the curriculum is to foster thought leadership. This is particularly important as architects are asked to resolve complex issues. Research provides extra value, particularly in the long term as graduates take leadership positions in practice. The notion of leadership extends to research conducted in courses that can impact academia and practice.

### Courses

In studios, including *Advanced Architecture Design Studio 1* **ARCH 8011**, *Elective Architecture Design Studio* **ARCH 8012**, and *Comprehensive Architectural Design Studio* **ARCH 8013**, students collaborate through studio group projects as well as through external partnerships. In *Comprehensive Architectural Design Studio* **ARCH 8013** for example, students work in pairs to develop the complete analysis, programming, design, and detailing of a large-scale building. Working as a team rather than as an individual, allows students to develop the collaborative skills necessary to be both a successful part of an office, as well as leaders within their own future practices. In *Advanced Architecture Design Studio 1* **ARCH 8011**, and *Elective Architecture Design Studio* - **ARCH 8012**, students are introduced to interdisciplinary collaborations in community engaged projects and design / build projects, working with other disciplines in Tyler and Temple. Outside of studios, students gain leadership and collaborative skills in disciplinary courses such as *Professional Practice* **ARCH 8096** where students work together in the planning of an architectural office, mock-professional projects, or in interdisciplinary environments such as in *Architecture Research Seminar 3, Technology Focus* **ARCH 8133**, where students have been able to participate in interdisciplinary projects with students in other Tyler disciplines such as sculpture, ceramics, and photography. In *Directed Research* **ARCH 9991** students develop a thesis that centers on an area of interest, with the goal of fully understanding an area of design practice and to begin to develop as a thought leader in the topic.

### Supplemental Experiences

Outside of coursework, students gain leadership and collaboration skills by taking part in numerous student organizations such as the American Institute of Architecture Students (AIAS), the National Organization of Minority Architects, student chapter (NOMAS), and the Architecture Lobby. Through an architecture alumna and guided by Evan Hertzog, the Tyler Professional Programs Administrator, we are in early stages of forming a student chapter of Women in Construction, which has an active membership in the Philadelphia region. We see this as another important avenue for developing leadership skills and connections for our students. Temple's chapter of Tau Sigma Delta includes an elected student leadership group who set goals to engage with the professional community. Students are also encouraged to take part in department and program committee activities such as the Lectures and Exhibitions committee and the AIAS-led studio culture document development process.

### Assessment

The Architecture Programs have incorporated ideas of professional leadership and thought leadership into the curriculum and have understood collaboration as an important skill for the future of the profession, working collaboration into areas of the curriculum as a core of the M Arch program. In the twelve years since the start of the program, the curriculum is well established. We continue to develop curricular and co-curricular areas of the architecture programs to best serve the students. Current processes for assessment of leadership and collaboration are as follows:



- Faculty and the Architecture Programs head and curriculum coordinators work with student organization leaders to understand current goals that support student development of leadership and collaboration
- Through discussion, faculty are identifying areas where collaboration and thought leadership has been incorporated as key to the courses and curriculum
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- Assessing, through discussion of student leaders, areas of growth and support for co-curricular programming
- Assessing where expansion of collaboration will aid in learning and curricular innovation
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.

In 2021-22 we began faculty discussions about the NAAB-related assessment process. Leadership and collaboration have been part of our core values for the Architecture Programs and in the M Arch degree program collaboration and natural leadership on the part of students comes naturally because of the diverse experiences students with to the program. Areas of development in leadership and collaboration the future as follows: work with students and student groups to identify how co-curricular offerings support their learning and development, with a focus on collaboration as a professional skill, highlight and further development collaboration activities in courses so its role in design practice is well understood.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

#### **Program Response:**

##### Approach

The Architecture Program is dedicated to creating a strong sense of community among students, within courses, in extra-curricular activities, and among our faculty. We regard this as one of our strengths. Communication among faculty and students, though challenged during the period we were online because of the COVID-19 pandemic, remains vital. In 2021-22 we were moving back to a majority of in-person course offerings but continued to offer online options. This year we are



primarily in-person. Enrollment in in-person design sections were preferred over online sections, reaffirming the importance of campus life for architecture students.

Starting in the spring of 2021 Prof. Chris McAdams headed up a committee dedicated updating the Learning Culture policy for Tyler Architecture. The 10-page document <https://docs.google.com/document/d/1EUaIAxX1A8WODLT-4KHtcZ-N4HdGjZUw/edit> is a result of meetings with students and faculty in all the programs both graduate and undergraduate. Chris and the student group have developed a questionnaire to bi-annually update the document. <https://forms.gle/9KiTVRpCacMCHN7RA> [https://docs.google.com/document/d/1NguxDzHzYV1n4aNzFOcUvJgBdH1Q7KQbS\\_uSNjOjfkI/edit](https://docs.google.com/document/d/1NguxDzHzYV1n4aNzFOcUvJgBdH1Q7KQbS_uSNjOjfkI/edit)

Students and faculty are well supported by offices in the school and university for advising, student health student organizations and activities. Student support is important for the teaching and learning culture. Tyler has an excellent and responsive advising office. Advisors are consulted regularly by students as well as the program head and faculty on the range of issues that impact learning culture. David Logan, the Tyler Director of Advising and the advising staff work with students, helping them to navigate the many offices in the university, including the honors college, disability resources, financial aid and the bursar. Student engagement in program, school and university activities and programs is encouraged. Program faculty and the advising office work with student athletes and students who are involved in organizations across campus to help them achieve their academic and extracurricular goals.

### Courses

Our Learning-Culture policy developed out of a Studio-Culture policy and practices and includes non-studio courses and extracurricular endeavors. Faculty are asked to use language for their syllabi developed by the school and by the university's Center for the Advancement of Teaching (CAT) that indicates the university's supportive culture of teaching and learning. This includes statements regarding expectations for class conduct, respect and equity, and names and pronouns. The school-generated syllabus language was developed by a faculty subcommittee of the Tyler Collegial Assembly and is periodically reviewed for revision as needed.

Faculty are encouraged to use the services provided by Temple's Center for the Advancement of Teaching to build courses that foster a positive learning and teaching culture. Each semester, students provide feedback on their courses and instructors via the University's Student Feedback Form (SFF). SFFs include eight university-level items common to all students, three items determined by the Tyler School of Art and Architecture, three items determined by the Architecture Programs, and up to four items selected by the course instructor. Questions are chosen from an extensive item bank. At the program and instructor level, questions can reflect unique needs, for example, responding to architecture and NAAB program and student learning expectations. SFFs provide insight from students to instructors as well as to Program, Department, and School leadership. Our SFFs include questions focused on the atmosphere in classroom and studio. They serve as one of many tools of assessment as part of faculty review and mentoring.

In spring of 2022, the Center for the Advancement of Teaching (CAT) worked specifically with the AED in two sessions: *Retaining and Supporting Students in Tyler's Architecture and Environmental Design Course Sequences*. These programs were targeted to enhance the department's ability to retain and sustain academically well prepared students across a range of



learning styles, who come to the university with different levels of preparedness in relation to STEM courses. The goal of the series was to understand how to focus on learning in, especially in the building technology series - structures, materials and methods of construction, and environmental systems. The sessions have been helpful in articulating best practices for teaching that focuses on student success. Important outcomes for the faculty were the need to provide students with a range of assignment types (tests, reports, case studies, group assignment, etc.), and the need to provide iteration concepts through a semester and across multiple courses. We also have been able to identify areas where we have already incorporated change that supports more effective learning. One example of this is in ARCH 8013, the comprehensive design studio. In order to take pressure off of students in this time intensive, high pressure course, the faculty instituted a final book submission, rather than the final review, as a primary means of course evaluation. With this, students are able to accept feedback from reviewers, make changes to their projects and incorporate it into the final book.

At the start of the fall semester 2022, Tyler and the CAT are providing school-wide programming on Design for Universal Learning in order to have a positive impact on classroom practices and accessibility for students across all programs in the school. This three-part program will continue through the fall semester.

#### Supplemental Experiences

The AED department encourages and supports student organizations to provide opportunities for students to be active in the school and impact the learning and teaching culture. With a mandate from AIAS to develop and periodically review the architecture learning culture statement (formerly studio culture) the department has made sure to provide consistent faculty guidance because of the impact the document can have in making a positive culture and environment for faculty, students and staff. Temple's AIAS chapter is a strong and active organization mixing undergraduates and graduates, with 50-60 dues-paying members and a full time faculty advisor. AIAS organizes student exhibitions, visiting lecturer exhibitions, firm visits, portfolio reviews, and support the department in the form of volunteers for events and activities. The AIAS members, for example, assist with annual events like the Architecture and Environmental Design career fair and Tyler's Philadelphia Architecture and Design College Fair. Each year, the department funds several students to participate in the AIAS Quad Conference so they can continue to engage in the regional and national dialogue related to professional service, leadership and studio culture.

#### Assessment

A questionnaire about learning culture in the architecture programs was distributed from the AIAS leadership at the beginning of the 2022 spring semester. AIAS expects to distribute a similar questionnaire annually. Responses from graduate students and undergraduates are tabulated separately. As we move forward, town hall meetings will be scheduled for graduates and undergraduates, using feedback from the questionnaires as a point of departure for discussion.

The current student-led initiative began with a Studio Culture Policy that has been in place and updated over many years. The phrasing of the initial paragraph of the policy, which emphasizes the design studio, has been revised to clearly include all non-studio courses. We are aiming for gaining insights from the annual survey, and aim to use the data over time to better understand our learning culture.





The Architecture Programs and AED department understand that learning and teaching culture are important ways to support all students. The department and program leadership assigns faculty to guide and advise student groups and the school and department provide opportunities and resources related to learning and teaching. Current processes for assessment of learning and teaching culture are as follows:

- Architecture Programs faculty have begun to address issues of student preparedness and achievement in STEM related architecture courses
- With faculty guidance, AIAS has taken the lead in active and productive discussion of Tyler Architecture's learning culture in relation the national AIAS initiatives
- Tyler's Accessibility committee has begun to assess a range of issues related to access for all students, including curricular ones
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- As part of curricular development, architecture faculty have begun a process to better understand curricular barriers to learning, especially in STEM related courses
- Through the initiative of student leaders, student surveys to gain information about learning culture has yielded initial data
- Tyler's Accessibility working group has begun to collect information about physical and curricular deterrents to learning

In 2021-22 we began faculty discussions about the NAAB-related assessment process. As part of this, we identified areas where students are falling behind in classes and have been working with the CAT to understand better ways to reach diverse learners who are also academically well prepared. As noted above, the Tyler Accessibility Working Group is working with the CAT to present workshops on Universal Design for Learning across the school. The AIAS will continue to lead a discussion about learning culture, with suggestions from the students being implemented over time.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

#### **Program Response:**

##### Approach

Temple University has a strong track record in providing outstanding higher educational opportunities to students of all background and abilities, which is grounded in the University's founding mission. A sense of responsibility is amplified by the fact that the Tyler Master of Architecture Program is the only accredited program in a public urban university in the State of Pennsylvania. Situated in North Philadelphia, Temple University students are made aware of the inequities in the surrounding neighborhood and across the city. The architecture programs address urban issues in courses and through faculty research and supplemental activities. In the M Arch program, social justice, equity and inclusion are included as part of the urban theory course, Arch 8131. Arch 8012, the elective design studio, has regular offerings that relate to topics in this area: studio subjects include health equity and architecture, inclusive architecture for students with physical and mental disabilities, housing for underserved communities and inclusive



architectures that support immigrant family structures. The students often expand their focus on social equity and inclusion through independent work in the thesis preparation and thesis design courses. Well established and ongoing faculty research often become the basis for elective studio projects so faculty can share their design expertise with students in a range of design knowledge areas. In 2020-21, the AED Department faculty participated in teach-ins to address issues of social justice, equity and inclusion. Faculty shared their research and areas of expertise and spent time discussing improvements to courses, including workshop sessions. These were well attended and resulted in a number of course changes. One initiative that arose from the sessions was Professors Anderson and Meninato's efforts to balance the historical examples in the architectural history courses and provide more content beyond the Western canon. Their efforts also led to thinking about case studies to be used in studios and classes. Professor Anderson has been working with Temple Libraries staff and is in the process of building a searchable database, the Global Architectural Project Precedents Initiative (GAPPI) providing easily accessible information that broadens the examples of architecture available for student reference.

### Courses

A survey of courses taught at the graduate level reveals a strength in content addressing social equity and inclusion. Students are motivated about these concerns. Since 2020 the following content in required courses, which address PC.8 have been taught:

*Elective Architectural Design Studio 1* **ARCH 8012** (required, elective content) varies depending on the instructor's professional focus but has in recent iterations included the development of a campus master plan for a Montgomery County non-profit serving children with physical and developmental disabilities as well as another studio focused on North Philadelphia housing justice and the interconnected history of environmental neglect and racial oppression.

*Architecture Research Seminar 1. Urban Research Focus.* 3cr. **ARCH 8131**(required, consistent content) introduces students to a range of modern and contemporary urban design theories and built urban design projects. It analyzes contemporary and emerging approaches to urban design such as Everyday Urbanism, Real Urbanism, Public Housing, Segregation and Systemic Racism, Landscape Urbanism, Ecological Urbanism, Informal Urbanism, etc., raising issues of public space, networks, social relations, urban ecology, and cultures integral to projects and the practices of designing the urban environment.

*Architecture Research Seminar 2. History/Theory Focus.* 3cr. **ARCH 8132** (required, elective content) examines the practical and theoretical principles guiding socially driven architectural and urban projects, most recently in the Global North and the Global South. It included discussion of innovative projects for emergency architecture, slum upgrading, social housing, and tactical urbanism, while identifying the ideas and theories behind those practices. It also involved discussions on contentious issues such as conflicts at the US-Mexico borderlands, architecture and race, gender inequity, and the intersection between social art and architecture.

*Architectural Research Seminar 3* **ARCH 8133/8134** (required, elective content) recently explored the history and character of the architecture and programs of Maggie Centres through a series of precedent studies evaluating the architectural considerations for health.

Each year, several students undertake projects addressing social equity and inclusion in *Directed Research (Thesis preparation)* **ARCH 9991** and *Architectural Design Thesis* **ARCH 9996**. The students' independent research in the past year included projects addressing urban





transportation and access, architecture and health equity, social justice and design, food access in urban areas, and housing for multi-generational families. The research interests of the students is often derived from coursework and expanded on through their work.

### Supplemental Experiences

The Architecture and Environmental Design (AED) lecture series as well as the Tyler Critical Dialogues series in the MFA Program and the Art History lecture series have frequent lecturers who address issues of social equity. Additional programming and exhibits are provided by the Temple Contemporary (Tyler's gallery). The new director, Jova Lynne, brings a strong focus on diversity in arts and culture and emerging arts practices.

Tyler architecture sponsors students who initiated a National Organization of Minority Architects Student chapter (NOMAS). Like all student groups, NOMAS has a dedicated faculty advisor who guides students in their activities. Tyler also has a chapter of Freedom by Design (FBD). Activity for these and other student organizations varies with each year and depends on student interest. The faculty advisors guide and encourage interested students and help them broaden their membership.

Members of the faculty and a graduate student have participated in the newly formed AIA committee Justice Alliance for Design Education – Philadelphia (JADE-PHL). Tyler supports the JADE program, and joined other groups and universities in the city in supporting a DEI event hosted by Dark Matter University that included participation by students and faculty from across the city in Fall 2021. Faculty members continue to serve on community boards (Community Design Collaborative, Village of Arts and Humanities, etc.) Faculty from Tyler Architecture are participating in a current JADE-Philadelphia initiative, a city-wide studio project that involves all of the architecture programs in the city working on a social-impact project in Philadelphia. The city-wide effort is meant to open up dialogue about the role design plays in impacting positive social and cultural change.

Faculty research in Social Equity and Inclusion is ongoing for many years. The Urban Workshop has undertaken grant-funded and pro bono work in local neighborhoods in North Philadelphia. Participants include Professors Sally Harrison (UW Director and co-founder), Pablo Meninato, and Sean Vance from Architecture, and Professors Lynn Mandarano and Jeff Doshna from Planning and Community Development. Students also participate in faculty research projects. In 2021, the Urban Workshop received a matching grant from NEA to support community-engaged design and planning for the Variety Club, a non-profit that serves children with disabilities.

In addition to the Urban Workshop, several faculty members undertake scholarly and design work that addresses issues of social equity: Professor Vance's primary research area is in Inclusive Design and Health Equity; Professor Meninato's primary research is in informal settlements in Latin America; Professor Fordham is currently working on a project for the Village of Arts and Humanities that builds off of their master plan, developed by the Urban Workshop and the community.

### Assessment

In 2020-21, full-time faculty in the AED Department participated in workshops that address social equity and inclusion in relation to the curriculum. The workshops and teach-ins in that year inspired faculty to continue to improve their course content and delivery to address diversity,



equity and inclusion. This includes attending relevant workshops at the Temple Center for the Advancement of Teaching (CAT). <https://teaching.temple.edu/>

Faculty also gain feedback by working with student organizations and taking part in citywide initiatives including AIA's Justice Alliance for Design Education – Philadelphia (JADE-PHL). The Architecture Programs includes social equity and inclusion as a core part of the program's teaching, research and extra-curricular programming. Current processes for assessment are as follows:

- Architecture programs faculty assessment of areas of strength and expansion in the curriculum related to social equity and inclusion
- AED faculty's sharing of best practices and materials that address expanded knowledge areas related to social justice, cultural identity as a part of history and theory in built environment design disciplines
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- Assessing the content in all history and theory content required across the undergraduate and graduate programs
- Building an inventory of current studios and topics covered in order to provide students with a range of studio experiences that address social equity and inclusion

In 2020-21, the AED faculty engaged in teach-ins to better understand our gaps in curriculum related to social justice, equity and inclusion. In 2021-22 we began faculty discussions about the NAAB-related assessment process. In the next few years, we will be exploring the possibility of formalizing our elective studios to make sure that a studio focused on social equity and inclusion is available to all students during their time in the program. A set of criteria for structuring these studios will be developed. In the next few years, we will focus on expanding the Urban Workshop as an umbrella for faculty research related to social impact design and community based research.

### **3.2 Student Criteria (SC): Student Learning Objectives and Outcomes**

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.



**SC.1 Health, Safety and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

### **Program Response:**

#### Approach

Recognition of the importance of health, safety and welfare with respect to the built environment is emerging as an important tenet of the Tyler M Arch program. Importantly, these issues are presented concurrently with building performance and professional practice, to frame them as central to human and environmental wellbeing. Environmental Systems and Professional Practice courses include content on health, safety and welfare. In key required and elective studios, we ask students to consider the relationship between regulations and design, promoting the notion that successful architecture melds visual, spatial, material and mechanical characteristics, working together to form environments that promote and support wellbeing. With this model, 'welfare' implies both achieving a minimum standard, and searching to exceed the standards through design, and health and welfare are aligned with sustainability principles.

Application of the principles of health, safety, and welfare in the Tyler Architecture curriculum is also apparent in studios that frame the built environment in terms of social equity. Coursework across undergraduate and graduate programs addresses inclusive practices situating human factors as a prime content area in architecture. Working with students, we acknowledge the direct impact that health, safety and welfare has in shaping design practices focused on equity, inclusion, and justice.

Core architectural knowledge related to Health, Safety and Welfare is addressed in the building technology course sequence. Required application of principles is included in the comprehensive design studio, ARCH 8013 and addressed in relation to other environmental and human factors in ARCH 8011, ARCH 8012 and ARCH 9996. In support of the studio and project-based activities, the curriculum offers a spectrum of courses to discuss health and welfare as core components of inclusive and equitable architecture. These overlap with concentrations in the MS Architecture program. For example, *Health Environments* ARCH 8134 uses architectural case studies to examine the socio-spatial understanding and application of medical and non-medical health metrics.

#### Courses

An important course for learning principles and guidelines related to health, safety and welfare is *Environmental Control Systems 1* **ARCH 5351**. The course introduces thermal and environmental processes that affect building, including mechanical, electrical, and plumbing systems, heating, ventilation, and air-conditioning (HVAC) equipment, vertical transportation, communication, security, life safety, accessibility, and fire protection systems. Students are introduced to the design principles of building code requirements and systems fundamental to achieving life safety and accessibility in buildings. There is discussion of minimum ventilation standards in the design of building HVAC Systems. The essentials of fresh air intake and spent air exhaust are explained on the basis of building occupant health and productivity. The course introduces the foundations of fire resistant and life safety design.

The course also introduces the basics of egress, accessible design, and vertical transportation systems. Students are expected to understand the fundamental principles of life safety, and accessible design standards, how to navigate the codes to determine pertinent regulations, and the relationship of these principles and regulations to public health, safety, and welfare. Case study exercises are dedicated to health, safety, and welfare. Student teams are asked to identify



the subject building's construction type, the fire resistance ratings of the building's primary structural components, the fire resistance ratings of core elements such as shafts and exit stairs, and the fire resistance ratings of other interior and exterior construction. In addition, the student teams identify room uses, assign occupancy factors, determine occupancy loads, quantify egress element capacities, and then diagram egress paths to comply with IBC chapter 10. Students work in teams to calculate plumbing fixture requirements for the case study building based on the occupancy type and population.

*Materials & Methods of Construction* **ARCH 5152**, required for students in the 3-year track of the M Arch program, introduces regulatory issues dealing with zoning regulations, building codes, and barrier-free access requirements. Other courses in the building technology course sequence, *Structural Analysis for Architects* **ARCH 5251**, *Structural Design for Architects 1* **ARCH 5252**, *Structural Design for Architects 2* **ARCH 5253** and *Environmental Control Systems 2* **ARCH 8352** also include content related to codes and guidelines that relate to health, safety and welfare.

*Professional Practice* **ARCH 8096** addresses the overarching legal framework for the licensure of architectural practice, grounded in the power of states to safeguard the health, safety, and welfare of the public. Discussion includes how these regulations and guidelines work to establish minimum standards for the health, safety, and welfare of communities. The course focuses on regulatory compliance at the level of the building code using the current IBC, including fire resistance, life safety design, accessibility, and energy performance of buildings. Discussion covers the role codes and regulations play in establishing a baseline of safety in the design of buildings. This course also addresses questions on building height and area limitations based on construction type, and the design and sizing of egress system components.

*Comprehensive Design Studio* **ARCH 8013** makes health, safety and welfare a key design element. Among the many professional practice-oriented objectives of the comprehensive design studio, one specifically targets the design a fundamentally safe, weatherproof, and sustainable building. Students are expected to determine the building site's zoning envelope, the building's construction type and use, to determine and situate egress components such as fire stairs, and accessibility components such as elevators and ramps, and also to determine the toilet fixture count required for the program. Supplementary lecture presentations in the course of the studio are provided to remind students about these requirements for health, safety and welfare in the building design.

### Assessment

Starting in 2021-22, faculty in the architecture programs began a new cycle of curricular assessment focused on understanding our curriculum in relation to our students' current and future academic and professional needs. This will guide the updating of course and program content over the next few years. Current processes for course and curriculum assessment are:

- Architecture programs faculty assessment of needs, discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- A subgroup of the program curriculum committee is assessing what coursework is being taught at what point in the curriculum.
- Architecture Programs faculty identified the need to better understand best practices for teaching focused on learning in STEM related content to better reach well prepared



students with diverse learning styles. This includes accelerated program students taking Arch 5351 Environmental Systems.

In spring of 2022, the AED Department faculty worked with the Center for the Advancement of Teaching (CAT) to address diverse learning styles for STEM-focused content in built environment design disciplines. Beginning in 2022-23 the curriculum committee will build an inventory of key course content in environmental systems and professional practice to understand how to better integrate building technology and practice knowledge in design. An aspirational goal for the future is to integrate health, safety and welfare principles from the required coursework into experiential learning in workshop-based and studio courses.

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

### **Program Response:**

#### Approach

Temple's architecture program was started in partnership with the Philadelphia chapter of the American Institute of Architects (AIA), and preparing students for architectural practice has been a key part our program from the start. Many of our full-time and adjunct faculty are registered architects, and a significant portion practice, or come from substantial practice backgrounds. Faculty incorporate issues related to professional practice within a range of courses.

We view technical and regulatory factors as integral to the design process, particularly in the graduate program. Success for architects is dependent on their ability to translate knowledge and skills introduced in school to practice contexts in which regulatory, business and socio-cultural concerns are negotiated. In addition to covering current practice expectations, designing for a more equitable and sustainable environment are emphasized as ethical issues of professional practice.

The core of professional practice instruction occurs in *Professional Practice ARCH 8096*. The content of the current course is substantially based on the practice experience of the instructor, Professor Bob Shuman. The course references the projects, management, marketing, and other facets of Shuman's work in practice. The instruments for developing fees, managing revenue and expenses, etc. are all actual tools developed and refined in that practice. The course subject matter is animated by real examples from practice. Collaboration and team work experiences are an important part of the course experience. Future plans for the course include more opportunities for outside speakers and field trips to connect students with the range of practice models present in Philadelphia. *Comprehensive Design Studio ARCH 8013* is also an important course related to practice. A new iteration of the elective studio, **ARCH 8012**, is designated as the Practice Studio. The course includes visiting faculty from notable practices who co-teach the studio in relation to the culture, design processes and projects they undertake as part of the work of their firms.

#### Courses

*Professional Practice ARCH 8096* is a required course which provides exposure to the critical aspects of the history, development, and current state of the architectural profession, an understanding of which is required to properly serve clients and the public, and to sustain a career of contributions to the field of architecture. Course content includes review and discussion



of the fundamentals and trends of contemporary architectural practice necessary to pursue and obtain a position as an intern; obtain a license to practice architecture; develop as a practicing architect; pursue, win, and negotiate/prepare agreements for projects; set-up, select, and manage a design team; design, organize, document a project; control construction costs; produce and administer construction documents; organize, build, and maintain a firm.

The course introduces students to the fundamentals of operating a practice, including marketing, project acquisition, fee proposals, professional regulation, ethics etc. After completing the course students are expected to be able to understand licensure requirements and the regulation of the profession. They explore firm structures, alternative practice models, and financial aspects of practice; explore risk management and professional insurance; review strategic and business planning and management; and explore firm branding, marketing and project acquisition. Lectures and texts are supplemented with slides and other visual instruments, with visits to professional offices and field trips to construction sites, as well as with guest lectures by experts in the profession where possible. Groups assignments include: 1) Office Profile/Study of an Operating Architecture Office, 2) a Strategic Business Plan for a Virtual Office and 3) a Proposal for Virtual Project.

The three group projects actively engage the students in the culture, mechanics, choices and dynamics of practicing architecture. The third project leverages the student firm created in Project 2 to develop a competitive response to a simulated Request for Proposal (RFP) for a medium sized institutional building project. The subject project for this exercise is the site and program that the students worked on the previous year in *Comprehensive Design Studio ARCH 8013*, so they are familiar with the qualitative and quantitative project requirements. In addition, the RFP provides a construction cost budget, and schedule milestones for the start of design and building occupancy which enable the students to estimate the scope of services and the time frame for delivering them.

One major adjustment in Professional Practice **ARCH 8096** over the last few years has been the addition of work sessions where the management tools required for Project 2 and Project 3 is afforded the students by working on sample problems. Most of the students have little experience with spreadsheets and manipulating quantities of time and money, and these work sessions have significantly improved both the quality of the student work and the students' understanding of the factors that make a difference in managing a project or a firm. Another change implemented in the course is requiring the students to present their proposals in a simulated interview, thus requiring team rehearsal and clarifying of contributions by various members of the team. Moving forward, an important update for the professional practice course is the need to develop a module about data analytics, data driven design, and computational design tools.

*Comprehensive Design Studio ARCH 8013* is a studio format design course that emulates in an academic setting the process for building design in a conventional professional practice through the Schematic Design Phase and into the Design Development Phase. Among the many professional practice oriented learning objectives of the Comprehensive Design Studio, one in particular bears on the essential business practices in the profession. They employ BIM modeling and analytic software for dimensional, proportional, representational and performance assessment of design proposals and alternatives (in parallel with *Environmental Control Systems ARCH 8352*). Students are introduced to Autodesk Revit software as part of the **ARCH 8013** studio. They use BIM models as the basis of their technical documentation, rendering its architectural character and analyzing its operational performance with regard to heating cooling and daylighting. The use of BIM software also allows an emphasis on the assembly of a building from component systems. The studio is organized around student teams for more comprehensive learning, and taught by a lead instructor and a designated BIM instructor. The goal is to introduce the tool and develop basic competence so its power as a design instrument can be appreciated and developed in the professional setting after graduation.





Beginning in 2021, in the spring semester of the final year of the M Arch program, students had the opportunity to take *Elective Architectural Design Studio ARCH 8012* designated as the Practice Studio where the students work closely with members of a leading architecture firm on projects related to work carried out in their office. The goal is to use the culture, design methods and processes, and projects of the firm so that students can reflect on the relationship of projects to aspirational goals of a firm. This affords students valuable experience and insight into the process and dynamics of realizing an actual project. In 2021 the practice-based co-teacher for the course was Anthony Saby, a Tyler Architecture alumnus who is now associate principal at Diller Scofidio + Renfro. In 2022 the practice-based co-teacher was Tom Kirk, an alumnus who is now principal at Bohlin Cywinski Jackson. The students take this course as an alternative to a design thesis.

In preparation for the professional practice and comprehensive design studio courses, we offer *Introduction to Architectural Documentation ARCH 3212*, offered to both graduate and undergraduate students to provide them with experience using BIM software (currently Revit) in a 3 credit elective course. Students in the 3-year track of the M Arch program are required to complete *Materials and Methods of Construction ARCH 5152* that introduces regulatory issues dealing with zoning regulations, building codes, and barrier-free access requirements within the context of contemporary building techniques.

### Assessment

Starting in 2021-22, faculty in the architecture programs began a new cycle of curricular assessment focused on understanding our curriculum in relation to our students' current and future academic and professional needs. This will guide the updating of course and program content over the next few years. Current processes for course and curriculum assessment are:

- Architecture programs faculty assessment of needs, discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- The Architecture Programs curriculum committee has identified the need to understand digital tools and skills and where they are taught across the undergraduate and graduate curriculum.
- The Architecture Programs faculty identified the need to continue to discuss academic curriculum and courses in relation to current and future needs of professional practice.





Beginning in 2022-23, program faculty will map the current state of digital tools and skills to better understand current teaching and changes needed in the future. The process will include better understanding digital tools and skills in relation to practice. This will occur alongside program mapping in other areas: design and elective course content, representation skills, with the goal of better serving students' academic and professional preparation needs.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

### **Program Response:**

#### Approach

Tyler's Architecture faculty have identified the aspirational goal of introducing students to the idea that regulatory compliance can be consistent with good design. Regulatory compliance represents a large portion of the pact that places trust in the architect to act ethically and responsibly. In key required design studios, adopting this approach is one where understanding design within parameters embodied in regulations, provides a bridge between design and regulatory compliance, encouraging our students to actively consider how to resolve ambiguity or conflicts between design objectives and codes.

With our graduates entering a range of architecture and design practice areas upon graduation, understanding design in this way allows our graduates to be strategically positioned to provide leadership in a design-centered strategies that address how regulatory contexts for the built environment may become more inclusive and equitable.

#### Courses

The majority of graduate level instruction focused on the regulatory context for architecture, including accessibility, site restrictions, fire safety, and inclusive design awareness, is introduced in building technology and professional practice courses: *Materials and Methods of Construction Arch 5152*, *Structural Analysis for Architects Arch 5251*, *Structural Design for Architects 1 Arch 5252*, *Structural Design for Architects 2 Arch 5253*, *Environmental Control Systems 1 Arch 5351*, *Environmental Control Systems 2, Arch 8352*, *Professional Practice Arch 8096*.

This knowledge is conveyed and worked with in required studio-based classes, specifically *Advanced Architectural Design Studio 1 ARCH 8011*, in some versions of *Elective Architecture Design Studio ARCH 8012*, and *Comprehensive Architectural Design Studio ARCH 8013*.

In some versions of *Elective Architecture Design Studio ARCH 8012* faculty present design topics, based on their research and creative work, focused on projects that integrate inclusive design to meet the range of human needs. In this context, topics such as accessibility in design or land use, are fundamental principles rather than applied regulations, encouraging students to include the same parameters in other studios. A recent offering of the studio, led by Sean Vance, involved the development of a campus master plan for a Montgomery County non-profit serving children with physical and developmental disabilities. This presented an opportunity to understand accessibility as fundamental to design. Another version of the course, led by Rashida Ng and Jeremy Voorhees, focused on North Philadelphia housing justice and the interconnected history of environmental neglect and racial oppression. In this studio, the need to understand and



work with land use regulations to impact positive change was an essential component of teaching and learning.

The *Comprehensive Architectural Design Studio ARCH 8013* serves as the prime studio for regulatory compliant design. Students integrate structural and mechanical systems into their projects, with an understanding of guidelines and parameters for the systems. Students are expected to determine the building site's zoning envelope, situate egress components such as fire stairs, accessibility components such as elevators and ramps, and also to determine other aspects of regulation, for example, the toilet fixture count required for the program.

The environmental systems courses (*Environmental Control Systems 1 ARCH 5351* and *Environmental Control Systems 2 ARCH 8352*) are closely linked with comprehensive studio's discussion of building and zoning regulations. In these courses, students become familiar with regulations that guide mechanical, electrical, and plumbing systems, heating, ventilation, and air-conditioning (HVAC) equipment, vertical transportation, communication, security, life safety, accessibility, and fire protection systems. **Arch 5351** features a case study of a building focused that understands design in the context of environmental and life-safety systems. **Arch 8352** addresses lighting, acoustics and other building systems in relation to environmental performance, efficiency and environmental impact. The structures course sequence, *Structural Analysis for Architects ARCH 5251*, and especially *Structural Design for Architects 1 ARCH 5252* and *Structural Design for Architects 2 ARCH 5253* address building design codes as they relate to structural systems and structural design.

### Assessment

Starting in 2021-22, faculty in the architecture programs began a new cycle of curricular assessment focused on understanding our curriculum in relation to our students' current and future academic and professional needs. This will guide the updating of course and program content over the next few years. Current processes for course and curriculum assessment are:

- Architecture programs faculty assessment of needs, discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- The M Arch program has identified the goal of teaching students to better understand the relationships between regulation and design. An inventory of where regulatory context



information is in process so we can better understand the teaching of fundamental principles and how fundamental knowledge is applied as part of design in the curriculum.

Beginning in 2022-23, program faculty will work together to better understand the links between lecture-based coursework and design studios in the M Arch program, and the relationships between design studios to reach the curricular goal of understanding that working with regulations is consistent with good design. In addition, program faculty will begin to form a curricular map that tracks the teaching of regulatory requirements alongside sustainability principles, and wellbeing.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

### Program Response:

#### Approach

In the Tyler Architecture Programs, the integration of technical knowledge in design thinking is guided by an understanding of the importance technology plays in creativity and design invention. This is an area of the curriculum that aligns well with other program areas in the school. Proficiency in applying building technology in design is a goal we set for all students. We guide them to understand how buildings benefit when technological considerations are integrated throughout the design process. For students with a more focused interest in this area, we present opportunities to adopt a more advanced approach by understanding building technologies that shape priorities related to environmental, social, and cultural well-being. As part of a school of art and architecture, the focus on 'making' is prevalent across the school. In the Architecture Programs curriculum, 'making' is addressed across all years of undergraduate and graduate programs. Our in-house facilities and relationships with other programs in Tyler that emphasize fabrication comprise a vibrant arena for material and structural explorations that can have a positive impact on learning and teaching building technology. This includes CNC milling, metal fabrication, glass making, and ceramic labs.

In addition to courses aimed at introducing basic concepts and practices our design studios emphasize technical creativity, presenting an intuitive approach to building technology as an engine of design discovery and innovation. Explorations of the technological dimensions of design are also advanced, not only through dedicated technology courses, but also through research seminars and electives.

Our programs benefit from a city and region that has a large community of design professionals with diverse expertise, working at diverse scales and project-types. The context allows a number of the fulltime faculty to continue to engage in design practice or research focused on building technology and provides the opportunities that come from having a large number of adjunct faculty who teach part time while practicing full time. The close relationship Tyler Architecture has with the world of practice interjects applicability and agency into the classroom, and also affords on-site access to projects currently under construction, where students can observe topical principles and practices *in situ* (for example, Prof. Jeff Richard's focus on design and making in *Elective Architectural Design Studio ARCH 8012* and select courses in the 1-credit special topics course series, *Current Topics in Fabrication and Making ARCH 5136* and *Current Topics in Materials and Design ARCH 5138*).

The building technology curriculum is comprised of six courses for 3-year students and four courses for 2-year students at the graduate level. Curricular discussions are ongoing, to



understand more comprehensive integration of these courses to others in the curriculum, and forms of assessment focused on learning, retaining and applying building technology principles in architectural design. In key lecture and studio courses, building technology's use in architecture recognizes the socio-cultural and environmental role that emphasizes the relationship between buildings sites, and ecological health. We teach current best practices in these courses, understanding structures and systems measured in relation to efficiencies and aesthetics, alongside sustainability, well-being, life-cycle costs, and socio-political impact. While found in many parts of the curriculum, these concepts are explicitly addressed in lecture courses and studios *Materials and Methods of Construction* **ARCH 5152** (for three-year track students), *Structural Analysis for Architects* (for three-year track students), **ARCH 5251** *Environmental Control Systems 1* **ARCH 5351**, *Graduate Design Studio 2* **ARCH 5232** (for three-year track students), *Comprehensive Architecture Design Studio* **ARCH 8013**, *Professional Practice Arch* **8096** and *Environmental Control Systems 2* **ARCH 8352**.

### Courses

#### Environmental Systems:

*Environmental Control Systems 1* **ARCH 5351** addresses thermal and environmental processes that affect buildings and guides students to develop techniques for design to respond to and manipulate thermal environments in ways that are integral with other building systems. Mechanical, electrical, and plumbing systems, heating, ventilation, and air-conditioning (HVAC) equipment, vertical transportation, communication, security, life safety, accessibility, and fire protection systems are introduced. These are discussed against a backdrop of the principles of sustainability and environmental responsibility. The course features a case study project based on a completed existing building design that is developed throughout the semester in which student teams analyze and evaluate the building in terms of the systems explored in the course. The final case study report involves the integration of the sketch problems into a cohesive presentation and overall assessment of the case study building's design approach related to environmental and life-safety systems. The case study sketch exercises are particularly effective in conveying an objective reality to what might otherwise be obscure and elusive pieces of equipment and elements of construction.

*Environmental Control Systems 2* **ARCH 8352** covers lighting and acoustics, 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. The course addresses sustainable design through the evaluation of integrated design processes and consideration of qualitative and quantitative aspects of design. The course includes evaluation of current and emerging technologies related to the design of acoustic and lighting environments within architecture. This is done through defining fundamental aspects of the physics of light and sound while evaluating the physiological and psychological experience of lighting and acoustics within architecture. In addition, the course introduces strategies for implementing architectural lighting and acoustics to assess their relationship to integrated and performance-based design processes.

### Structures

*Structural Analysis for Architects* **ARCH 5251** is required for students in the 3-year track of the M Arch program. The course combines examination of architectural case studies and design exercises, to underpin the notion that form-making and technology complement each other. The course prepares students for a more detailed look at structural principles in the two required structures courses at the graduate level (Arch 5252 and Arch 5253) taken by all students (both 2-



year and 3-year track) in the M Arch program. Arch 5251 provides the same content as a parallel course in the undergraduate program (Arch 3251).

*Structural Design for Architects 1 ARCH 5252* and *Structural Design for Architects 2 ARCH 5253*, are organized around structural concepts, principles and an understanding of them using graphic diagrams and photographs alongside the ability to demonstrate knowledge through equations.

#### Materials and Methods of Construction

*Materials & Methods of Construction ARCH 5152* is a required course for students in the 3-year track of the M Arch program. Fundamental building construction systems, materials and building traditions are introduced. Arch 5152 provides the same content as a parallel course in the undergraduate program (Arch 3152).

#### Design Studios

*Graduate Design Studio 2 ARCH 5232* is required for 3-year track students in the M Arch program. The studio focuses on ecological and environmentally responsive design. The course introduces broad concepts related to sustainability as a part of design, such as energy and resource use, hydrology, sustainable materials, infrastructure and building methods, recycling, and environmental performance. The studio puts emphasis on systems and details and development of techniques for environmental analysis (observation, data analysis etc.). Arch 5232 provides the same content as a parallel course in the undergraduate program (Arch 3232).

*Comprehensive Architectural Design Studio ARCH 8013* is the locus of building integration in the curriculum. Student design teams develop the character of building design proposals through formal and spatial composition of the primary interior and exterior systems, tectonic development, and the integration of structural, envelope, and environmental systems with qualitative design goals. The integration is done incrementally, starting with structural systems, then enclosure systems, and finally HVAC systems. The intent of the studio is for students to achieve and represent a distinct architecture that comprehensively addresses and commits to that full range of critical building design parameters with clarity, depth, and strength. Among the many professional practice-oriented learning objectives of the comprehensive design studio, one in particular bears on technical knowledge, which is to investigate, evaluate, select and develop structural, envelope, interior finish, environmental control, and lighting systems as integral essential elements of architectural design. The studio requires the resolution of a “wall section” design to scale.

#### Professional Practice

In *Professional Practice Arch 8096*, building technology is discussed directly in the lecture that clearly articulates elements of the Design Development Phase of a project. Topics covered in this class include: Basis of Design: Material and System Selection/Outline Specifications; Construction Cost Estimating and Value Analysis; Sustainable Design and Building Performance; Life Cycle Cost Analyses; Variances & Adjustments; and enumeration of Design Development Phase Objectives. As part of the presentation, it is made clear to students that this content involves working with engineers and specialty consultants, and integrating all of their contributions into a coherent architecture.

#### Assessment

Starting in 2021-22, faculty in the architecture programs began a new cycle of curricular assessment focused on understanding our curriculum in relation to our students' current and future academic and professional needs. This will guide the updating of course and program content over the next few years. Current processes for course and curriculum assessment are:

- Architecture programs faculty assessment of needs, discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFF's) for perspective.
- In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
  - Tyler School of Art and Architecture items
    - The instructor created an environment that was conducive to learning.
    - The course improved my critical thinking skills.
    - The instructor encouraged student questions and contributions.
  - Architecture (ARCH) course items
    - The instructor provided help when I had difficulties or questions.
    - The instructor provided regular feedback on my work.
    - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- The curriculum committee has identified the need to better prepare students for building technology course and will be assessing what courses can add content to include fundamental base knowledge for enhanced student learning
- The building technology curriculum subcommittee has identified the need to better understand current content in the area of building technology in order to understand future changes. This includes specific subject matter related to topics like sustainability, and understanding the relationship between graduate and undergraduate courses in Tyler Architecture Programs.
- The building technology curriculum subcommittee has identified the need to better understand and more intentionally apply 'making' in studio and workshop courses.

Beginning in 2022-23, program faculty will work together to better understand the content and sequence of building technology courses along with their relationship with design courses with the aim of updating the curriculum. A specific question that will continue to be addressed is the relationship of course content in relation to practice needs and the Architectural Registration Exam. Along with this, we plan on addressing ways to begin to include content about new materials and methods of construction, as technology evolves.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

### **Program Response:**

#### Approach

For Tyler's architecture programs, the design studio is the center, but not the exclusive locus, of design thinking and making. Where design studios engage critical questions that can be explored and synthesized through design, other courses are also structured to build knowledge, critical skills, and judgment essential for effective design. This approach is bolstered by the breadth of



the faculty: researchers, educators and practitioners with a wide breadth of experience and a diverse approach to design inquiry. In the design studio setting, working as individuals and in teams, students are expected to demonstrate the ability to apply knowledge from all areas of the curriculum to explore, propose, and synthesize their insights through design. Studio work occurs under the guidance of an instructor and is supplemented with knowledge and insights offered by colleagues and guests, including specialists from allied disciplines and studio reviewers.

Tyler's design studios are the place in the curriculum where students learn to integrate knowledge and build skills while gaining experience of design processes in the context of specific projects and programs. In earlier studios, students learn fundamental skills and integrate foundational knowledge using design methods and practices. As students progress in the program, the studios introduce ecological, urban and socio-cultural factors that can be addressed through design.

For 3-year track students with no previous design experience, *Graduate Design Foundation Intensive ARCH 5122* serves as an introduction to design thinking, the design process, and representational methods. For all 3-year track students, *Graduate Design Studio 1 ARCH 5231* and *Graduate Design Studio 2 ARCH 5232* serve as studios that build fundamental knowledge and skills. For 2-year track students, fundamental knowledge and skills are introduced as part of their undergraduate education. All students (3-year and 2-year track students) are required to take four studios across two years that address critical questions of design while integrating knowledge and building skills related to design inquiry: **Arch 8011**, **Arch 8012**, **Arch 8013**, and either **Arch 8012** or **Arch 9996**.

*Advanced Architectural Design Studio 1 ARCH 8011* addresses design for environments and communities with a focus on ecological design principles. *Elective Architectural Design Studio ARCH 8012* is an opportunity to build students' knowledge about relevant current topics that can be explored through design. *Comprehensive Design Studio ARCH 8013* is the nexus of design synthesis, involving comprehensive, technically grounded design while also responding to the urban and cultural context.

In the final semester, students can choose to take *Architectural Design Thesis Arch 9996* or *Elective Architectural Design Studio 2 ARCH 8012*. Both of these options provide students with an opportunity to explore design topics of interest. Arch 9996 is an independent project. For final semester students, Arch 8012 has been designated as the Practice Studio where students can engage the work, design methods and culture of leading architecture firm. Both of these options ask students to reflect on their aspirational goals as architects.

All design studios work together to building methodologies of design inquiry that lead to design synthesis. Arch 8012 and Arch 9996 are areas of the curriculum where we address the exploration and synthesis of broader questions impacting design, such as socio-cultural issues. Two of the studios, *Advanced Architectural Design Studio 1 ARCH 8011* and *Comprehensive Design Studio ARCH 8013* have consistent outcomes from year to year that demonstrate learning outcomes aligned with the requirements of SC.5 Design Synthesis. Coursework from these studios will be included as evidence with ARCH 8013 addressing the majority of learning outcomes for this criterion and is described in more detail below.

*Comprehensive Architectural Design Studio ARCH 8013* begins with a short conceptual design phase in which students work in pairs to develop a pre-architectural position (parti) in response to existing site conditions, campus and urban context, climate, programmatic criteria, and sustainable design objectives. During the second phase, each team endeavors to deliver a well-considered schematic building design that comprehensively advances the initial parti through





formal determination of approach and entry, disposition of program elements, articulation of horizontal and vertical circulation, elaboration of a compelling spatial itinerary, determination of envelope and openings, and a commitment to primary materials and a construction system. Research and analysis of appropriate case study projects is integral to these first two phases, marked by the mid-review milestone.

Following the mid review, the team continues to elaborate and develop the character of their proposal through formal and spatial composition of the primary interior and exterior systems, tectonic development, and the integration of structural, envelope, and environmental systems with qualitative design goals. The integration is done incrementally, starting with structural systems, then enclosure systems, and finally HVAC systems. Investigating their proposal at progressively higher levels of resolution, students engage a broad spectrum of issues that constitute the fundamental field for the design of buildings. The intent of the studio is for students to achieve and represent a distinct architecture that comprehensively addresses and commits to that full range of critical building design parameters with clarity, depth, and strength. A goal is to build an integrated architecture to the extent that the student can evaluate its consequences on the environment, the site, and the community, and hopefully manipulate the secondary architectural characteristics accordingly working with material, dimension, scale, and proportion instead of changing the concept.

*Comprehensive Architecture Design Studio* is coordinated with co-requisite *Environmental Systems 2 ARCH 8352*. This course covers energy analysis, daylight design, solar control and acoustical analysis among other topics. By pairing the two courses, the analytics taught in the course are run on the students' evolving studio designs, BIM models, and the quantitative results of the analyses are used to inform design decisions in the studio.

Design evaluation rubrics have been developed for the evaluation milestones in this studio, the *Parti* Submission, the Mid Review Submission, and the Final Review Submission. These rubrics employ SWOT analysis (strengths, weaknesses, opportunities, and threats). Grades are calibrated by balancing SWOT. One advantage of the system is that presents a consistent set of criteria so the students understand what their design is being evaluated against. The course has been successful as a vehicle for engaging the students in comprehensive design, using a real site, real program, and tool sets that they will be employing in the practice setting.

### Courses

*Graduate Design Foundation Intensive ARCH 5122* serves as an introduction to design thinking, the design process, and representational methods. The course focuses on thinking through making, including learning about craft, tectonic and visual practices for design. Students are introduced to design critiques and methods of communicating design objectives.

*Graduate Design Studio 1 ARCH 5231*, required for 3-year track students, serves as an introductory design studio course where the relationships between program, culture, society and form making at a domestic scale. Students are asked to address fundamentals of tectonics, space, shelter and place making. Research through the use of precedent studies is introduced. Arch 5231 provides the same content as a parallel course in the undergraduate program (Arch 3231).

*Graduate Design Studio 2 ARCH 5232*, required for 3-year track students, focuses on ecological and environmentally responsive design. The course introduces broad concepts related to sustainability as a part of design, such as energy and resource use, hydrology, sustainable materials, infrastructure and building methods, recycling, and environmental performance. The



studio puts emphasis on systems and details and development of techniques for environmental analysis (observation, data analysis etc.). Arch 5232 provides the same content as a parallel course in the undergraduate program (Arch 3232).

*Advanced Architectural Design Studio 1 ARCH 8011* involves an in-depth analysis of a context with explicit attention paid to the importance of observation and data collection to the design process. The studio addresses representation and visualization methods related to studio projects and involves consideration of and collaboration with allied design fields.

*Elective Architectural Design Studio 2 ARCH 8012* varies depending on the instructor's research and professional focus. The studio addresses representation and visualization methods related to studio projects. Recent iterations have included the development of a campus master plan for a Montgomery County non-profit serving children with physical and developmental disabilities, as well as another studio focused on North Philadelphia housing and social justice through design and the interconnected history of environmental neglect and racial oppression. In the final semester, Arch 8012 is offered as the Practice Studio, where students can engage the work, design methods and culture of leading architecture firm.

*Comprehensive Architecture Design Studio ARCH 8013* involves the holistic investigation of structural and environmental systems, programming, tectonics, and detailing in architectural design. The use of BIM software is used both as a tool for understanding integration and visualization of building systems. In recent years, building programs this studio have varied from around 35,000 GSF to 100,000 GSF, and have included performing arts, post-secondary and secondary education, and community center program. These programs are moderately complex in terms of variety and technical complexity of room types, sufficient to require careful analysis. The programs allow students to address code issues including construction type, height and area limits, egress and accessibility.

### Assessment

Starting in 2021-22, faculty in the architecture programs began a new cycle of curricular assessment focused on understanding our curriculum in relation to our students' current and future academic and professional needs. This will guide the updating of course and program content over the next few years. Current processes for course and curriculum assessment are:

- Architecture programs faculty assessment of needs, discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFFs) for perspective.
  - In addition to University-level items, Student Feedback Forms (SFFs) include school- and subject-level items.
    - Tyler School of Art and Architecture items
      - The instructor created an environment that was conducive to learning.
      - The course improved my critical thinking skills.
      - The instructor encouraged student questions and contributions.
    - Architecture (ARCH) course items
      - The instructor provided help when I had difficulties or questions.
      - The instructor provided regular feedback on my work.
      - The instructor created an atmosphere where ideas could be exchanged freely and easily.

- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- Faculty teaching key courses related to integrated design are in the process of assessing learning outcomes for each course to better understand relationships for future development of the curriculum.
- For integrated design, inclusion of knowledge, experience and feedback from allied disciplines has occurred, but not in a consistent or comprehensive manner. Program faculty will work together to assess where impact and improvement would benefit from including allied disciplines.

Beginning in 2022-23, program faculty will work together to better understand the content and sequence of key courses that build capacity for integrated design, including when and how to reintroduce content in studio courses for impactful learning. This is being carried out as we address the studio sequence as a whole. Along with this, we will begin to develop a plan to include disciplinary expertise, such as that of landscape architects and engineering professionals, to enhance course content. Specific to Comprehensive Design and the studio sequence, goals include finding opportunities to enhance the relationship between building technology and studio to support integrated design education; clarifying learning goals and adjust course content and potentially required course designations; Introducing BIM software before students are enrolled in *Comprehensive Studio*. Explore introducing all of the required software in one course early in the curriculum in lieu of gradually. Explore grounding students in non-traditional architecture software such as Excel and project management/scheduling software.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

### Program Response:

#### Approach

Tyler Architecture understands technological decision making and sustainability issues to be essential for successful integrated design. Within this paradigm the graduate course, *Comprehensive Architectural Design Studio ARCH 8013*, serves as the center for building integration and integrated design in the M Arch program. Building integration knowledge and skills are also introduced and developed in other studios and non-studio courses within the technology sequence. **ARCH 8013** is a required course for all graduate students and is sequenced to challenge students to grow through a clearly structured but complex design process when they have enough of a knowledge base to understand and implement building integration principles. Students work as individuals and on teams challenged to address design problems that incorporate structural and environmental concerns, site design and program implementation. Projects include a detailing component that is subject to digital analysis of daylighting and operations. Within the course students are also introduced to the use of BIM software as a component of the design process.

The comprehensive design studio is the place where students get closest to practice-based design process in Tyler's M Arch program. Like all areas of the curriculum, the studio has clear learning outcomes, but is structured so that content and topics can evolve to meet the needs of practice. Changes we have made over the past decade include expanding the scope of



technology and sustainability in the studio sequence, and greater integration of design and technology. A goal we have for the future is more fully integrating disciplinary collaboration in order to understand architects' work with consultants as part of the design process. In the academic setting, the studio format emulates the process for building design in professional practice through the schematic design phase and into the design development phase. The studio begins with a short conceptual design phase in which students work in teams of two to develop a pre-architectural position (*parti*) in response to existing site conditions, campus and urban context, climate, programmatic criteria, and sustainable design objectives. Subsequently, each team endeavors to deliver a well-considered schematic building design that comprehensively advances the initial *parti*. Research and analysis of appropriate case studies projects is integral to these first two phases, marked by the mid-review milestone.

The studio introduces students to the design aspects of structural, envelope, and HVAC systems. Various structural systems, exterior enclosure systems, and HVAC systems are introduced in terms of their architectural aspects in addition to their engineering aspects. For structural systems this includes tectonic characteristics as well as spatial characteristics. Students are required to choose a structural system, estimate member sizes, develop column and framing plans, and represent the structural depth of systems where concealed and visual properties where exposed.

With envelope systems this includes issues of envelope type (mass, cavity, rainscreen, curtain wall); back-up wall construction; transparency and opacity; thickness and apparent weight; as well as thermal properties and visual properties. Students develop wall sections for their major elevations and detail elevations at wall section scale. For environmental controls, this includes implementing passive design strategies such as energy harvesting, solar control, daylighting, and stormwater management. For active HVAC systems, this includes selecting a system type; the disposition of primary heating and heat rejection equipment elements; overlaying energy distribution order, zoning, and determination of shafts and ceiling cavities; and placement of ventilation elements such as intake and exhaust devices on site plan, roofscapes and elevations. Students produce system diagrams, indicate equipment spaces in plan and section, and compose elevations incorporating HVAC elements. Currently, students are asked to designate a specific amount of solar energy collection as part of their project. This is a way to address sustainable design strategies as part of the design strategy.

Students use BIM software, currently AutoDesk Revit software, as part of the ARCH 8013 studio. The emphasis of BIM on the assembly of a building from component systems is an important factor in its use for this studio.

*Comprehensive Architecture Design Studio* is coordinated with co-requisite *Environmental Systems 2 ARCH 8352*. This course covers energy analysis, daylight design, solar control and acoustical analysis among other topics. By pairing the two courses, the analytics taught in the course are run on the students' evolving studio designs, BIM models, and the quantitative results of the analyses are used to inform design decisions in the studio.

### Courses

*Environmental Systems 2 ARCH 8352* covers lighting and acoustics, 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. The course addresses sustainable design through the evaluation of integrated design processes and consideration of qualitative and quantitative aspects of design. The course includes evaluation of current and emerging technologies related to the design of acoustic and lighting environments within architecture. This is done through defining fundamental aspects of the physics of light and sound while evaluating the physiological and psychological experience of



lighting and acoustics within architecture. In addition, the course introduces strategies for implementing architectural lighting and acoustics to assess their relationship to integrated and performance-based design processes.

*Comprehensive Architecture Design Studio ARCH 8013* involves the holistic investigation of structural and environmental systems, programming, tectonics, and detailing in architectural design. The use of BIM software is used both as a tool for understanding integration and visualization of building systems. In recent years, building programs this studio have varied from around 35,000 GSF to 100,000 GSF, and have included performing arts, post-secondary and secondary education, and community center program. These programs are moderately complex in terms of variety and technical complexity of room types, sufficient to require careful analysis. The programs allow students to address code issues including construction type, height and area limits, egress and accessibility.

### Assessment

Starting in 2021-22, faculty in the architecture programs began a new cycle of curricular assessment focused on understanding our curriculum in relation to our students' current and future academic and professional needs. This will guide the updating of course and program content over the next few years. Current processes for course and curriculum assessment are:

- Architecture programs faculty assessment of needs, discussions about next steps for curricular development of design studios
- Faculty leaders and individual faculty also rely on Student Feedback Forms (SFFs) for perspective.
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    - Architecture (ARCH) course items
      - The instructor provided help when I had difficulties or questions.
      - The instructor provided regular feedback on my work.
      - The instructor created an atmosphere where ideas could be exchanged freely and easily.
- Going forward this criteria area will be regularly assessed through a process described in section 5.3 of this report.

We are in the process of forming benchmarks:

- Faculty teaching key courses related to integrated design are in the process of assessing learning outcomes for each course to better understand relationships for future development of the curriculum
- For integrated design, inclusion of knowledge, experience and feedback from allied disciplines has occurred, but not in a consistent or comprehensive manner. Program faculty will work together to assess where impact and improvement would benefit from including allied disciplines.

Beginning in 2022-23, program faculty will work together to better understand the content and sequence of key courses that build capacity for integrated design, including when and how to reintroduce content in studio courses for impactful learning. Along with this, we will begin to



develop a plan to include disciplinary expertise, such as that of landscape architects during site development, to enhance course content.



## 4—Curricular Framework

This condition addresses the institution’s regional accreditation and the program’s degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

### 4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

#### Program Response:

Temple University is accredited by the [Middle States Commission on Higher Education](https://provost.temple.edu/aaair/accreditation), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the [Council for Higher Education Accreditation](https://www.msche.org/institution/0565/).

<https://provost.temple.edu/aaair/accreditation>

<https://www.msche.org/institution/0565/>

### 4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

**4.2.1 Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

*Programs must include a link to the documentation that contains professional courses are required for all students.*

#### Program Response:

Tyler School of Art and Architecture’s Master of Architecture Program requires the following courses focused on professional studies (see also the Graduate Bulletin: [Architecture MArch < Temple University](#))

#### **For students in the Intensive Design 3-year track**

(up to 90 credits required, up to 30 credits taken in Year 1, with actual number varying according to the amount of architecture pre-professional course content previously satisfied by the student.)

#### **Year 1 (up to 30 credits, after review by Graduate Coordinator and Academic Advising)**

##### Core courses

Arch 5011 Graduate Representation Intensive 1	3 cr
Arch 5012 Graduate Representation Intensive 2	3 cr





\*Arch 5122 Graduate Design Foundation Intensive 6 cr  
*(required for students who took fewer than 8 credits of  
foundation or architectural design studios as undergraduates)*

Arch 5231 Graduate Design Studio 1 6 cr  
Arch 5232 Graduate Design Studio 2 6 cr

Building Technology courses

Arch 5152 Materials and Methods of Construction 3 cr  
Arch 5251 Structural Analysis for Architects 3 cr

History and Theory courses

Arch 5141 Architectural History 1 3 cr  
Arch 5142 Architectural History 2 3 cr  
Arch 5296 Movements in Modern Architecture 3 cr  
Arch 5596 Seminar in Architectural Theory 3 cr  
*(The four courses (12 cr) identified include two courses (6 cr) that may be taken in  
Years 2 and 3 as architecture electives)*

**For all students in the M Arch program**

(54 credits of professional content, 60 credits total)

**Year 1 for Professional 2-year track, Year 2 for Intensive Design 3-year track**

Fall

Arch 5252 Structural Design for Architects 1 3 cr  
Arch 5351 Environmental Control Systems 1 3 cr  
Arch 8011 Advanced Architectural Design Studio 1 6 cr  
Arch 8131 Architectural Research Seminar 1 3 cr

Spring

Arch 5253 Structural Design for Architects 2 3 cr  
Arch 8352 Environmental Control Systems 2 3 cr  
Arch 8013 Comprehensive Architecture Design Studio 1 6 cr  
*Select one from the following:*  
Arch 8132 Architectural Research Seminar 2 3 cr  
Arch 8133 Architectural Research Seminar 3 3 cr

**Year 2 for Professional 2-year track, Year 3 for Intensive Design 3-year track**

Fall

Arch 8012 Elective Architectural Design Studio 6 cr  
Arch 9991 Directed Research (or ARCH elective) 3 cr  
ARCH elective 3 cr

Spring

Arch 8012 or Arch 9996 Elect Arch Des Studio or Thesis 6 cr  
Arch 8096 Professional Practice 3 cr  
ARCH elective 3 cr

**4.2.2 General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics,

natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

*Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.*

**Program Response:**

One of the requirements for the Master of Architecture program is a Bachelor's degree, where students are guided by general education requirements of their university. The full text relating to the Bachelor's degree requirement can be found in the Graduate Bulletin: [Architecture MArch < Temple University](#). As part of the admissions process, we check transcripts from prior degrees that are submitted by applicants. For 3-year track students, general education requirements are well covered by their previous degree in another field. For 2-year track students from other universities, we check to make sure general education requirements are similar to Temple University's requirements. We have two free elective courses in the Master of Architecture program that allow students to take courses outside of the architecture professional requirements and to serve as a supplement to undergraduate general education, and an opportunity for students to continue to pursue academic interests in other fields.

All students entering the Master of Architecture from Temple's undergraduate programs, are required to fulfill the university General Education requirements. These include foundational courses in Analytical Reading and Writing, Quantitative Literacy and Intellectual Heritage. Students also take breadth courses, with specific course options offered through schools and colleges from across Temple University, in Arts, Human Behavior, Race and Diversity, World Society, Science and Technology and US Society. The General Education requirement for undergraduate students at Temple can be found in the Undergraduate Bulletin: [General Education < Temple University](#).

**4.2.3 Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

*The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.*

**Program Response:**

Tyler School of Art and Architecture's Master of Architecture Program requires the following courses focused on professional studies (see also the Graduate Bulletin: [Architecture MArch < Temple University](#))

**Year 2 for Professional 2-year track, Year 3 for Intensive Design 3-year track**



<u>Fall</u>		
Free elective		3 cr
<u>Spring</u>		
Free elective		3 cr

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

*Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.*

### **Program Response:**

Tyler Architecture Programs are part of the Department of Architecture and Environmental Design. Degree programs in the department are organized into three clusters and interdisciplinary minors and certificates. The degree programs are listed below and are included in the Graduate and Undergraduate Bulletins.

Undergraduate: [Tyler School of Art and Architecture < Temple University](#)

Graduate: [Tyler School of Art and Architecture < Temple University](#)

#### Architecture Cluster

Bachelor of Science in Architecture

Bachelor of Science in Facilities Management

Bachelor of Science in Historic Preservation

Master of Architecture

Master of Science in Architecture

Master of Science in Facilities Planning

#### Landscape Architecture and Horticulture Cluster

Associate of Science in Horticulture

Bachelor of Science in Horticulture

Bachelor of Science in Landscape Architecture

Bachelor of Science in Landscape Architecture with Concentration in Horticulture

#### Planning and Community Development

Bachelor of Science in Community Development

Master of Science in City and Regional Planning

#### Minors and Certificates

Undergraduate:

Minor in City and Regional Planning

Minor in Community Development

Minor in Ecological Planning and Design

Minor in Environmental Horticulture

Minor in Landscape Studies

Minor in Sustainable Food Systems

Certificate in Environmental Sustainability



- Certificate in Historic Preservation
- Certificate in Horticultural Therapy
- Certificate in Landscape Plants
- Certificate in Native Perennial Garden Design
- Certificate in Sustainable Food Systems
- Graduate:
  - Graduate Certificate in Health Facilities Planning
  - Graduate Certificate in Sustainable Community Planning
  - Graduate Certificate in Transportation Planning

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

**4.2.4 Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response:**

N/A

**4.2.5 Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

**Program Response:**

The Tyler Master of Architecture Program accepts students with pre-professional degrees and non-pre-professional degrees. Students are required to have obtained a Bachelor's degree by the time they begin the Master of Architecture Program. The number of credits received as part of the undergraduate degree are reviewed as part of the acceptance process. As an example, Tyler's pre-professional BS Architecture degree has a minimum requirement of 123 semester credit hours. The non-pre-professional degrees, BS in Facilities Management and BS in Historic Preservation, each require a minimum of 122 semester credit hours.

Students take a minimum of 60 graduate credits and up to 90 graduate credits, depending on the amount of pre-professional coursework students completed as undergraduates. There are three tracks which are described below and in Temple University's Graduate Bulletin [Architecture MArch < Temple University](#).



- **The +1 Accelerated Track:** (60 graduate credits) is open to qualified students who begin in Tyler's pre-professional BS Architecture degree program.

The +1 accelerated undergraduate-graduate program enables eligible students to complete the 60-credit MArch degree within 15 months after receiving Temple's Bachelor of Science in Architecture (BSArch) pre-professional degree. Eligible undergraduate students use up to 12 specified graduate credits to fulfill requirements for their undergraduate degree. Upon graduation from their undergraduate program, students move seamlessly into their graduate program. At the end of the summer of their fifth year, students receive a Master of Architecture degree. To be eligible for the program, students must be declared as an Architecture major; have a minimum of 3.25 cumulative GPA in at least 45 credits of coursework taken at Temple; be able to complete their undergraduate degree in four full-time terms, including summers, (beginning with their first term taking a graduate course as an undergraduate); and be able to complete the graduate degree in one additional year, including the two summer terms of graduate coursework.

- **The 2-year Track:** (60 graduate credits)

The 2-year track is a 60-credit degree program for students who earn Temple University's Bachelor of Science in Architecture (BS Arch) degree and for students from other four-year pre-professional degree programs with equivalent course content.

- **The 3-year Track:** (up to 90 graduate credits)

The 3-year track provides a curriculum of up to 90 credits for students without a pre-professional degree in architecture. The first year of this program provides a rigorous introduction to architectural design that consists of up to 30 credits of pre-professional studies, including building technology courses, design studios, and history and theory seminars. Each student's prior academic record is evaluated to determine program and course placement. The number of credits students need to take varies depending on the amount of pre-professional architectural course content previously satisfied by the candidate. Students who have little or no architectural content at the undergraduate level are required to take the full 30 credits of pre-professional studies in architecture. Students who have degrees in architectural studies may receive advanced standing within the 3-year track.

### **For students in the Intensive Design 3-year track**

**Year 1** (up to 30 credits of coursework assigned after review by Graduate Coordinator and Academic Advising)

#### Design/Representation

ARCH 5011 Graduate Representation Intensive 1	(3cr)
ARCH 5012 Graduate Representation Intensive 2	(3cr)
ARCH 5122 Graduate Design Foundation Intensive <sup>1</sup>	(6cr)
ARCH 5231 Graduate Design Studio 1	(6cr)
ARCH 5232 Graduate Design Studio 2	(6cr)

#### Building Technology

ARCH 5152 Materials and Methods of Construction	(3cr)
ARCH 5251 Structural Analysis for Architects	(3cr)



History and Theory

ARCH 5141 Architectural History 1: Ancient through Renaissance	(3cr)
ARCH 5142 Architectural History 2: Renaissance through 20th Century	(3cr)
ARCH 5296 Movements in Modern Architecture	(3cr)
ARCH 5596 Seminar in Architectural Theory	(3cr)

**For all students in the M Arch program**

Years 1 and 2 for Professional 2-year track  
Year 2 and 3 for Intensive Design 3-year track

(60 credit hours)

Design/Representation

ARCH 8011 Adv Arch Des Studio 1	(6cr)
ARCH 8012 Elect Arch Des Studio	(6cr)
ARCH 8012 or 9996 Elect Arch Des Studio	(6cr)
ARCH 8013 Comprehensive Architecture Design Studio	(6cr)

Building Technology

ARCH 5252 Str Des for Architects 1	(3cr)
ARCH 5253 Str Des for Architects 2	(3cr)
ARCH 5351 Env Control Systems 1	(3cr)
ARCH 8352 Environmental Control Systems 2	(3cr)

Research/Elective

ARCH 8131 Arch Research Seminar 1	(3cr)
ARCH 8132 Arch Research Seminar 2 or ARCH 8133 Arch Research Seminar 3	(3cr)
ARCH 9991 Directed Research (OR ARCH Elective)	(3cr)
ARCH Elective	(3cr)
ARCH Elective	(3cr)
Free Elective	(3cr)
Free Elective	(3cr)

Practice

ARCH 8096 Professional Practice	(3cr)
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The list of elective courses for Master of Architecture program are shared by the Master of Architecture, MS Architecture, and MS in Facilities Planning degrees. They are listed in the Graduate Bulletin along with required courses [Architecture \(ARCH\) < Temple University](#). They are as follows:

Arch 5013 Facilities for Health Workshop 1	3 cr
Arch 5014 Facilities for Health Workshop 2	3 cr
Arch 5015 Facilities for Arts Workshop 1	3 cr
Arch 5016 Facilities for Arts Workshop 2	3 cr
Arch 5017 Facilities Workshop 1	3 cr
Arch 5018 Facilities Workshop 2	3 cr
Arch 5033 Project Planning and Programming	3 cr
Arch 5096 Health Facilities Practice and Management	3 cr
Arch 5131 Form and Function in Health and Environments	3 cr
Arch 5132 Current Topics in Health Facilities Planning and Design	1 cr
Arch 5133 Current Topics in Healthy Communities and Design	1 cr



Arch 5134 Current Topics in Resilience and Design	1 cr
Arch 5135 Current Topics in Energy and Performance	1 cr
Arch 5136 Current Topics in Fabrication and Making	1 cr
Arch 5137 Current Topics in Visualization	1 cr
Arch 5138 Current Topics in Materials and Design	1 cr
Arch 5411 Career Preparation	1 cr
Arch 5412 Portfolio Design and Career Preparation	3 cr
Arch 8000 Special Topics Seminar in Practice	3 cr
Arch 8100 Special Topics Case Studies in Architecture	3 cr
Arch 8146 Graduate Field Work Report	1 cr
Arch 8241 Seminar: Analysis of Urban Structures (Rome)	3 cr
Arch 8242 Urban Seminar Tokyo	3 cr
Arch 9182 Independent Study in Architecture	1-3 cr
Arch 9280 Special Topics in Communication	1-3 cr
Arch 9285 Architecture Internship	1-3 cr
Arch 9380 Special Topics in History and Culture	1-3 cr
Arch 9480 Special Topics in Technology	1-3 cr
Arch 9580 Special Topics in Site and Context	1-3 cr
Arch 9682 Independent Research	1-3 cr

**4.2.6 Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response:**

N/A

**4.3 Evaluation of Preparatory Education**

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

**4.3.1** A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

*See also Condition 6.5*

**Program Response:**

Students entering the M Arch Program in both the 2-year or 3-year are required to submit a portfolio and transcripts from all prior degree-granting institutions attended. Prior to the start





of the semester, the Graduate Curriculum Coordinator (currently Professor Andrew Wit), with input from the Architecture Graduate Admissions Committee and oversight by the Academic Advising team (currently Assistant Director of Advising, Kathy Peters), fills out a curriculum checksheet for each student, based on prior coursework. The portfolio and transcripts are assessed to determine placement.

All students take a minimum of 60 credits and up to 90 credits. Students who have completed some pre-professional coursework above the 60 credits of required courses. Students who transfer into the program are allowed to transfer up to 9 graduate credits to satisfy the program, as indicated in the Graduate Bulletin [Architecture MArch < Temple University](#). The checksheet used for assessment is as follows:

MASTER OF ARCHITECTURE CHECKLIST						
TEMPLE UNIVERSITY   TYLER SCHOOL OF ART AND ARCHITECTURE						
Applicant Name:		TUID:		Placement:	ALL COURSES	
<p><i>This is a list of all courses necessary to complete the Masters degree program. Courses and loading will vary based on degree plan and previous coursework. This document should be used as a reference to ensure that students take all necessary courses. Please refer to individual degree checklists for individual student course planning.</i></p>						
<p><b>Design Studios/ Representation (up to 48 credits)</b> The amount of credits students will need to take in the 3 year track will vary depending on the amount of pre-professional architectural course content that has previously been satisfied. Placement into ARCH 5122 (Summer II) is based on portfolio and transcript review. It is required for all students with less than 8 credits of foundation design studios at the undergraduate level.</p>						
COURSE #	COURSE TITLE	Placement	Credits	Completed	Semester	Notes
ARCH 5122	Graduate Design Foundation Intensive (Summer II)	Required	6	-	-	summer only
ARCH 5231	Graduate Design Studio 1	Required	6	-	-	fall only
ARCH 5232	Graduate Design Studio 2	Required	6	-	-	spring only
ARCH 5011	Graduate Representation Intensive 1	Required	3	-	-	fall only
ARCH 5012	Graduate Representation Intensive 2	Required	3	-	-	spring only
ARCH 8011	Advanced Architectural Design Studio 1	Required	6	-	-	spring or fall
ARCH 8012	Elective Architectural Design Studio	Required	6	-	-	spring or summer
ARCH 8013	Comprehensive Architectural Design Studio	Required	6	-	-	spring only
Select one	ARCH 8012 Elective Architecture Design Studio or ARCH 9996 Architectural Design Thesis	Required	6	-	-	spring or summer
Credits Required: Design Studios/ Representation			48			
<p><b>Building Technology (up to 18 credits)</b> Placement into Building Technology courses varies depending on prior undergraduate coursework. A maximum of 18 credits will be required.</p>						
COURSE #	COURSE TITLE	Placement	Credits	Completed	Semester	Notes
ARCH 5152	Materials and Methods	Required	3	-	-	
ARCH 5251	Structural Analysis for Architects	Required	3	-	-	
ARCH 5252	Structural Design for Architects 1	Required	3	-	-	
ARCH 5253	Structural Design for Architects 2	Required	3	-	-	
ARCH 5351	Environmental Control Systems 1	Required	3	-	-	
ARCH 8352	Environmental Control Systems 2	Required	3	-	-	spring only
Credits Required: Building Technology			18			
<p><b>History and Theory (up to 12 credits)</b> Placement into History and Theory courses varies depending on prior undergraduate coursework. A maximum of 12 credits will be required, 6 credits of which may be taken in place of electives.</p>						
COURSE #	COURSE TITLE	Placement	Credits	Completed	Semester	Notes
ARCH 5141	Architectural History 1	Waived	0	-	-	Course to be removed
ARCH 5142	Architectural History 2	Required	3	-	-	
ARCH 5296	Movements in Modern Architecture	Required	3	-	-	
ARCH 5596	Seminar in Architectural Theory	Required	3	-	-	
Credits Required: History and Theory			9			
<p><b>Research and Practice (12 credits)</b></p>						
COURSE #	COURSE TITLE	Placement	Credits	Completed	Semester	Notes
ARCH 8096	Professional Practice	Required	3	-	-	spring only
ARCH 8131	Architectural Research Seminar 1 (Urban)	Required	3	-	-	
ARCH 8132	Arch Research Seminar 2 (Theory)	Required	3	-	-	
ARCH 8133	Arch Research Seminar 3 (Technology)	Required	3	-	-	
Credits Required: Research and Practice			12			
<p><b>Electives (up to 12 credits)</b></p>						
COURSE #	COURSE TITLE	Placement	Credits	Completed	Semester	Notes
Select one	ARCH 9991 Directed Research or ARCH Elective	Required	3	-	-	
	ARCH Elective	Waived	3	-	-	
	Free Elective	Waived	3	-	-	
	Free Elective	Waived	3	-	-	Waived
Credits Required: Electives			12	0		
Total Credits Required			99			This is a list of all courses. 90 Credit max



**4.3.2** In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

**Program Response:**

Students who apply to the M Arch program are assessed according to a checklist of courses that is based on their transcript and portfolio. 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.

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.

**4.3.3** A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

**Program Response:**

All applicants apply directly to the MArch program, not to a specific curricular track. Admitted students are placed in the appropriate track based on a thorough review of all application materials. The Architecture Admissions Committee recommends the awarding of graduate transfer credits on a case-by-case basis as applications are reviewed. The maximum number of graduate transfer credits a student may receive is 9.

<https://bulletin.temple.edu/graduate/scd/tyler/architecture-march/#admissiontext>



## 5—Resources

### 5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

**5.1.1 Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.

#### Program Response:

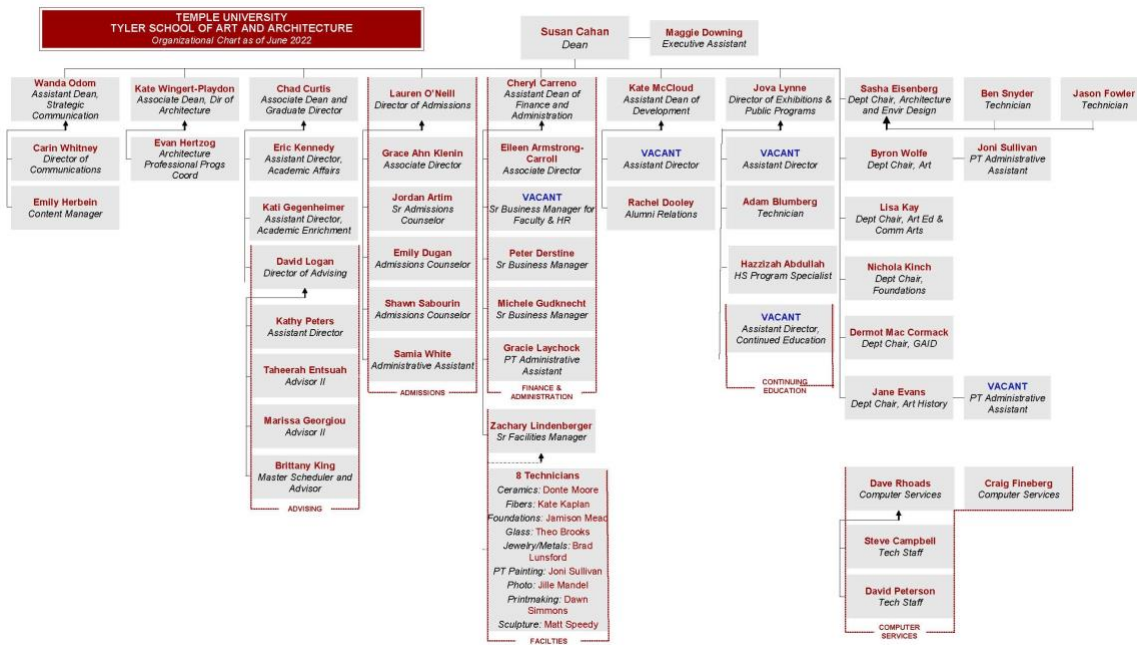
Temple University's is governed by a Board of Trustees, responsible for the educational mission and fiscal policies of the university. Starting in 2021, the University is headed by President Jason Wingard. Provost, Greg Mandel, is the senior academic administrator for the university, overseeing all academic initiatives. Temple University is organized as seventeen schools and colleges:

- Tyler School of Art and Architecture
- Fox School of Business and Management
- Maurice H. Kornberg School of Dentistry
- College of Education and Human Development
- College of Engineering
- Beasley School of Law
- College of Liberal Arts
- Lew Klein College of Media and Communication
- Lewis Katz School of Medicine
- Esther Boyer College of Music and Dance
- School of Pharmacy
- School of Podiatric Medicine
- College of Public Health
- College of Science and Technology
- School of Social Work
- School of Theater, Film and Media Arts
- School of Sport, Tourism and Hospitality Management

The Tyler School of Art and Architecture is led by Dean Susan Cahan, the academic leadership team for the school also includes Associate Dean and MFA Director Chad Curtis, and Associate Dean and Director of AED Kate Wingert-Playdon, and six department chairs. The associate deans provide disciplinary expertise for Tyler – art disciplines and built environment design disciplines - and with the dean work as a team with the school administrative offices: admissions, advising, finance and administration, facilities, development, strategic communications, academic affairs, exhibitions and public programming, computer and technical support, and career services and student life. The department chairs work closely with the school's academic leadership and administrative leadership team on issues related to faculty and student affairs and curricular matters. Tyler's six departments are:

- Architecture and Environmental Design
- Art
- Art Education and Community Arts Practices
- Art History
- Foundations (Art)
- Graphic and Interactive Design

Tyler School of Art and Architecture Administrative Services



The administrative offices of the school serve all departments and programs. The functions and individuals with whom Architecture and Environmental Design Programs work closely are summarized below.

**Admissions:** The admissions staff at Tyler works closely with Temple’s central admissions office for undergraduate admissions. The office also works with program faculty on transfer student evaluation and, along with the graduate school, on graduate admissions. The admissions office recruits prospective students for all programs and works with AED in administering the yearly Philadelphia Architecture and Design College Fair. All admissions counselors recruit for all programs, and key people who guide AED admissions processes are:

- Lauren O’Neill: Director of Admissions
- Grace Klensin: Associate Director of Admissions
- Jordan Artim: Senior Admissions Counselor
- Emily Dugan Senior: Admissions Counselor, Architecture Specialist

**Finance and Administration:** The finance and administration staff work closely as a team with particular areas of concentration. The Assistant Dean for Finance and Administration works closely with the central university and the dean, and also with the associate deans on all matters of finance and administration to assure school initiatives, departments and programs are well supported. The AED department works directly with a Senior Business Manager and Coordinator on most matters pertaining to the department funds, including adjunct faculty hiring. An Associate Director of Finance and Administration oversees matters pertaining to faculty affairs, student scholarships and awards and graduate assistantships.

- Cheryl Carreno, Assistant Dean for Finance and Administration
- Eileen Armstrong-Carroll, Associate Director (currently vacant), Senior Business Manager
- Michele Gudknecht, Senior Business Manager
- Gracie Laychock, Coordinator



Marketing and Communications: The Tyler Communications team oversees publications, marketing, social media, and the website for the school. This team works with faculty and academic leadership to promote achievements and initiatives of people and programs in and related to Tyler. Two examples of initiatives particularly focused on Architecture that are currently underway with the help of the communications team are a Student Portfolio and Catalog initiative for graduate students in architecture and landscape architecture, and extensive media promotion of annual events – the Knowles and Shuman lectures and the Tyler DesignPhiladelphia exhibit. In addition to the Tyler team, projects that are carried out on Temple's Ambler Campus are coordinated with Ambler's communication staff (Jim Duffy). For architecture, this includes the Summer Design-Build Institute led by Eric Oskey.

Wanda Motley Odom, Assistant Dean for Strategic Marketing and Communications  
Carin Whitney, Director of Communications  
Emily Herbein, Content Manager

Academic Advising: the members of Tyler's Office of Academic Advising work as a team, serving all students across the school. An Advisor works closely with undergraduate majors in architecture (3<sup>rd</sup> and 4<sup>th</sup> year) including Accelerated 4+1 students and partners with the Professional Programs Administrator and program faculty to conduct a thorough academic assessment of each undergraduate architecture major entering their 3<sup>rd</sup> year. The Assistant Director of Advising serves as academic advisor for all architecture graduate students. In addition to her role as an academic advisor, Brittany King works closely with chairs and program heads to administer the semester schedule of classes. David Logan works closely with students, faculty and key university offices on issues related to academic performance, financial aid, and student wellbeing.

David Logan, Director of Advising  
Kathy Peters, Assistant Director of Advising  
Taheerah Entsuh, Advisor, Architecture Program Advising  
Brittany King, Associate Advisor

Academic Affairs: The Office of Academic Affairs is the primary contact in the school for academic affairs, assessment and institutional research. The Director of Academic Affairs also works within the school to support processes such as curricular changes, syllabus collection, and student feedback processes. He also works with the associate deans, chairs and program heads on professional program related annual reporting, accreditations and other processes such as licensure and certification disclosures.

Eric Kennedy, Director of Academic Affairs

Development: The development team works with the dean and across the school to bring in support for all programs. In addition to work done with individual donors and foundations, the team works with programs to build support for the many communities in Tyler. For architecture, this includes providing support to build community by providing staff support for the Architecture Professional Advisory Group, and prominent annual events such as the Knowles Architecture Alumni Lecture and the Shuman Lecture.

Kate A. McCloud, Assistant Dean of Development  
(currently vacant), Development Assistant  
Rachel Dooley, Assistant Director of Development and Alumni Engagement

Exhibitions and Public Programs and Pre-College and Continuing Education Programs: Exhibitions and Public Programming serves the whole school, including through Temple Contemporary, Tyler's Gallery. One recent example of support for architecture was in 2021 when



Temple Contemporary hosted *Learning to See: Denise Scott Brown*, which gained national interest because of its focus on the photographs of the prominent architect and urban designer, Denise Scott Brown. The Director of Exhibitions and Public Programming, Jova Lynne, joined Tyler in February of 2022, with an interest in working on programming that has impact and opportunities for engagement with students across the school. Jova Lynne also oversees pre-college and continuing education. Tyler administers a range of pre-college programs including the summer Architecture Institute and the Environmental Design Institute for high school students interested in architecture and other built environment design programs.

Jova Lynne, Director  
(currently vacant), Assistant Director  
Adam Blumberg, Technician  
Hazziza Abdullah, High School Program Specialist

Career Services and Student Life: The Professional Programs Coordinator oversees career services for all of Tyler. She works closely with the University's Career Services staff and programming. She also administers Tyler's internship programs, the yearly Philadelphia Architecture and Design College Fair and Career Fair, and the Architecture Mentorship Program. The Professional Programs Coordinator staffs other professional program processes for architecture, working with program faculty, including the second year major choice process - students begin in the architecture foundations and choose a major in their third year - and the accelerated program (4+1) application process.

Evan Hertzog, Professional Programs Coordinator

Computer Services (managed by Temple University Information Technology Services staff): Tyler's computer services staff support facilities, students and faculty in both the Tyler and Architecture Buildings. Tools, labs and services in school-supported labs are open to all students across the school. The staff work as a team but also have areas of specialization. A dedicated Architecture Building Tech Support Specialist oversees a department computer lab and a printing and plotter room. This position also oversees lending of digital and photographic equipment available for student use and joins a Senior Tech Support Specialist and the Architecture Wood Shop and Digital Fabrication Tech Support Specialist in supporting digital processes like 3D printing and laser cutting.

David Rhoads, Manager, Tech Support  
Craig Fineburg, Senior Tech Support Specialist  
Steve Campbell, Senior Tech Support Specialist  
Dave Petersen, Architecture Building Tech Support Specialist

Facilities and Technical Support: Tyler's Senior Facilities Manager serves both the Tyler Art and Architecture Buildings on a range of facilities related issues. Since summer of 2021, this position has been overseeing furniture and room upgrades in the Architecture Building. The Senior Facilities Manager works closely with technicians across the school who support students with expertise in program-based equipment and related processes. In addition to architecture's woodshop and digital fabrication facilities, this includes, all-school woodshop, glass, ceramics, sculpture, metals/jewelry, photography, painting, printmaking, fibers, and horticulture. The architecture facilities include a woodshop and digital router. A Tech Support Specialist oversees a team of student workers to meet the curricular needs of architecture students and faculty in these areas.

Zach Lindenberger, Senior Facilities Manager  
Jason Fowler, Tech Support Specialist, Architecture Wood Shop and Digital Fabrication

Architecture Building: There are four staff members who oversee operations in the Architecture Building: Senior Business Manager Michele Gudknecht, Professional Programs Administrator Evan





Hertzog, Tech Support Specialist Jason Fowler, and Tech Support Specialist, Dave Petersen. They work closely with the Director, Chair and Program Head in managing the physical resources and areas of the Architecture Building. Student workers are hired by Michele Gudknecht and all staff in the Architecture Building oversee student workers to aid in daily management. Student workers assist in the Architecture Building main office, the woodshop and the computer lab. They also assist with events and lectures, building tours, and other activities.

For Architecture and Environmental Design, Kate Wingert-Playdon, the Associate Dean/Director and Sasha Eisenman, the Department Chair oversee programs on Main Campus and the Ambler Campus, where a large portion of Landscape Architecture and Horticulture courses are taught. The Department Chair's duties include overseeing curriculum development, scheduling and program budgets, and managing and mentoring faculty. With the Associate Dean/Director, the Chair guides and implements department-based strategic planning and program self-study for accreditations. Working with the school administration and faculty leadership for the department, the Chair implements school and university policies and processes, relating to students, courses, and programs. For Architecture Programs, the faculty leadership includes the Architecture Programs Head, and three curriculum coordinators. The Program Head leads the faculty in program-based curriculum development and assessment, and works with AED leadership and faculty on accreditation based self-study. The Program Head works closely with the Department Chair, overseeing department-based programming, facilities use, and management such as course scheduling, faculty mentoring and adjunct faculty hiring. Curriculum Coordinators working with the Program Head advise students in relation to their majors and academic path. The Curriculum Coordinators and Program Head work as a team to guide curriculum and co-curricular activities. Decisions about curriculum development begins with fulltime faculty. Faculty leaders and fulltime faculty serve as mentors for faculty and students, guide student groups, and are actively involved in other student-related activities, including graduation awards, internship and career-related activities and recruitment and retention activities.

**5.1.2 Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

#### **Program Response:**

The Department of Architecture and Environmental Design is headed by Department Chair Sasha Eisenman. He works with a faculty leadership group: Program Heads for the three program clusters: Clifton Fordham for Architecture programs, Kate Benisek for Landscape Architecture and Horticulture programs, and Jeffrey Doshna for Planning and Community Development programs. Faculty leadership also includes Curriculum Coordinators: Jeremy Voorhees for Architecture Foundations (1<sup>st</sup> and 2<sup>nd</sup> year undergraduates), Fauzia Sadiq Garcia for undergraduate majors (3<sup>rd</sup> and 4<sup>th</sup> year undergraduates), and Andrew Wit (graduate students). For the cluster of Architecture programs, the AED Department Chair coordinates with the Architecture Programs Head and Curricular Coordinators to assign full time faculty teaching and academic service and identify and recommend adjunct faculty for instructional assignments.

Architecture and Environmental Design faculty members join other faculty in the school to participate in governance at the all levels of the university. At the university level over the past five years the AED department has 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

Architecture students also participate in university wide governance. A student representative from the AIAS participates in meetings of the Temple student government. An undergraduate architecture student, Zoe Dubil served on the 2021 Student Recreation Board.

Tyler faculty members participate on committees according to the Collegial Assembly bylaws. AED Department faculty participate in Tyler School of Art and Architecture 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. The Tyler administration supports and advocates for faculty governance at the school level. Other collegial groups, formed through faculty initiatives, for example a current group, the Climate Action Committee, are encouraged.

The Tyler faculty includes tenure-track, non-tenure track, and adjunct faculty. Tenure-track faculty are appointed by the University President and Board of Trustees. Non-tenure track faculty and adjunct faculty are appointed by the Dean. Faculty review for reappointment and promotion (all faculty) and tenure (for tenure track faculty) are guided by University Guidelines [Faculty Affairs | Faculty Affairs \(temple.edu\)](#) and the Temple Association of University Professionals (TAUP) contract: [TAUP](#).

In the AED Department, students are asked to participate in department or program policy review through representation and discussion forums around the subject of studio culture and diversity. The studio culture policy is 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.

Architecture Programs are administered through Tyler's Department of Architecture and Environmental Design. Working in coordination with the AED department chair, the administrative roles are as follows: The Architecture Programs Head and curriculum coordinators, who together oversee the graduate programs, undergraduate majors – architecture, historic preservation and facilities management, and architecture foundations.

AED Department faculty members participate on department and program committees. Department full time faculty participate in committees focused on curriculum (committee of the whole) and personnel (including activities related to promotion and tenure). Other areas where discussion and governance by faculty at either the program or department level occurs regularly include: technology and making, second year architecture review, graduate admissions, and lectures and exhibitions. Ad hoc committees are formed as needed, for example, for faculty searches. At present there are ad-hoc committees for Faculty Searches and Accreditation. We also have a Library Liaison, AIAS Liaison, ACSA Liaison, IFMA Advisor, Alumni Advisory Committee Liaison, Tau Sigma Delta and AXP Advisor from the full time faculty teaching in architecture programs. Membership by department faculty for both department and school



committees are assigned by the department chair to provide balance between teaching and committee assignments.

## 5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

**5.2.1** The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

### Program Response:

Strategic Planning is carried at the university, school, department and program level. For Schools and Colleges at Temple University, Periodic Program Review is administered by the Provost's Office and serves as a means of assessing a program's current state and possibilities for growth in the future. Tyler School of Art and Architecture updates its school-wide mission and strategic planning goals periodically to align with university goals to best serve the academic community.

A faculty-led school-wide strategic planning process for Tyler School of Art and Architecture occurred in 2012, that became the basis for school-wide strategic planning process beginning in 2017, led by Dean Susan Cahan. Tyler has grown substantially over a twenty-five year period, adding programs including the built environment design disciplines. The 2017 process updated the mission, vision and core values of the school and led to the school's name expansion from the Tyler School of Art to the Tyler School of Art and Architecture. In 2019, this name expansion and a substantial restructuring better aligned the academic disciplines in the school. Tyler's strategic goals were assessed and adjusted in 2021, reflecting changes after the reorganization.

For Architecture Programs, Strategic Planning occurs along with the other built environment design disciplines in the school, the Department of Architecture and Environmental Design, and at the Architecture Programs level, addressing undergraduate and graduate programs together.

In 2016, Departments of Architecture, Landscape and Horticulture and, City and Regional Planning, developed a strategic plan to align disciplines new to Tyler with Architecture, already a part of the School. The vision and guiding principles continue to be relevant for the Department of Architecture and Environmental Design, and are referenced for each of the curricular areas, related to accreditations and program growth (in addition to NAAB for architecture, the department has program-based accreditations for many of its programs: LAAB for landscape architecture, PAB for city and regional planning, and IFMA-ABET for facilities management). Professional accreditations guide the Architecture and Environmental Design strategic goals, but goals for the department and programs also align with school and university goals and objectives.

In spring of 2021, the Architecture Programs faculty began a new process of updating program mission and vision in alignment with the department and school, and to develop new strategic goals for Architecture Programs. The process was carried out by Architecture fulltime faculty, guided by Kate Wingert-Playdon and Sasha Eisenman, and led by Bob Shuman, Program Head, and the incoming Program Head (starting in fall 2022), Clifton Fordham. NAAB Program Criteria (PCs) and Student Criteria (SCs), along with other criteria



were incorporated into the process, and the strategic goals that relate to the NAAB accreditation are used to guide the process of assessment for the PCs and SCs.

## **Architecture Programs Curricular Aims**

### Master of Architecture and MS Programs

1. Assess what 'innovation', 'state of the art' and 'leading change' mean in relation to the M Arch and MS programs and curriculum; assess how this affects positive change in the profession(s).
2. Examine curricular sequences in graduate courses: studio, building technology and practice, history / theory and digital technologies; implement changes that encourage learning across curricular areas
3. Coordinate courses and course options at the graduate level; coordinate expansion of studio project sites and communities to include local context and national and international sites; assess possibilities for collaborative design teaching in urban design and landscape architecture
4. Align faculty research areas with program strengths and professional learning needs, ex:
  - a. sustainability / environmentally focused practice
  - b. climate resilience
  - c. urban ecologies and design for ecologies
  - d. urbanism / culture / community
  - e. computation / AI / robotics
5. With the cohort of 60+ students in the M Arch and MS programs, assess opportunities for graduate program clusters and professional interests
6. Assess depth vs. breadth in the relationship between the M Arch and MS degrees; address the role of research and opportunities for concentrations and specializations that are present in graduate education
7. Address the links between graduate education and career paths, including areas career leadership; explore the potential for certifications (ex. LEED, Well Building) to impact deep learning and professional focus

### All courses in the Architecture Programs cluster

1. Address the range of academic strengths of well-prepared students; articulate curricular pathways for different academic strengths for our academically well prepared students.
2. Assess content delivery for undergraduate programs vs. graduate programs; understand natural paths to the variety of areas of design leadership in professional practice in relation to tiers of education
3. Implement a system to inventory class guests and field trips across all architecture curricula; use the data to develop and more clearly articulate course goals across the curricula
4. Understand and demonstrate best practices for design through teaching (ex.: collaborative teaching to demonstrate it as a practice skill)

### Curriculum, teaching strategies and retention

1. Assess improvement of pedagogical methods to align with curricular goals for design teaching; improve design collaboration skills and knowledge base through peer critique, student to student dialogue, verbal communication about design ideas, understanding the balance of academic and professional skills and goals



2. Assess curricular areas in relation to design implementation (ex: history and theory; understand diverse cultural trends and contemporary developments and the impact on design)

### **Architecture Programs Aims**

#### Design Identity

1. Emphasize the work of built environment design disciplines in the Tyler School of Art and Architecture for identity and marketing materials (including website)
2. Evaluate and better understand Tyler Architecture's strengths such as diversity of students, multiple pathways for a design education to better understand the positive impact this has on the future of practice

#### Admissions and recruitment of students

1. Emphasize equity, access, diversity and inclusion alongside educational quality in enrollment management
2. Explore options for enrollment management for undergraduate programs to balance student enrollment with full time faculty hires to better provide all student with high quality education
3. Assess and explore opportunities for focused recruitment of graduate students

#### Space needs

1. Assess the course schedule and find additional studio space to support the increased student numbers in architecture programs

#### Co-curricular initiatives

1. Expand co-curricular workshop and other offerings to add value to students' curricular work
2. Implement multidisciplinary collaborations and design competitions integrated into the academic year
3. Align career development (career fair, career development opportunities), aims of student professional organizations and professional mentoring
4. Assess the value of lectures and exhibitions and student professional group initiatives across architecture and AED to better understand how to grow participation

#### Faculty research and professional and academic service

1. Build out opportunities for faculty research and creative work and understand this as a form of innovation that impacts the future of programs
2. Build Tyler as a place of thought leadership for architecture. This includes creating a schedule for yearly or bi-yearly faculty-led symposia/colloquia to highlight faculty research and support research growth
3. Understand faculty aspirations as a guide for student learning and educational impact; include faculty research and creative as aspirational models for practice
4. Inventory faculty's academic and professional service to benefit AED and Tyler

5. Develop a system to regularly disseminate information about faculty research, creative work and service; foster faculty- to- faculty dialogue to more clearly articulate faculty work

#### Graduate student support

1. Develop competitive financial support to yield graduate students through scholarships and teaching and research assistantships.
2. Continue to develop the newly initiated graduate portfolio process and architecture and landscape architecture graduate catalog
3. Develop strategies for students' self-assessment; to understand their aspirations and strengths and set high ambitions to be competitive in regional, national and international context of practice; this includes linking students' strengths with leadership areas of practice

#### 5.2.2 Key performance indicators used by the unit and the institution

##### **Program Response:**

Temple's established and sustained commitment to assessment of educational effectiveness is evidenced by:

- A university-wide Assessment Planning Committee (APC), operating for more than a decade, which is responsible for implementing and reviewing annual processes for assessment reporting and planning assessment training for all levels of education (undergraduate, graduate and professional).
- A long-standing process for annual assessment reporting that is now conducted via the locally developed Student Learning Assessment Management (SLAM) system.
- Online resources for assessment including videos on learning outcomes, curriculum mapping, direct/ indirect evidence and use of assessment results.
- An online course inventory management (CIM) system for course and program approvals that requires clearly articulated learning outcomes.
- A university-wide syllabus policy that requires an accessible syllabus that includes learning outcomes and required learning assessments.
- An online course feedback system was implemented in 2019–2020 to include an item bank from which schools/colleges, departments and individual instructors can select additional items most aligned with course objectives and learning outcomes.
- Workshops and individual consultations on assessment provided by the Center for the Advancement of Teaching.
- A learning management system, Canvas, that includes rubrics, outcomes alignment, analytics and other tools to guide teaching and learning.

The Office of Institutional Research and Assessment (IRA) provides information and analysis to university decision-makers in support of planning and policy-making processes. IRA, along with other university offices, regularly produces reports related to the assessment of Temple's goals and priorities. For example, progress toward expanding research is tracked in several ways including expenditures, awards and proposals. A summary of research activity, "Temple Research on the Rise," is published on the website of the Office of Research. Other examples include the At-A-Glance and Fact Book publications and the Academic Quality Indicators Report (AQI).

Temple assesses the design and delivery of the student experience in an array of ways, including:

- Periodic Program Review.



- Annual assessment of student learning reports.
- Student Feedback Forms (course and teaching evaluations).
- Undergraduate and graduate student satisfaction surveys.

Temple regularly assesses the effectiveness of programs and products supporting the student experience. All administrative and academic support areas annually submit assessment reports, and the university regularly assesses uses of vendor-provided products. In addition, Temple uses internally and externally published surveys to measure student satisfaction, engagement, post-graduation placements and other outcomes.

In 2017–2018, Temple implemented an annual reporting process to enhance and monitor the assessment of academic support and administrative areas. These areas now complete an annual assessment similar to those used by academic programs to report the assessment of student learning. The annual assessment report for academic support and administrative areas includes:

- Mission statement and program outcomes,
- Assessments,
- Results and how assessment results were shared,
- How information is being used for continuous improvement,
- A summary of any changes made based on trends/strategic plans and plans to assess the effectiveness of the change(s), and
- Planned assessment activities for the current academic year.

Further information regarding Temple University’s assessment efforts can be found in the [2019-2020 Self Study](#) submitted to the Middle States Commission on Higher Education.

Tyler School of Art and Architecture aligns with the university in its commitment to assessment of educational effectiveness, using processes and services, and participating in the university’s initiatives. Tyler’s Department of Architecture and Environmental Design houses the majority of the school’s programs with professionally focused accreditations and certifications. In the department, we use additional forms of assessment and related data available to focus on the relationship of our professional programs and career paths. For Architecture, these include the NAAB annual reports and NAAB APR for accreditation review. We also use NCARB licensing exam pass rates information, Temple’s Destination Survey of graduating students, and select information from the Strategic National Arts Alumni Project Survey (SNAAP) (<https://snaaparts.org>).

The Master of Architecture program has four primary Student Learning Outcomes (SLOs):

1. Critical Thinking and Representation - Graduates use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, and drawing and modeling in analog and digital media.
2. Building Practices, Technical Skills, and Knowledge - Graduates comprehend and apply the technical aspects of design, systems, and materials within architectural solutions.
3. Integrated Architectural Solutions - Graduates synthesize a full range of design considerations and variables into an integrated design solution.
4. Professional Practice - Graduates understand the social context and business principles for the practice of architecture, including professional ethics, traditional and emerging forms of practice, as well as legal and professional risks and responsibilities.

### 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

#### **Program Response:**

The last Architecture Program Report in 2013, that resulted in an 8-year accreditation (2014-2022) for Temple University’s Master of Architecture Program included strategic goals that were





in process. At the time, we were growing the Architecture Department and implementing new programs and strategic goals included items related to implementing and improving curriculum, growing graduate programs (adding Master of Science post-professional programs), increasing graduate student numbers, program identity, and student financial support. By 2020, all of the goals from that time have been met, and the new curricular structure (three BS degrees, the M Arch and two MS degrees) had been underway for ten years. Tyler Architecture Programs has also seen substantial growth since that time. In 2021-22, Architecture Program faculty developed new multi-year objectives, which are included in section 5.2.1. Beginning in 2022-23, we will work across the Architecture and Environmental Design Department and the with the Tyler administration to set a timeline for achieving the objectives.

**5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.**

**Program Response:**

Strengths

**Faculty:** Full-time and adjunct faculty represent a wide variety backgrounds and interests including research and practice which has yielded collegiality and collaboration.

**Students:** Enrollment in Architecture Programs has increased steadily over the last decade with only a minor impact due to the pandemic and on-line learning. Students are enthusiastic and resilient. The student body is diverse, including measures such as learning styles and career aims. The MArch cohort has grown from a student body of 12-14 students at the time of the last accreditation to over 60 students.

**Location:** Philadelphia is located within one of the most populous metropolitan regions in the country. They area contains a wide variety of conditions from some of the densest neighborhoods in the county to agricultural land. The city is also one of the oldest in the country, providing ample examples of historical buildings and infrastructure, a significant amount which is early to mid-20<sup>th</sup> Century legacy industrial space. Philadelphia is a value proposition, offering more affordable housing than cities with a comparable quality of cultural amenities.

**University:** Temple has a large and diverse student body and is Philadelphia's public research university. The Main and Health Sciences campuses are located approximately a mile apart in North Philadelphia. The recent appointment of a new University President promises better relations with community members who live near the campuses.

**School:** Tyler School of Art and Architecture has a long reputation for excellence in art education. The breadth of program offerings presents numerous opportunities for learning and collaboration.

**Department:** The Architecture and Environmental Design department is comprised of built environment design programs including, at the graduate level, city and regional planning and landscape architecture. Faculty are enthusiastic about collaborating and cross listing courses. The Urban Design Workshop facilitates project collaboration between disciplines.

**Facilities:** The Architecture Building and Tyler School complex is relatively new, with a range of facilities for teaching and learning. The Landscape and Horticulture programs are located on a suburban campus, with facilities that provide additional opportunities for the school, including a design-build studio, a greenhouse, gardens and an arboretum.



Alumni: Architecture alumni have positive feelings toward the school and program, with many wanting to participate with the school and program activities. Most recently, this has been experienced through the formation of the Architecture Professional Advisory Board, the Architecture Professional Mentoring Program and recruitment of students for employment in alumni owned/represented firms. In 2021 the Mentoring Program partnered 28 students with alumni in industry.

Career Fair and School Fair: The program hosts a career fair for students. It also hosts the Philadelphia Architecture and Design College Fair that brings prospective undergraduate and graduate students to the school which bolsters the visibility of the school, fostering communication across programs from different schools. Last year's Career Fair hosted 36 employers and over 81 students.

### Challenges

Faculty: Substantial growth in student numbers has occurred in Architecture Programs. Full time faculty are also increasing but at a slower pace to assure proper onboarding and orientation. As we wait for new full time faculty to join our programs, we call on adjunct faculty to assist in covering core teaching and service needs for the programs. Current full time faculty are distributed across the programs to guide adjuncts and new full time faculty.

Students: We see an increase in the diversity of our students, creating a challenge in terms of student learning styles and career goals. At the graduate level, many students are eager to work in internships. At times, work responsibilities conflict with studies and extra-curricular activities. We are addressing this by coordinating course work across the curriculum and advising students better understand how to achieve a good work-life balance.

Location: Temple's Main Campus is located in North Philadelphia, two miles from the center of the city, surrounded by neighborhoods. Students live on or near campus, but graduate students tend to live further away from campus.

Facilities: The Architecture Building on Main Campus was completed in 2011. Built to serve a student population of approximately 360 students including studios, classrooms, labs and equipment, increasing enrollment and additional programs housed in the building has led us to investigate the need to expand. Needs include storage in studios and workshop size limitations for teaching. Students have access to shops and digital facilities in the Tyler building but distance to facilities and use by the range of programs in the school presents a challenge.

Student Financial Support: The Architecture Program has scholarship funds and access to university fellowships to support architecture students, however, financial need for graduate students exceeds our ability to provide support. Tyler is currently assessing financial support for students across graduate and undergraduate programs and continuously updating ways to address and support student need.

Faculty and Staff Program Support: The need for fulltime faculty support for students and programs is challenged by the small size of the fulltime faculty. An alignment of staff support from across Tyler to sufficiently serve Architecture Programs, especially with growth in the student body and need to support curricular and extra-curricular activities remains a challenge.

Alumni: Alumni connections for architecture to support the school, students and programming are discernible in the school, but there is a need to increase engagement. Maintaining contact with M Arch graduates is a challenge that we are addressing through a number of means, including the Architecture Professional Advisory Group (APAG).



## Opportunities

Faculty: Create forums, including symposia, to share work and discuss pertinent topics. Incentivize collaboration. Expand the Urban Design Workshop.

Students: Increase opportunities for students to engage in service, and with alumni and professional communities will come with increasing extra-curricular events that bring students together outside of class.

Communications: Updating and improving the Tyler website to better reflect Architecture Programs will substantially improve communications.

Facilities: Optimization of the class schedule for classroom, studio and workshop/lab use across the AED Department programs will contribute to space use efficiencies. Updates to Architecture Building studios are underway and a space use assessment to study space current and future space needs for the school is in early stages.

Student Financial Support: Increased financial support for graduate students, including graduate assistantships will provide much needed support.

Curricular Coordination: Better coordination across studios at the graduate level, especially the earlier ones, will contribute to a more structured development of learning goals. Moving forward (post-COVID), the faculty curricular sub-committees expected to meet regularly.

Alumni: Increase interaction between alumni, faculty and current students by sponsoring events and visits to classes. Capitalize on the new university alumni social network initiative and more effectively track M Arch graduates.

### 5.2.5 Ongoing outside input from others, including practitioners.

#### **Program Response:**

The Architecture Professional Advisory Group (APAG) was established in 2020-21 to gain feedback from practitioners. In prior years, engagement with the professional community was strong but not formally structured. The group is headed by an alumni leader and members are invited from the regional and national context. The group advises programs on matters related to professional practice and a range of program activities such as lectures and student mentoring. APAG staffed by Tyler's Assistant Director of Development and Alumni Engagement, Rachel Dooley. Meetings are held twice a year, with regular reporting about school, department and program activities from the Associate Dean, Department Chair and Program Head.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

#### **Program Response:**

Students are evaluated through coursework according to university standards that are outlined in the Temple Undergraduate and Graduate Bulletins. Undergraduate: [Academic Policies < Temple University](#), Graduate: [Graduate School Policies < Temple University](#). In the Architecture Programs, the majority of courses are organized to provide feedback to students at intervals through the semester, with feedback about progress, and through grading of tests and



assignments. Tyler School of Art and Architecture has a meeting open to all faculty at the start of each semester to discuss university policy and best practices for organizing syllabi and courses to best support student learning. We encourage all faculty to participate in programming through The Center for the Advancement of Teaching (CAT), which includes guiding faculty in developing courses that provide feedback to students at regular intervals to optimize learning.

The university has a robust system of assessment that includes student feedback through student feedback forms (SFFs) for all classes. SFFs are administered out of the office of Institutional Research and Assessment at the end of every semester [Student Feedback Forms \(SFFs\) | Temple University Institutional Research and Assessment](#). The online forms include questions common to all students and courses in the university. In order to provide useful course and teaching data for the range of programs and courses across the university, questions can be added at the school/college level, subject area/department level, and instructor level. Courses designated as honor, online, writing intensive or general education can also add questions. SFFs are used by individual faculty to understand areas of strength and need for improvement in their courses and teaching. SFFs are used alongside other kinds of assessment by the school and departments for faculty review, including reappointment, promotion and tenure.

Tyler School of Art and Architecture has developed guidelines for tenure track faculty and non-tenure track faculty mentoring that include classroom peer review for teaching, and other mentoring opportunities to address growth in research, teaching and impactful service. Faculty resources are easy to access for fulltime faculty via a Faculty Resources Canvas site for the school. The school also has process for adjunct faculty teaching review that aligns with a process for applying for promotion. The goal of faculty review and mentoring is building capacity and excellence for students and the school, alongside professional development and success for faculty.

### 5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

*Programs must also identify the frequency for assessing all or part of its curriculum.*

#### Program Response:

Curricular development for the Architecture Programs occurs at both the AED Department and program levels in consideration of the larger Tyler School of Art and Architecture values and goals. Full-time faculty actively work together to codify goals at the three different levels (College, Department and Programs). At the department and program levels, Architecture faculty revisit and evaluate the goals at monthly faculty meetings, and aim to address specific curricular goals within an academic year. When warranted, special meetings are convened to focus on visioning and goals.

All full-time architecture faculty serve on a program level curriculum committee. Sub-committees meet fall and spring to evaluate specific curricular areas, learning goals and propose initiatives. The members, who typically teach in the area, assess with an understanding of how the current learning goals map to the program, academic and industry trends, NAAB criteria, and the Architectural Registration Exam (ARE).

**5.3.1** The relationship between course assessment and curricular development, including NAAB program and student criteria.

#### Program Response:



## Curricular Assessment and Development

Full-time faculty in the department have participated in school and department co-sponsored and individually-chosen faculty development sessions administered by the Center for the Advancement of Teaching (CAT) at Temple. The most recent sessions included a 2022 three-part session for the AED Department that addressed successful, learning outcomes-based teaching in STEM-related built environment design courses for students who have a range of learning styles. An all-Tyler multi-part session that is focused on accessibility started in August 2022 and will include sessions over the course of the fall semester. Both of these programs are focused on faculty ability to identify areas of improvement that focuses course delivery and assignments on affective learning and student learning outcomes.

## Course Assessment

For the M Arch program, architecture curriculum development and student learning assessments are constructed to align with NAAB standards.

Course goals, including knowledge content and skill development, are weighed against methods of measuring progress including exams, reports, reviews and surveys. For some courses, especially courses focused on professional outcomes, incorporating feedback from outside research studies and alumni surveys are useful tools. As a faculty, we work together to understand where these forms of assessment for individual courses can inform continuous improvements for the curriculum. Learning goals and initiatives are filtered up from the curricular sub-committees to the program curriculum committee, where they are coordinated across the curriculum.

Standard rubrics are made available to faculty for four types of courses; studio, history/theory lecture, building technology lecture and professional practice courses. Rubrics are developed and periodically updated by program leadership with feedback from faculty.

Course evaluations, Student Feedback Forms (SFFs) are administered by the university before the end of each semester. Additionally, faculty are encouraged to formally seek feedback from students in their courses at the mid-term in the form of anonymous surveys. Both forms of feedback are an active part of the curriculum assessment process.

Faculty regularly bring peer educators from other institutions, and practitioners from the region, to their courses for reviews. These outside perspectives, which involve interaction with students, are important as a means of balancing faculty views and techniques, and identifying areas where courses can be improved. Assessments means and measures include:

- Faculty observation and evaluation of student work
- Feedback of student work by invited design review participants
- Feedback from the Architecture Professional Advisory Group (APAG)
- Faculty retreats and meetings
- Student Feedback Forms (SFFs)
- Exit interviews with graduating students
- Temple's First Destination Survey for graduating students
- Curriculum Committee deliberations
- Reflection and preparation of responses to NAAB Annual Reports
- University Periodic Program Review (10 year cycle)

## Annual Curricular Assessment Measures



The program identified the Student Learning Goals and Assessment Measures organized under NAAB which are mapped to specific courses. Assessment, benchmarks and goals for each PC and SC are identified. Learning goals across the program have been organized and discussed, using a course matrix. Three general areas of student learning goals have been identified for the whole program through discussion of specific coursework and are listed below. As we work on PC and SC assessment in specific NAAB-focused areas, we will work across the curriculum, guided by the larger program learning outcomes.

### I: Critical Thinking and Representation Goals

Assessment Measures: Work from Design Studio and Advanced Design Studio

- Students are proficient with techniques of architectural representation, primarily two-dimensional and some hybrid analog techniques.
- Students can demonstrate skills in collage, orthographic drawing types, perspectives, axonometrics, constructed and freehand drawing techniques, photography, and model building.
- Students can critically assess the relationship between drawing, model, and architectural invention by utilizing various representational techniques within a design process.
- Students are proficient with techniques and mediums of representations through a wide range of work by artists, designers, architects and landscape architects.
- Students can demonstrate craft in architectural making.
- Students proficiently express compositional, organizational and hierarchical relationships in various visual media in architectural representation.
- Students demonstrate advanced representation skills and presentation techniques.

### II: Research and Innovation Goals

Assessment Measures: Work from *Movements in Modern Architecture* **ARCH 5296** and *Architectural Research Seminar* **ARCH 8131** are used to evaluate the goals.

- Students demonstrate intellectual leadership skills
- Students have proficient reading, writing and verbal communication skills
- Students have in-depth research skills
- Students can classify, compare, summarize, explain, and/or interpret information.
- Students have Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.
- Students have ability to read, write, speak and listen effectively.
- Students are familiar with historical traditions and global culture
- Students 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.
- Students have the ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
- Students understanding of the relationship between human behavior, the natural environment and the design of the built environment.
- Students understanding the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
- Students understand the link between architectural theory, technology and the design process
- Students explore digital and physical model making and the relationships between the two

realms

- Students explore shifting urban trends and design tools to describe urban condition.
- Students develop independent research pursuits and collaborative design practices.

### III: Integrated Design and Building Technology Goals

Assessment Measures: Work from *Comprehensive Architecture Design Studio A8013*, *Environmental Control Systems I A8351*, *Environmental Control Systems II A8352 II* and *Architectural Research Seminar A8131* are used to evaluate the goals.

- Students can develop and represent building form; and spatial character, including material properties and the consideration of natural and artificial light.
- Students can integrate high-performance envelope, on-site energy generation, and best practice stormwater management as consequential and essential elements of building design.
- Students can accommodate teamwork and collaboration in the design process.
- Students can develop a building design in compliance with standard building code regulations for fire resistant construction, egress design, accessible design, energy compliance, and plumbing fixture counts.
- Students can investigate, evaluate, select and develop structural, envelope, interior finish, environmental control, and lighting systems as integral essential elements of architectural design.
- Students can synthesize building form and spatial itinerary with contextual, quantitative and qualitative program requirements, placemaking, and tectonics, into a compelling and consequential architecture.
- Students can integrate physical elements and systems with functional and experiential program requirements, and leverage professional computational tools for their calibration, analysis, evaluation and representation in a comprehensive building design.
- Students understand fundamental zoning constraints.
- Students are proficient with an analytic approach and tools for evaluation and integration of building environmental and service systems into the architectural realm.
- Students understand the natural environment's impact on the built environment with respect to establishing and maintaining the fundamental conditions for human shelter and habitation.
- Students understanding the operative framework for the impact of the built environment on the natural environment and global climate, and exploration of current and best practices for implementing energy efficient and sustainable building operations.
- Students can design a fundamentally safe, weatherproof, and sustainable building, and enhance and enrich the experiential and spiritual life of both the building's occupants the surrounding communities
- Students can analyze building massing from perspective of program, climate, and urban context.
- Students demonstrate knowledge in urban design theory and precedent

**5.3.2** The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

#### **Program Response:**

Tyler's Dean and Associate Deans regularly discuss program-based initiatives for the school, assessing curricular growth and change in relation to academic and industry trends that impact the direction of the school as a whole. This also includes regular meetings in the





academic year with department chairs. Discussion about particular programs occurs between the school administration and program heads. With a range of programs and disciplines in Tyler, discussion about curricular initiatives in each particular area of the school requires disciplinary expertise, so these levels of dialogue are essential.

In Tyler, curricular and program development can be initiated at the school or program level. Starting in 2022, we have formalized a process for major program initiatives. At the start of the fall semester Department Chairs communicate about initiatives for each academic year to Tyler's academic leadership team and the Director of Academic Affairs. Curricular and program development then starts at the program level with faculty participation. With assistance from Eric Kennedy, the Director of Academic Affairs, fully formed course, curriculum and program proposals are communicated with the Dean and Associate Deans while also undergoing review and affirmation by department full time faculty. Proposals are then sent to committees of the Tyler Collegial Assembly: the Curriculum and Instructional Review Committee for undergraduate curriculum, and the Graduate Committee for graduate curriculum. After review by faculty representatives and approval by the Dean and Associate Deans, curriculum proposals go to appropriate university offices: the Provosts Office, the Graduate School (for graduate curriculum), and associated offices at the university level. Through an online system, courses are posted each month to the Temple Review of Academic Programs and Courses (TRAC) for review and comment from across the university. Once approved at the university level, program, course and curriculum changes are sent to the Temple Board of Trustees for approval.

#### **5.4 Human Resources and Human Resource Development**

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

**5.4.1** Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

##### **Program Response:**

The Architecture Programs includes 17 fulltime faculty and approximately 35 adjunct instructors. The fulltime faculty includes 9 tenured or tenure-track (teaching and research) appointments and 8 non-tenure track (teaching) appointments (note: one of the tenured faculty members serves as Tyler Associate Dean and AED Director). All full time faculty teach in the M Arch degree program and many coordinate multi-section design studios at the graduate and undergraduate level, staffed by other fulltime and adjunct instructors. The full time faculty has a balance of practice-focused and research-focused professors who anchor the fundamentals of the curriculum, stabilizing its long-term goals and explicitly connecting course content to academic and 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 program.

The evaluation process for tenure and tenure track considers quality of teaching and research and service to both the university and the profession and are outlined in Article 12 of the Temple Association of University Professionals (TAUP) [ARTICLE 12: Promotion and Tenure Standards and Procedures for Tenure Track Faculty \(taup.org\)](https://www.taup.org). 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 in books, journals and conference proceedings, enter design competitions, design and execute architectural commissions, exhibit creative work in galleries and lecture publicly on their specializations. Several have their own professional practices.

The standard faculty load is measured against 24 credits per academic year. In the Architecture Programs, all tenured and tenure-track faculty begin with a teaching load of 18 credits and receive 6 credits of release time per year in support of service and research. Faculty on the tenure-track receive 6 additional credits of release during their first three years of employment. Non-tenure track faculty typically begin with a teaching load of 21 credits. With three credits release per academic year in support of service and research. Faculty can qualify for additional release time for specific academic service and research assignments. Full-time faculty, including men and women, can take maternity or paternity leave. For faculty on tenure track, this automatically extends the tenure schedule by one year.

Tenure-track faculty members are assigned a faculty mentor to advise through the tenure-process. (During the first year the Department Chair serves as the advisor). Tenure-track faculty meet annually with the Department Tenure and Promotions Committee and have a required mid-point review that usually aligns with contract renewal and a required review when applying for tenure. Non-tenure track faculty are reviewed by the department chair at the time of contract renewal, which, in Tyler, is typically every one to three years.

Administrative, technical and support staff for the School are outlined in Section 5.1.1, which also includes the Tyler Organizational Chart.

**5.4.2** Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

**Program Response:**

AXP is addressed in the professional practice course. Members of the profession visit to participate in the discussion. Our AXP counselor, Fauzia Sadiq-Garcia, is a full time faculty member. She regularly informs the Temple Architecture community about updates to the AXP 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 process. Faculty attend the Licensing Summit and AXP information sessions at the ACSA conferences and AIA conventions.

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 AXP requirements. We have also recently started working with AIAS officers to offer seminars and tours to gain AXP credit. For students with AIA numbers, our lecture series also serves as a forum for AXP credit.

**5.4.3** Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

**Program Response:**

Faculty assistance for teaching is offered through Temple's teaching and learning center called the Center for the Advancement of Teaching (CAT) [Center for the Advancement of Teaching](#)



([temple.edu](http://temple.edu)). Workshops on various teaching and learning topics are offered throughout the year to all university faculty. The CAT also offers opportunities for faculty members to participate in teaching circles and discussion groups, including the summer Provost's Teaching Academy. The University's Student Success Center works with faculty to support courses and students [Information For Faculty and Staff | Temple University Student Success Center](#), including support for Writing course instructors [Support For W-course Instructors | Temple University Student Success Center](#). Temple University Libraries [Temple University Libraries](#) offers a number of services for faculty development, including research services, support for open access publishing and faculty support through the Loretta Duckworth Digital Scholars Studio.

Architecture Program 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, eligibility is outlined 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, and faculty from across the school are recognized through university level teaching and research awards, chosen from a pool after nomination by schools and colleges [Faculty Affairs | Faculty Affairs \(temple.edu\)](#). All fulltime faculty can apply for support for research through the Dean's grant for research, offered on an annual basis. The University's Office of Research offers staff assistance for sponsored research projects and periodically offers opportunities for faculty to apply for research funding [Home | Office of the Vice President for Research \(temple.edu\)](#).

Tyler provides support for fulltime faculty to attend conferences, present papers, and other activities to support research, creative work, and professional development. Faculty who have administrative roles receive support to attend workshops and administrative conferences (ex. ACSA) related to their programs.

**5.4.4** Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

#### **Program Response:**

Students have access to a full range of student services provided at the university level that are supplemented within the Tyler School of Art and Architecture. The Tyler Director of Advising, David Logan, and the Tyler Advising Staff provide an immediate source of support and access to university resources, and is a key resource whenever difficult situations, involving students, arise. Academic support at the university level is found through the Temple Student Success Center [Temple University Student Success Center](#) which offers a full range of support through peer advisors in writing and STEM disciplines.

The university provides student health services and counseling services for all students [Temple University Student Health Services](#). There is a comprehensive Office of Disability Resources and Services [Disability Resources and Services \(temple.edu\)](#), that is connected with the Office of Diversity, Equity and Inclusion which has other services for students, including student engagement opportunities, support for diverse groups and opportunities for diversity education and certification [About IDEAL | Temple University Office of Diversity, Equity, and Inclusion](#). International students are guided by the Office of International Affairs [Students | Temple University Global Engagement](#). Other offices in the university that provide student support and services include Campus Recreation [Campus Recreation | Temple University](#), student media (a student newspaper, radio station, and a graphics media center), student government, fraternities and sororities.



The Professional Programs Administrator, Evan Hertzog, oversees Tyler's career services, including internships and the annual Architecture and Environmental Design Career Fair hosted in the Architecture building. Firms from across the country come to recruit and develop a relationship with Tyler undergraduate and graduate architecture students. Tyler also holds small tabling events for a select few trusted architecture firms in the hallways of the Architecture Building to network with our students in an informal setting. The Professional Programs Administrator works closely with Temple's Career Services staff, who provide additional support for our students [Temple University Career Center](#). Evan Hertzog also organizes the Professional Mentorship Program for our 4+1 students in the last year of their undergraduate studies and during their graduate studies. Students and practicing professionals are matched based on special interests and backgrounds. Pairings meet each month throughout the school year beginning with a whole group meeting to set expectations and concluding with an entire group program wrap-up for everyone to reflect on their experience. An adjunct faculty member, Mykhaylo Kulynych, works closely with Evan Hertzog on the Professional Mentorship Program and also supports the school's career offerings through courses and co-curricular activities related to career development. As a retired firm principal, part of his role is to help student develop professional relationships and networks, which includes AXP mentorship for starting and advancing careers and licensure.

The Professional Programs Administrator hosts 1:1 30-minute career counseling appointments for undergraduates, graduates, and recent alumni. The appointments are created through the digital platform, [Handshake](#). Appointments can be in person at the Architecture Building or online based on the student's preference. The meetings can cover networking, applying to jobs, interviews, and career trajectory based on the student's needs. Students can also schedule an appointment with the [Temple Career Center](#) staff, who are full-time career counselors. The Career Center partners with the Professional Programs Administrator to bring specialized training around career development and tailored resources for Tyler students.

Designed into the built environment program selection process, students must create a portfolio during their sophomore year and write a personal statement on why they want to be an architect. This helps to launch their career by getting them comfortable with professional documents early. Tyler School of Art and Architecture uses a multifaceted approach to support undergraduate and graduate architecture students in their career development.

## 5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

**5.5.1** Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

### Program Response:

Temple University is dedicated to building a diverse, vibrant educational community grounded in appreciation for others, open-mindedness and respect. The University was founded on the principle that access to education is a right, for everyone. As part of our commitment to inclusive excellence and equity in education, Temple upholds the belief that each student, faculty and staff member's voice and experiences count and are equally integral to who we are. The University seeks to provide a safe, supportive and welcoming environment in which to grow, learn and work, thus realizing the transformational power of being a part of the Temple community.



In 2020, Temple committed \$1 million to combat racism<sup>3</sup>. Initiatives include campus wide anti-racism training and core curriculum changes, reinvesting in anti-racism education, creating the Center for Anti-racism Research, prioritizing recruitment and retention of faculty and employees of color, establishing a bridge program for North Philadelphia youth to create better pathways to higher education, and much more.

Temple has significant and long-standing assets and programs designed to dismantle barriers to equal access to education, employment and health care, including but not limited to the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) [About IDEAL | Temple University Office of Diversity, Equity, and Inclusion](#), the Charles L. Blockson Afro-American Collection, the Pan-African Studies Community Education Program (PASCEP), the Lenfest North Philadelphia Workforce Initiative, and Temple Health.

In Tyler Architecture programs, the unique intimacy, the sense of mutual respect, work ethic and common trust that is found in a studio-based curriculum creates camaraderie between students, faculty, and staff. The Architecture Programs are student-centered and culturally diverse, due in large part to the diversity of the University community. In the M Arch program (2021) 9 non-resident students, out of 64, comprise the student body. 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.

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 and the role this serves in professional leadership has been identified as an important factor for our department's identity. Architecture faculty participate in school and university based programming that addresses diversity, equity and inclusion, and a number of faculty also work across the professional community in Philadelphia through Philadelphia AIA's Justice in Architecture and Design Education (JADE) with ongoing work to combat the lack of diversity in the profession, especially at the leadership level. The JADE committee has regular meetings. Tyler Architecture faculty participated in the first symposium in May 2022 [JADE-PHL Classroom in a City 1st Annual Symposium | Calendar | AIA Philadelphia](#)

**5.5.2** Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

**Program Response:**

Tyler School of Art and Architecture is committed to supporting and continuously building the diversity of its faculty, staff and students. We monitor trends in our student body, with the commitment to building diversity. We strive to hire well-prepared faculty and staff while also aiming to maintain or increase diversity to best serve our students.

At the time of the last accreditation visit in 2014, we were in early stages of a major program transition that included moving from the B Arch to the M Arch as Temple's professional program in architecture that was accompanied by the addition of a BS Architecture pre-professional

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<sup>3</sup> <https://news.temple.edu/announcements/2020-09-16/temple-university-commits-more-1-million-combat-racism>



program, BS Facilities Management and BS Historic Preservation degrees. As these programs grew and we added faculty to administer the curriculum, we did not have a formal plan for increasing diversity, but were conscious of the need to maintain or increase diversity of faculty. During this time we saw substantial growth of our student body and some changes in student demographics. As we move into the future, we are conscious of the need to increase diversity of our faculty to align better with our student body. The increase in diversity for architecture and for all of Tyler is guided by the commitment to our core values, including equity, diversity and inclusion and accessibility to better serve our student body. Benchmarks include comparing architecture faculty to faculty across the university and architecture faculty to the students in the M Arch program.

As reported in the 2021 NAAB Annual Report (table 1), the Architecture faculty's percentage of African American, Hispanic/Latino and Asian faculty were larger than that of the university as a whole. We have some shifts in faculty in 2022 and expect additional changes in the next few years so will seek to maintain or increase diversity in the faculty. Our graduate student body in 2021 is also more diverse than that of Temple University graduate students (table 3). We note that we have seen a relatively steady increase in diversity in our graduate students, which aligns with increasing access made possible through our program tracks. In future years we will work to understand the impact the tracks have on diversity. The data on female faculty in architecture compared with the university (table 2) in 2021 is mixed, and indicates a need to think about the pipeline of female faculty for the future. This is especially important for the field of architecture. Female graduate students in architecture are on par with female graduate students across the university adding to the need to pay attention to this benchmark in future years.

#### Temple University

	Tenured	Tenure Track	Non-Tenure Track	Adjunct	Total
<b>African American</b>	36 (5.2%)	19 (18%)	93 (6.9%)	130 (8.8%)	278 (7.4%)
<b>American Indian/Alaska Native</b>	2 (0.3%)	0 (0%)	4 (0.3%)	6 (0.4%)	12 (0.3%)
<b>Asian</b>	100 (14.4%)	50 (21%)	184 (13.6%)	98 (6.6%)	432 (11.5%)
<b>Hispanic/Latino</b>	32 (4.6%)	15 (6.3%)	43 (3.2%)	77 (5.2%)	167 (4.4%)
<b>Two or more Races</b>	5 (0.7%)	4 (1.7%)	11 (0.8%)	18 (1.2%)	38 (1%)
<b>International</b>	3 (0.4%)	25 (10.5%)	53 (3.9%)	20 (1.3%)	101 (2.7%)
<b>Pacific Islander</b>	1 (0.1%)	0 (0%)	2 (0.1%)	0 (0%)	3 (0.1%)
<b>Unknown</b>	37 (5.3%)	15 (6.3%)	117 (8.6%)	123 (8.3%)	292 (7.7%)
<b>White</b>	477 (68.8%)	110 (46.2%)	848 (62.6%)	1,012 (68.2%)	2,447 (64.9%)
<b>Total</b>	<b>693 (100%)</b>	<b>238 (100%)</b>	<b>1,355 (100%)</b>	<b>1,484 (100%)</b>	<b>3,770 (100%)</b>



**Architecture**

	<b>Tenured</b>	<b>Tenure Track</b>	<b>Non-Tenure Track</b>	<b>Adjunct</b>	<b>Total</b>
<b>African American</b>	1 (20%)	2 (40%)	0 (0%)	1 (2.6%)	4 (7.4%)
<b>American Indian/Alaska Native</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Asian</b>	0 (0%)	0 (0%)	1 (20%)	0 (0%)	1 (1.9%)
<b>Hispanic/Latino</b>	0 (0%)	1 (20%)	0 (0%)	1 (2.6%)	2 (3.7%)
<b>Two or more Races</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>International</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Pacific Islander</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Unknown</b>	0 (0%)	1 (20%)	1 (20%)	17 (43.6%)	19 (35.2%)
<b>White</b>	4 (80%)	1 (20%)	3 (60%)	20 (51.3%)	28 (51.9%)
<b>Total</b>	<b>5 (100%)</b>	<b>5 (100%)</b>	<b>5 (100%)</b>	<b>39 (100%)</b>	<b>54 (100%)</b>

**Table 1: Temple University faculty and Architecture faculty, fall 2021**

**Temple University**

	<b>Tenured</b>	<b>Tenure Track</b>	<b>Non-Tenure Track</b>	<b>Adjunct</b>	<b>Total</b>
<b>Female</b>	244 (35.2%)	120 (50.4%)	662 (48.9%)	711 (47.9%)	1737 (46.1%)
<b>Male</b>	449 (64.8%)	118 (49.6%)	693 (51.1%)	773 (52.1%)	2033 (53.9%)
<b>Total</b>	<b>693 (100%)</b>	<b>238 (100%)</b>	<b>1355 (100%)</b>	<b>1484 (100%)</b>	<b>3770 (100%)</b>

**Architecture**

	<b>Tenured</b>	<b>Tenure Track</b>	<b>Non-Tenure Track</b>	<b>Adjunct</b>	<b>Total</b>
<b>Female</b>	3 (60%)	1 (20%)	1 (20%)	18 (46.2%)	23 (42.6%)
<b>Male</b>	2 (40%)	4 (80%)	4 (80%)	21 (53.8%)	31 (57.4%)
<b>Total</b>	<b>5 (100%)</b>	<b>5 (100%)</b>	<b>5 (100%)</b>	<b>39 (100%)</b>	<b>54 (100%)</b>

**Table 2: Temple University faculty and Architecture faculty, fall 2021**





**Graduate Students 2021**

	<b>Temple University</b>	<b>Master of Architecture</b>
<b>American Indian/Alaskan Native</b>	8 (0.1%)	0 (0%)
<b>Asian</b>	1225 (12.6%)	4 (6.3%)
<b>African American</b>	1114 (11.5%)	8 (12.5%)
<b>Hispanic/Latino</b>	673 (6.9%)	6 (9.4%)
<b>Pacific Islander</b>	8 (0.1%)	0 (0%)
<b>Two or More Races</b>	229 (2.4%)	3 (4.7%)
<b>White, non-Hispanic</b>	4564 (47%)	34 (53.1%)
<b>Unknown</b>	854 (8.8%)	0 (0%)
<b>International</b>	1044 (10.7%)	9 (14.1%)
<b>TOTAL</b>	<b>9719 (100%)</b>	<b>64 (100%)</b>

**Table 3: Temple University graduate students and Architecture graduate students, fall 2021**

**Graduate Students 2021**

	<b>Temple University</b>	<b>Master of Architecture</b>
<b>Female</b>	5455 (59.3%)	39 (60.9%)
<b>Male</b>	3698 (40.2%)	25 (39.1%)
<b>Not Specified</b>	47 (0.5%)	0 (0%)
<b>TOTAL</b>	<b>9200 (100%)</b>	<b>64 (100%)</b>

**Table 4: Temple University female graduate students and Architecture female graduate students, fall 2021**

In 2021, the percentage of full time faculty to graduate architecture students is positive. The percentage of female faculty to our students shows a need for improvement.

**5.5.3** Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

**Program Response:**



**Master of Architecture**

	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
<b>American Indian/Alaskan Native</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Asian</b>	4 (6.3%)	2 (3.7%)	2 (4.4%)	2 (5.4%)	3 (8.6%)	2 (7.1%)
<b>African American</b>	8 (12.5%)	5 (9.3%)	4 (8.9%)	2 (5.4%)	4 (11.4%)	2 (7.1%)
<b>Hispanic/Latino</b>	6 (9.4%)	1 (1.9%)	1 (2.2%)	2 (5.4%)	2 (5.7%)	0 (0%)
<b>Pacific Islander</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Two or More Races</b>	3 (4.7%)	2 (3.7%)	1 (2.2%)	4 (10.8%)	3 (8.6%)	1 (3.6%)
<b>White, non-Hispanic</b>	34 (53.1%)	32 (59.3%)	27 (60%)	23 (62.2%)	18 (51.4%)	18 (64.3%)
<b>Unknown</b>	0 (0%)	0 (0%)	0 (0%)	1 (2.7%)	3 (8.6%)	3 (10.7%)
<b>International</b>	9 (14.1%)	12 (22.2%)	10 (22.2%)	3 (8.1%)	2 (5.7%)	2 (7.1%)
<b>TOTAL</b>	<b>64 (100%)</b>	<b>54 (100%)</b>	<b>45 (100%)</b>	<b>37 (100%)</b>	<b>35 (100%)</b>	<b>28 (100%)</b>

**Table 5: Demographic comparison of Master of Architecture Students 2016-2021**

**Master of Architecture**

	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
<b>Female</b>	39 (60.9%)	30 (55.6%)	25 (55.6%)	17 (45.9%)	14 (40%)	9 (32.1%)
<b>Male</b>	25 (39.1%)	24 (44.4%)	20 (44.4%)	20 (54.1%)	21 (60%)	19 (67.9%)
<b>Not Specified</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>TOTAL</b>	<b>64 (100%)</b>	<b>54 (100%)</b>	<b>45 (100%)</b>	<b>37 (100%)</b>	<b>35 (100%)</b>	<b>28 (100%)</b>

**Table 6: Gender comparison of Master of Architecture students 2016-2021**

The data for our graduate students from 2016-2021 indicates a steady increase in diversity alongside an increase in student numbers (table 5), and a substantial increase of female students. Since the last accreditation visit in 2014, we created pathways to the Master of Architecture Program, which has had a positive impact on program diversity. We started with the 2-year track as a core program, and the addition of a 3-year path and a +1 accelerated track has been beneficial. Because students in the 3-year track studied subjects other than architecture, they come to the program after spending time considering the commitment to architecture as a field of study and a career path. Students in this group include diverse strengths and learning styles, often students who have struggled with STEM courses but show promise in other areas of an architecture curriculum. In a few cases, we work with non-matriculated students in the 3-year track for the first 9 credits to assure success when they enter the program.

The initiation of the +1 accelerated track, a version of the 2-year, 60 credit track, has been a significant source of diversity in the graduate program. The students are from our undergraduate BS Architecture undergraduate program. Prospective undergraduate students are attracted to the accelerated track because of affordability and reduced time to graduation. Students can take 9 or 12 credits of graduate coursework while still paying undergraduate tuition, decreasing the cost of graduate school. This has had a major positive impact on undergraduate student recruitment and, for some families, makes the study of architecture for their children achievable. The +1



accelerated track is also an attractive option for community college students. We draw from many Pennsylvania community colleges.

We sponsor the Philadelphia Architecture and Design College Fair every fall, for prospective undergraduate and graduate students. In recent years, the event has had between 30-50 schools participating, and we draw students from Pennsylvania and surrounding states. As part of the event, we invite other Pennsylvania Schools, including community colleges, to join us free of cost so that we can introduce students to the array of schools they can consider in the state. We also ask partner schools to invite their college level students, community college students who are looking for transfer programs or college level students looking for graduate programs.

High school student initiatives supported by the Tyler School of Art and Architecture include pre-college programs in arts and design [Pre-College Programs | Tyler School of Art and Architecture \(temple.edu\)](#). The summer Architecture Institute and Environmental Design Institute serve as ways for students to more clearly understand their interests. Students from a range of city and suburban high schools in these programs are often undecided about their futures, but use the experience as they make decisions about academic next steps. Tyler also has a full-year program for students from Philadelphia schools, the Creative Scholars Program. The Saturday program is focused on building the skills of future artists over the course of the academic year. It ran for the first time in 2021-22, with a number of students applying to Tyler, including one who will study architecture starting this fall. We are seeing growth in the program for its second year. Starting in fall 2022, we were asked to participate in a high school program run out the Fox School of Business, entitled B4USoar [High School Program: B4USoar - Fox School of Business \(temple.edu\)](#), the program allows local high school students interested in STEM disciplines to take General Education courses at Temple that count towards college credit. The Tyler landscape architecture general education course, Green vs. Gray, includes students from this program. Being part of high school student initiatives for students interested in the arts along with STEM fields provides an excellent way to promote our programs to a range of potential students.

We have seen substantial growth and have maintained our diverse student body at both the undergraduate and graduate level in recent years. We have not measured student diversity for our programs, but will be more intentional moving forward so we better understand the reasons our students choose programs so we can continue to maintain or increase diversity.

Along with recruitment and admission, we have identified the need to focus on student retention and success. The Architecture Faculty has, and will continue, to address teaching skills that support diverse learning styles through training programs run in the Center for the Advancement of Teaching (CAT). We will also begin to work with faculty to promote programming in Temple's Student Success Center which focuses on writing and STEM skills, to support diverse learners in our programs.

The Architecture Programs have long-standing relationships with the Philadelphia Chapter of the National Organization of Minority Architects (PhilaNOMA) and the Architecture, Construction and Engineering (ACE) Mentoring Program for high school students. The relationship involves co-sponsoring and hosting events and activities in the Architecture Building. Leadership of and participation in both organizations has included Temple alumni and faculty. Both organizations focus on mentoring – of high school students and young professionals. A student chapter of NOMAS has recently been recognized by the University and has had a positive impact on student mentoring and networking within our school. Another organization to support diversity and mentoring is the Philadelphia Chapter of Professional Women in Construction. Through a program alumna, we are in the early stages of partnering with this organization to provide professional mentoring and networking opportunities for our students.



**5.5.4** Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

**Program Response:**

Implementing Temple's nondiscrimination policy and the University's Affirmative Action Program is a cooperative endeavor that extends to every school, college, office, and organization at Temple. The Office of Equal Opportunity Compliance serves as a focal point of Temple's institution-wide efforts for equal opportunity, equal access and affirmative action, providing direction through information, assistance, and complaint investigation.

Temple's Office of Equal Opportunity Compliance manages the preparation of internal and external compliance reports that inform administrators' nondiscrimination and equal opportunity effort. For employee orientation and supervisory training, the office staff provides the reference materials and examples from University practices that explain Temple's commitment to nondiscrimination and equal opportunity. The department maintains reference materials on the implementing regulations and guidance for federal, state, and municipal laws prohibiting discrimination and requiring affirmative action.

The Office of Equal Opportunity Compliance is responsible for investigating the complaints of Temple employees and students who believe they have been subjected to unlawful discrimination on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, veteran status and genetic information. The staff will attempt to resolve the complaint informally or formally. If a complaint of discrimination, harassment, and/or retaliation cannot be resolved informally, a formal investigation will be conducted.

Temple's hiring practices are aligned with its institutional priority of diversity. The recruitment of diverse staff and administrators is guided by the regular practice of Temple University's Human Resources Department to advertise at the local and national levels in diverse media, including publications especially addressed to minority audiences. The Human Resources Department further encourages interest in Temple employment by hosting and participating in job fairs in the community and the greater Philadelphia region.

Faculty are recruited, hired, retained and promoted according to established policies and procedures and in accordance with the respective collective bargaining agreements. The Office of Faculty Affairs partners with the schools and colleges, Human Resources and the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) to recruit, develop and retain a diverse faculty. IDEAL has developed training for search committees on diversity and implicit bias. IDEAL presents at the annual department chair trainings sponsored by the Office of Faculty Affairs.

IDEAL also provides resources and support to create a campus environment that advances the principles of being inclusive of others. Diversity peers are voluntary student leaders who facilitate workshops and programs on diversity, inclusion and equity. For example, the diversity peers present a 60-minute program on diversity and inclusion to all incoming students and host quarterly inclusive leadership sessions for student organizations. The peers also participate in IDEAL programming such as National Coming Out Week and the monthly queer lunch conversations where participants discuss issues impacting the LGBTQIA community.

The university, as it proceeds with renovations and new construction, has placed special emphasis on creating all-gender bathrooms to facilitate inclusion of all people regardless of gender identity. Similarly, for the past several years, the university has provided all-gender



residence hall spaces, allowing students to pick living spaces regardless of gender identity. In fall 2019, Temple implemented use of preferred names. Faculty and staff can choose preferred first and last names. Students can designate a preferred first name, and with the recent upgrade of the Banner student information system, preferred names will appear on class lists, residence hall rosters, and university ID cards.

The Center for the Advancement of Teaching provides training and resources on inclusive teaching strategies to faculty and instructors via the Inclusive Teaching Institute. The Inclusive Teaching Institute focuses on how faculty can help students, especially those from underrepresented groups, feel supported and be successful. During this institute, faculty explore questions such as, “What teaching strategies can I use to make my classroom supportive to students from diverse backgrounds?” and “How can I use language effectively to create shared meaning in the classroom?”

**5.5.5** Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

**Program Response:**

Temple provides a full range of support through university services through the Office of Disability Resources and Services [Disability Resources and Services \(temple.edu\)](https://www.temple.edu/disability) which is also linked to the Office of Diversity, Equity and Inclusion (IDEAL) [Temple University Office of Diversity, Equity, and Inclusion](https://www.temple.edu/ideal). Accessibility is a core value for Tyler School of Art and Architecture. An important initiative started in 2021-22 is a focus on Accessibility. The Tyler Accessibility Working group is involved in ongoing work to fulfill the school’s commitment to providing an accessible education for students across all programs. The working group includes Tyler administration, staff and faculty along with university partners from Disability Resources, the University Architect’s office, and the University Counsel’s office. We are organized into subcommittees to better inform us and provide ways forward to support accessibility. The subcommittees are: Vision and Language, Admissions, Curriculum, and Facilities.

**5.6 Physical Resources**

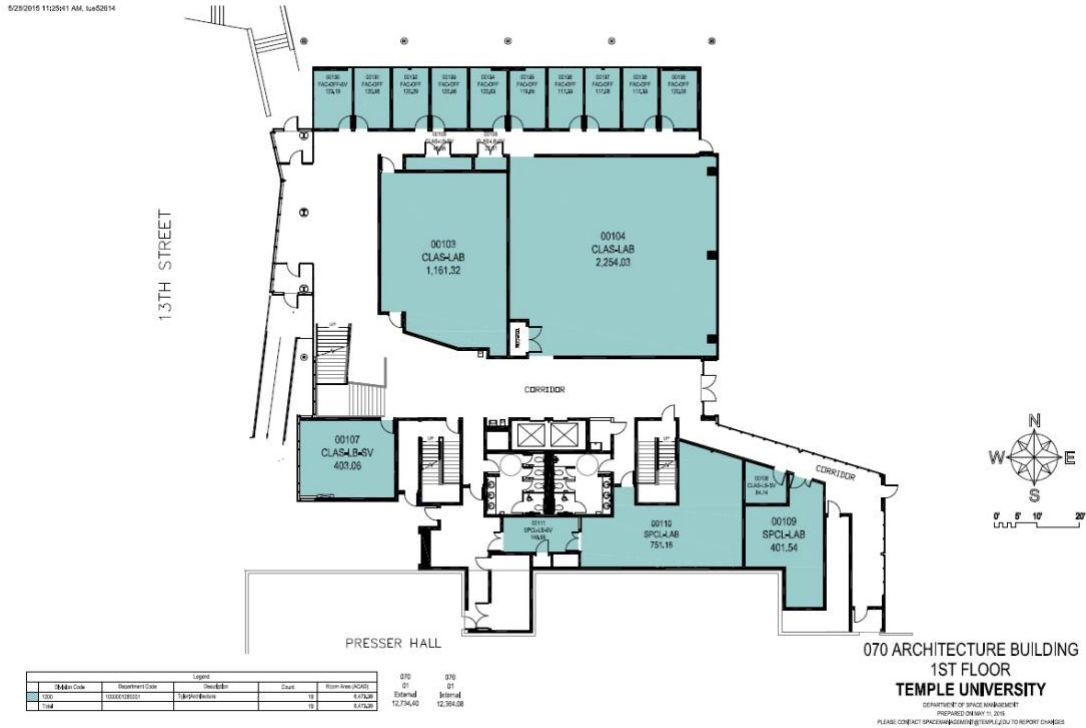
The program must describe its physical resources and demonstrate how they safely and equitably support the program’s pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

**5.6.1** Space to support and encourage studio-based learning.

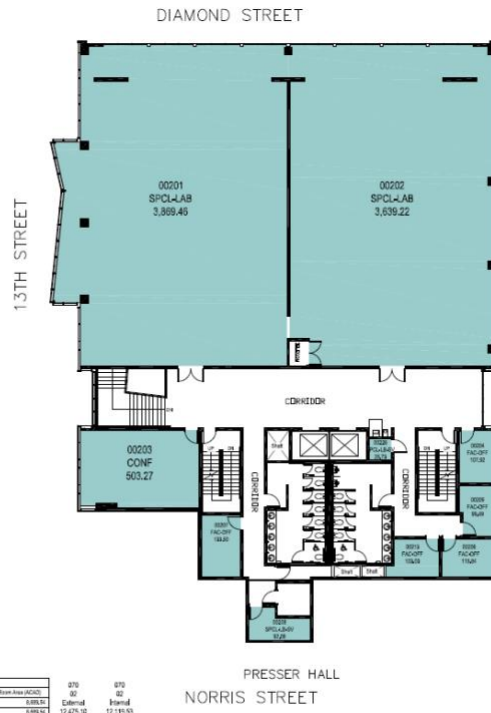
**Program Response:**

Tyler Architecture Programs are located in the Architecture Building on the Temple University Main Campus, sharing the building with all program clusters in the Department of Architecture and Environmental Design. The Architecture Building is physically linked to the Tyler Building which is the main campus home for the majority of programs in the Tyler School of Art and Architecture, offering opportunities for collaboration and engagement. The Architecture and Tyler buildings form a courtyard that will be eventually developed as a teaching and learning space, an actual and symbolic space for the Tyler community as a whole. The Architecture Building was the first LEED certified building on the Temple Main Campus, including a green roofs, two of which are visible from the building. Those aspects make the building the subject of university courses focused on sustainability and provide program faculty with on-site examples to draw from for students to reference.

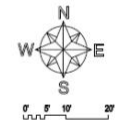
The building provides enough spaces on every level for critique and review of work. The proximity to main Tyler building provides access to additional areas for critique, lecture, and exhibit. The Architecture Building's first floor, a more public area, has enough space for critique and review, for public 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 Historic Preservation Programs. Studio and research space for students in the M Arch professional degree program are located on the fourth floor.



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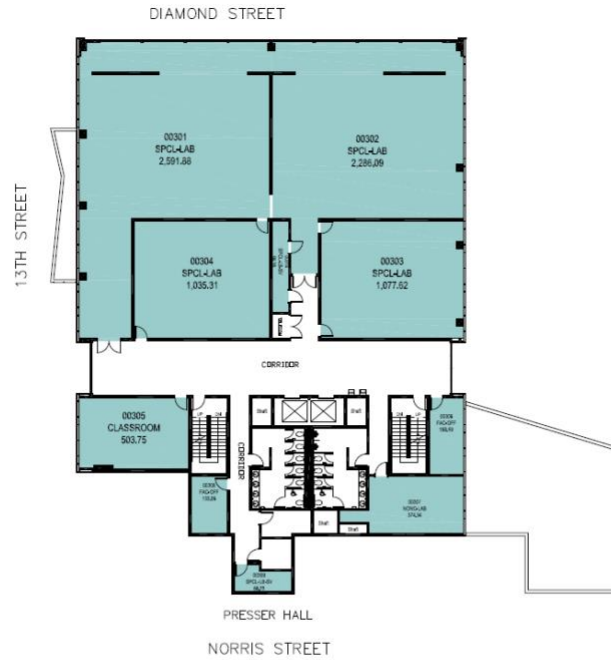


Legend					070	070
CB&B Code	Department Code	Chair/Min	Count	Room Area (SQFT)	02	03
0200	100007280001	Department	10	6,888.92	External	12,478.12
Total			10	6,888.92		12,116.58



070 ARCHITECTURE BUILDING  
2ND FLOOR  
TEMPLE UNIVERSITY  
DEPARTMENT OF SPACE MANAGEMENT  
PREPARED ON MAY 11, 2015  
PLEASE CONTACT SPACEMANAGEMENT@TEMPLE.EDU TO REPORT CHANGES

5/29/2015 11:28:12 AM, Lta52814



Legend					070	070
CB&B Code	Department Code	Chair/Min	Count	Room Area (SQFT)	02	03
0200	100007280001	Department	10	6,888.92	External	12,271.36
Total			10	6,888.92		11,530.14



070 ARCHITECTURE BUILDING  
3RD FLOOR  
TEMPLE UNIVERSITY  
DEPARTMENT OF SPACE MANAGEMENT  
PREPARED ON MAY 13, 2015  
PLEASE CONTACT SPACEMANAGEMENT@TEMPLE.EDU TO REPORT CHANGES







and pin-ups are held on the 4-th floor Graduate West Studio study alcove. Large rolling monitors provide flexibility for presentations and critiques.

**Instructional Spaces:**

**Room 104 (Large Multipurpose Room):**

Ceiling mounted projector with speakers tied control panel with motorized screen

**Room 103 (Lecture Room):**

Podium Mounted instructor workstation with 22" LCD display

Ceiling mounted projector with speakers tied to instructor workstation and a control panel

**Room 305 (Seminar Room):**

Podium Mounted instructor workstation with 22" LCD display;

Ceiling mounted projector with speakers tied to instructor workstation and a control panel

**Room 404 (Lecture Room):**

Podium Mounted instructor workstation with 22" LCD display

Ceiling mounted projector with speakers tied to instructor workstation and a control panel

**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 Delta 18-900L, 18 in. floor standing drill press

1 Rockwell 12" disk sander w/ cabinet base

1 Laguna 18BX, 3HP Bandsaw

1 Jet HES-6108-3, 6 x 108 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 LS1019L, 10" Dual-Bevel Sliding Compound Miter 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

**DFL Room 103: Digital Fabrication Lab:**

3 Universal Laser Systems VLS660, 60-watt laser, 32" x 18" cutting area

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

**5.6.3** Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

**Program Response:**

All fulltime faculty in the Architecture and Environmental Design Department have dedicated office space. The majority of architecture programs faculty have office space in the



Architecture Building along with office spaces for the department chair and associate dean, and four support staff. For fulltime faculty, there are additional offices available in the Tyler building. Adjunct faculty have a shared office in the Architecture Building and can also use other rooms, such as the Architecture Building conference room for advising and mentoring. There is a shared research space for faculty, Room 307, that sometimes doubles as a place for collaborative faculty work. Faculty also have access to conference rooms and work spaces in the Tyler Building. With some teaching and advising occurring online or via videoconferencing, classrooms and faculty workspaces have equipment to support online meetings and teaching.

#### 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

##### **Program Response:**

Computer stations for architecture students are concentrated in the main computer lab located on the 4<sup>th</sup> floor of the Architecture Building. Stations are also located in two 3<sup>rd</sup> floor classrooms in the building. Additional computers are located in the main Tyler building, Tuttleman Learning Center (Main Campus) and Technology (TECH) Center (Main Campus). Laptops are available for loan from the TECH Center and camera equipment is available for loan in the Architect Building Tech Lab and Tyler building.

##### **Computers Located within Design Studios and Learning Labs (total 51) Room 405:**

###### **Teaching Lab:**

1 Instructor workstation  
40 PC student workstations with 27" Display  
Ceiling mounted projector with speakers tied to instructor workstation

###### **Room 303: Facilities Management Room:**

5 Student workstations  
Each workstation has a single 22" LCD Display  
Ceiling mounted projector

###### **Room 304: Historic Preservation Room:**

5 Student workstations  
Each workstation has a single 22" LCD Display  
Ceiling mounted projector

###### **Support Areas:**

ITC Room 407: Information Technology Center  
4 42" Wide Plotters  
1 Tabloid size network color laser printer

###### **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  
Fujifilm S9100 Finepix Camera 2 SONY HDD Handycams  
Cowboy Studio backdrop and lighting kit 1 Freestyle Split Keyboard  
Optical Trackball Mice  
IRIScan Scanner (Book Edge Scanner) 2 Wrist-Rest Mousepads  
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

**Software Packages:**

Adobe Creative Cloud, AutoDesk Software  
Latest Rhino 7 and Vray  
Latest RhinoCam  
Microsoft Office 365

**Tyler School of Art and Architecture Resources, Tyler Building:**

**Lab Spaces:**

18 Mac computers (open for scheduling classes) Room B90  
Room B91  
8 Mac computers (open lab)  
1 12x18 color laser  
1 64", 1 44", 6 17" printers  
2 Laser Cutters  
10 Needle Embroidery  
24" Vinyl cutter  
3D printers and scanners  
44" poster scanner, 11x17 flatbed scanner  
Equipment office (equipment for loan - Projectors, DSLR's, drawing tablets, etc.)

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

**Temple University TECH Center:**

- Over 500 PC and Mac workstations
- 150 software applications
- 13 breakout rooms
- 3 WhisperRoom booths suitable for recording podcasts, vocal narrations and other individual recording sessions
- 2 MediaScape collaboration tables
- 2 Gamr pods for remote classes, video/audio calls, gaming
- wireless loaner laptops and iPads
- wireless printing
- poster printing
- 3D printing and scanning
- specialty labs for video editing, music and graphic design
- quiet study rooms
- media studio for shooting video and recording audio
- internet lounge
- cell phone charging lockers
- café

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

**Program Response:**

N/A



## 5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

### Program Response:

Temple University implemented a Responsibility Centered Management (RCM) budget model in 2015. That model was reviewed and revised in 2018. A complete description of Temple's budget model can be found at: <https://finance.temple.edu/?q=rcm-temple>

In the Tyler School of Art and Architecture, our budget is directly linked to supporting education excellence and is aligned with strategic initiatives and priorities. Revenue is distributed equitably based on departmental and program need. Tyler has an active budget committee, comprised of the Executive Council of Tyler's Collegial Assembly. We emphasize transparency, sharing the budget with faculty through a formal presentation on a yearly basis.

State funding accounts for 14% of Temple's budget, while 79% comes from tuition and fees. In 2021-2022 Temple received \$158,206,000 in state appropriations. In 2022, that number is projected to remain the same. The largest percentage of Tyler's operating is supported by undergraduate tuition, with a portion supported by graduate tuition and state subvention funds.

In the Architecture and Environmental Design Department, budgets for the three disciplinary clusters – Architecture, Landscape Architecture and Horticulture, and Planning and Community Development – are administered separately to assure budget autonomy related to governance and professional program accreditations. The Architecture Programs 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. Working with the department chair, the programs are part of the decision-making process to support lectures, exhibitions guest speakers and related programming, priorities for supporting student-focused curricular and co-curricular initiatives, including students' attendance at conferences, field trips and other travel. Faculty also provide input in distribution of program-based scholarships. For the M Arch program, this includes a faculty committee who oversees the funding of travel scholarships for M Arch students, and the graduate admissions committee recommending students for financial support for incoming students.

Technology expenses for the architecture programs are largely supported through the Computer Services budget which is funded centrally by the Student Technology fee. Tyler supplements hardware and software expenditures, as needed. The programs and departments are also supported by staff and operations at the school level, for example, student advising and admission, and marketing and communications. The Dean's Office offers a number of research and travel awards to faculty and graduate students throughout the year for travel to conferences to present papers, participate in panels, etc. Support for faculty research is also available through the provost's office for tenure track faculty. This includes a yearly call for applications for grants in aid of research and summer research grants. All full time faculty can apply for sabbaticals, and faculty who receive prestigious awards and fellowships can apply for support. Eligibility for sabbaticals and prestigious award support is outlined in the Article 24 of the TAUP contract [ARTICLE 24: University Supported Research \(taup.org\)](#). Tyler School of Art and Architecture uses a combination of operating funds and endowed and gift funds to support students through scholarships and assistantships, internships, and travel and research scholarships. Tuition assistance for Master of Architecture students have also come from the Temple Graduate School.

As noted above, the main goal in making decisions about budget allocations for Tyler programs is guided by education excellence aligned with strategic initiatives and priorities. Income based on



credit hours generated has remained relatively steady over the years. When we see budget fluctuations, we are careful to continue to support the academic mission across the school. Shifting enrollments in the last few years have resulted in increased student numbers in some areas of the school. Architecture undergraduate and graduate programs have seen substantial increase in student enrollment. Renovation of the Architecture Building studio spaces is underway to support increased enrollment. We project a steady growth in student numbers in the architecture programs over the next three years which will impact studio space needs. With Tyler's Architecture Building at capacity, we have initiated a space assessment of the Tyler Art Building to accommodate additional space needs, starting in fall of 2023.

Tyler's endowed and gift funds support students and academic programming. Since the last accreditation, there has been an increase in gift funds to support all students in the school as well as an increase in funds to specifically support architecture. Since the last accreditation, Tyler's institutional advancement team has grown. The current team includes an assistant dean of development, an assistant director for stewardship, and an assistant director of development and alumni engagement. Architecture programs have benefited from the expansion of team and plans for increasing support for the school.

### 5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

#### Program Response:

Temple University Libraries (TUL) rank among the top university research libraries in North America and hold membership in the prestigious Association of Research Libraries (ARL).

Temple University Libraries serve as trusted keepers of the intellectual and cultural record—including physical and digital collections, rare and unique books, archives, and the products of scholarly enterprise at Temple. The Libraries serve Temple's students, researchers, teachers, and neighbors on its Main, Center City, and Health Sciences Center campuses in Philadelphia and on its Ambler and Harrisburg campuses (2019 Annual Report). Temple University Libraries' [website](#) is easily accessible from the student learning portal (TUPortal) and under "Academics" on the [university's homepage](#).

Temple University Libraries: <https://library.temple.edu>

Since the previous NAAB Accreditation report, Temple University Libraries have undergone significant changes and enhancements. There is an increased emphasis on Openness for affordable and barrier-free [learning materials](#) and [publishing opportunities](#), [Diversity and Inclusion](#), and Accessibility. In 2013 Joe Lucia was named Dean of Libraries, bringing a fresh outlook and a goal of increasing the intellectual and technological infrastructure of TUL. Lucia created new staff positions for assessment and organizational performance, scholarly communication, digital scholarship, technology leadership and events, and outreach and communication. In 2019 Temple University opened Charles Library, a state-of-the-art facility that was designed by the world-renowned architectural firm Snøhetta in collaboration with the Stantec design firm. It holds the architecture collections and is the library that primarily supports the curricular objectives of Tyler School of Art and Architecture.

Charles Library's specialized spaces include the [Loretta C. Duckworth Scholars Studio](#), the [Special Collections Research Center](#), and the [Student Success Center](#). There is an abundance of study and gathering spaces, including the [24/7 study area](#), [large](#) and [small group study rooms](#),





the [3rd floor open reading area](#), the [4th floor quiet reading room](#), the [4th floor faculty and graduate study](#) area, the [programming and event space](#), and an outdoor [terrace](#).

[The Loretta C. Duckworth Scholars Studio](#) (LCDSS; founded in 2015 as the Digital Scholarship Studio), located on the third floor of Charles Library, serves as a space for student and faculty consultations, workshops, and collaborative research in digital humanities, digital arts, cultural analytics, gaming, and critical making. It offers a wide-range of technical equipment, software, and support for scholarly practices like text mining and analysis, working in and creating 3D spaces, using geospatial technology, incorporating games into education and other digital methods for interdisciplinary research and pedagogy. The workstations in the LCDSS [Computer Lab](#) are designed to offer the computing power and software that these cutting edge activities require. The LCDSS VR/Visualization Room is designed for up to 10 people to simultaneously participate in immersive experiences with virtual reality and augmented reality technologies. The studio has an Omni-directional Treadmill, Leap Motion Development Kit, Oculus Rift S, Oculus Go, Oculus Quest, HTC Vive Pro, and Vive Cosmos. The [Makerspace](#) offers space, equipment, and support for critical making and tinkering. Tools and technology within the Makerspace include:

- FDM 3D Printers: Big Box, Ultimaker3, Monoprice Maker Ultimate, Creality CR10, Prusa, Filaments: PLA, ironfill and woodfill
- Laser Cutter: VLS 3.60
- CNC Milling Machine: Carbide Nomad
- Circuitry: Raspberry Pi and Arduino, assorted shields and electronic components, including breadboards, wire, LED lights, motors, and more
- Power tools and supplies: Dremel, soldering iron, glue gun, box-cutters, drill, oscilloscope
- SLA 3D Printer: Form2 & Form3; Resins include: Gray, Clear, Flexible, Tough, Castable, High Temp, Durable, Draft
- BERNINA 1008 sewing machine
- EinScan Pro 2X Plus

The LCDSS provides fellowships, grants, certificates, and datasets, to support the integration of emerging technologies into research and teaching across disciplines. The [Cultural Analytics Certificate](#) is an interdisciplinary graduate certificate program that trains students in humanistic and non-scientific fields how to use computational methods to analyze cultural objects. Tyler School of Art and Architecture offers five separate courses in the certificate program.

The now defunct [Digital Scholars Program](#) was a collaboration between the Center for the Humanities at Temple and the Scholars Studio of Temple Libraries. It trained graduate students at Temple to apply digital research methods to humanistic or artistic material for their own research or creative projects. Over seven graduate students from Tyler School of Art and Architecture had participated in this program since it began in 2014. This program ended in 2019 and was replaced with the Cultural Analytics Certificate program discussed above.

The [Graduate Extern Program](#) offers full-time support to graduate students for two semesters, including a stipend, fees, benefits, and one tuition credit.

The [Faculty Fellowship Program](#) supports faculty across disciplines to conduct research using digital methods. LCDSS Faculty Fellows receive one course reduction for the year, help with project management, a dedicated research assistant, and a \$1000 research fund.

The [Innovative Teaching with Makerspace Technology Grant](#) supports faculty interested in exploring ways to use Makerspace and related technologies in the classroom. Teachers will receive support and training in how to effectively use Makerspace technologies to engage





students and help them to learn. Awards can amount to up to \$3,000 to cover the cost of materials needed to implement these technological projects in the pilot semester. The Scholars Studio generates and curates [Datasets](#) for computational research. Available datasets include the GenCon at 50 project and the Science Fiction and Twentieth-Century Literature Corpus. The Scholars Studio also offers Temple students and faculty Web Hosting for Omeka and Scalar projects for digital exhibitions and storytelling.

[The Special Collections Research Center \(SCRC\)](#), located on the main floor of Charles Library, is the principal repository for and steward of the Libraries' rare books, manuscripts, archives, and University records. SCRC collects, preserves, and makes accessible primary resources and rare or unique materials, to stimulate, enrich, and support research, teaching, learning, and administration at Temple University. SCRC makes these resources available to a broad constituency as part of the University's engagement with the larger community of scholars and independent researchers.

The SCRC is the umbrella for several collection units within Temple University Libraries, most of which have been operating for over 50 years. These include the [Urban Archives](#), the [University Archives](#), the [Philadelphia Jewish Archives](#), the [Philadelphia Dance Collection](#), the [Contemporary Culture Collection](#), the [Paskow Science Fiction Collection](#), [rare books](#), and general [manuscript collections](#) (with strengths in business and military history among other subjects). Totalling over 90,000 feet of material, as well as significant digitized and born digital material, the holdings focus generally on the history of the Philadelphia region, Civil War to the present, and on national counter-culture, alternative, and radical movements, 1960s to the present. Many of the book collections mentioned above, as well as the extensive photograph collections, are acquired as part of archives collection development. Much of the content from these collections has been [digitized](#) and made publicly available.

Temple's Special Collections Research Center houses collections related to a variety of subjects taught at Tyler School of Art and Architecture, including but not limited to: book arts, book illustration, graphic design, book design, typography, fine printing, printmaking techniques (especially wood engraving and lithography), architecture, and art education. Significant print collection strengths include private press and fine printing titles from the 19th century to the present, from the Arts and Crafts printing of William Morris to the modern letterpress printing of Russell Maret; contemporary artists' books; illustrated books from the 15th century to the present, encompassing various printmaking techniques, especially lithography and wood engraving; typography and graphic design materials; science fiction illustration and fan art; underground comics; zines; and historical architectural drawings and reference tools. In addition to these strengths, the SCRC also includes items of high instructional value including first editions of Owen Jones's *The Grammar of Ornament* and Josef Albers' *Interaction of Color*, examples of Japanese woodblock printing, illuminated manuscripts, and examples of historical photography and large archival photograph collections.

The SCRC actively acquires, through purchase and donation, materials that support its long-term collecting emphases as well as additional material to support curricula. Current collection focuses include artists' books, zines, fine press, lithography, historical and contemporary examples of printmaking in illustrated books, and posters and printing documenting alternative and radical movements.

The SCRC also uses its acquisition funds to acquire reference material related to contemporary art, zine culture, printing and publishing history, and other topics that support research and teaching in our collections.

The SCRC also offers instruction sessions for Tyler classes. These visits by Tyler faculty and students form a significant part of the SCRC's instructional outreach. Courses on a variety of



topics, including typography, printmaking, art therapy, photography, design, art education, art history, and book arts, have incorporated SCRC materials into their curricula.

In addition to instructional use of the SCRC collections noted above, Tyler faculty and students also regularly use the collections for individual research. The Special Collections Research Center also regularly highlights collection items of interest and services to Tyler faculty and students in exhibits and public programs, recently featuring the artists' book collection in the opening exhibit in the Charles Library. Past exhibit collaborations with Tyler instructors have included exhibits of student work from a Book Structures course and an Introduction to Art Therapy course.

### **Collections**

The University's libraries hold more than four million volumes. Charles Library holds 1.3 million books, actively subscribes to nearly 1,000 print journals with full-text electronic access to over 230,000 additional journals and offers access to over 700 subscription databases. Holdings include more than 22,000 DVDs and 114,000 streaming videos. 1.9 electronic books. Library Search allows access to over 3.1 additional e-book titles in HathiTrust.

Print books within Charles Library are kept in two primary locations: open browsing shelves and an Automated Storage & Retrieval System (ASRS) called the BookBot. Additionally, Charles highlights new print books and a Leisure Reading collection near the main entrance of the library. Open browsing stacks are located on the fourth floor, where the large reading room and the Graduate and Faculty Research Lounge are located. Books and serials are cataloged using the Library of Congress call number system. The open stacks contain approximately 180,000 browsable volumes, 39,057 being within the N-NX call numbers. Selection for the open stacks is based on items that are recently published and items that frequently circulate; the latter criteria include a large percentage of art, design, and architecture books. Extra space was deliberately devoted in the open stacks to art and architecture books with the understanding they have a greater need to be browsed. The BookBot holds approximately 1.5 million circulating volumes and 18,000 linear feet of special collections materials with room for growth.

Substituting traditional shelves of books with the BookBot means that the entire print holdings from the old Paley Library can be housed in the new Charles Library. The BookBot enables the Library to keep the collections in-house without sending content to off-site storage. Items from the BookBot are typically available within 20 minutes from request (usually within much less time).

Requesting and retrieving materials from the BookBot is simple and efficient. Materials are searchable and requestable within [Library Search](#), the online search interface. The process takes minutes to execute and allows patrons to make requests from anywhere they have internet access. Patrons have one week to retrieve their requested items before they are returned to their location.

Temple Libraries has a remote storage facility located on Main Campus. Items are requested from this location in the same way items are requested from the BookBot. Items from remote storage are available within twenty-four hours after the request is made.

Temple University's Ambler campus library, which supports Tyler School of Art and Architecture's Horticulture and Landscape Architecture degree programs, provides access to additional books, journals, and other resources for those subjects.

### **Art and Architecture Collections**

The collections for architecture and related subjects, such as art, art history, design and



building construction are primarily housed in Charles Library. The collections are substantial in scope, cover many subject areas, and exist in various formats. Through an approval plan with ProQuest's online ordering platform for academic libraries, the Libraries automatically receive all newly published university press and major academic trade press books in visual art, design, art education, art history and architecture. The Libraries receive exhibition catalogs through an approval plan with Worldwide Books. Items arrive automatically and remain in the collection. Incoming materials are monitored to ensure relevance and suitability for faculty and student needs. Additional funds are allocated for firm orders, based on requests from faculty and students, that are placed by the Art & Architecture Librarian, Jill Luedke.

### **Books**

Charles Library (stacks and BookBot) holds more than 94,500 print volumes in the Library of Congress classification areas of N-NX, HT, S, SB, and TH (Art, Design, Art History, Architecture, City Planning, Landscape Architecture and Horticulture, and Building Construction). An additional 37,000 are retrievable from remote storage, and over 3,500 more are part of the Ambler library collection. That's over 135,000 volumes in those classification areas. Under the NA classification, we have 18,914 volumes from all locations.

### **Journals**

A substantial journal collection is provided both in print and electronically. The libraries provide current and retrospective access to over 231,000 electronic journals. Over 460 electronic journals cover the areas related to architecture. By entering the title of a journal into [Library Search](#), patrons can discover which journals we have access to and in which formats (print or electronic).

Current print periodicals are located on open shelves in the 3rd floor reading area. Back issues are kept in the BookBot, and back issues older than twenty years are kept in remote storage on campus. Below is a list of active *print* subscriptions relevant to Architecture.

AA files

Abitare

A+U: Architecture and Urbanism

Architect

Architectural Digest

Architectural Record

Architectural Review

Casabella

Domus

Dwell

El Croquis

GA Architect

GA Document

Harvard Design Magazine

Japan Architect



Log

Lotus International

Perspecta

Volume

### **Databases**

Temple Libraries subscribes to over [700 databases](#). Interdisciplinary research is emphasized and students are encouraged to explore databases in fields other than Architecture. Students and faculty have 24/7 access to electronic resources from any computer with internet access through use of their Temple credentials. The databases listed below are some of those most relevant to architecture and related research:

ABI/INFORM Complete

Academic Search Complete

Academic OneFile

Art & Architecture Source

Art & Architecture Thesaurus

Art Index & Art Index Retrospective

Arts & Humanities Citation Index

ARTStor

Avery Index to Architectural Periodicals

BuildingGreen

Chicago Manual of Style online

Civil Engineering Database

Design & Applied Arts Index

Digital Sanborn Maps (1867-1970)

General OneFile

GreenFILE

JSTOR

LexisNexis Academic

MadCad.com Codes and Standards

PolicyMap

Project Muse

Proquest Arts & Humanities

RIBA British Architectural Library Catalog

ScienceDirect

SimplyAnalytics

Taylor & Francis Online

Web of Science



Wiley Online Library

WorldCat

### **Media Equipment**

The following items may be borrowed by students, faculty and staff for four hours, in-library use:

- [PlayStation 3, various games](#)
- [Nintendo Wii, Wii U and Switch, various games](#)
- [VR Headsets](#)
- [Greenscreen](#)
- [Lighting](#)
- Various [projectors](#) \*some projectors check out for seven days
- Various [board](#) and [card](#) games

The following items may be borrowed by students, faculty and staff for seven days:

- [Canon EOS Rebel cameras, various models](#)
- [Zoom handy recorder](#)
- [Pinnacle P920](#) (Canon EOS Rebel camera tripods)
- [Arduino starter kit](#)
- [Kodak PixPro SP360 4K VR](#)
- [Ricoh Theta S with tripod](#)
- [Raspberry Pi](#)

### **Art and Architecture Collections**

The collections for architecture and related subjects, such as art, art history, design and building construction are primarily housed in Charles Library. The collections are substantial in scope, cover many subject areas, and exist in various formats. Through an approval plan with ProQuest's online ordering platform for academic libraries, the Libraries automatically receive all newly published university press and major academic trade press books in visual art, design, art education, art history and architecture. The Libraries receive exhibition catalogs through an approval plan with Worldwide Books. Items arrive automatically and remain in the collection. Incoming materials are monitored to ensure relevance and suitability for faculty and student needs. Additional funds are allocated for firm orders, based on requests from faculty and students, that are placed by the Art & Architecture Librarian, Jill Luedke.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

### **Program Response:**

#### **Art & Architecture Librarian**

A full-time Art & Architecture Librarian has been employed on Main Campus since 2009, when Tyler School of Art and Architecture was relocated there from its original location in Elkins Park. Before this time, the Art Librarian's primary work location was at the Elkins Park campus. The Art & Architecture Librarian liaises with Tyler School of Art and Architecture and supports the art, design, and architecture research needs of the university community. The Art & Architecture Librarian reports to the Head of Arts, Humanities, and Media within Learning & Research Services (LRS). The LRS Department is located on the third floor of



Charles Library.

The current Art & Architecture Librarian, Jill Luedke, has a dual master's in the History of Art & Design, and Library & Information Science from Pratt Institute in Brooklyn, New York, and a BA in Art History from Fort Hays State University in her hometown of Hays, Kansas. Jill has achieved Regular Appointment through the Promotion and Regular Appointment process at Temple Libraries. She is active at the national level of the Art Libraries Society of North America (ARLIS/NA), and on TUL committees and steering teams.

Jill has been the Art & Architecture Librarian at TUL since 2009. Before coming to Temple University, Jill was a Reference and Instruction Librarian at the Adam & Sophie Gimbel Design Library at The New School in New York City. In 2018 Jill was selected to participate in the Association of Research Libraries (ARL) Digital Scholarship Institute in Bloomington, IN. Jill self-publishes a semi-annual zine, *ArtTickle*.

Jill maintains a strong working relationship with Tyler School of Art and Architecture, communicating with faculty via email updates and reminders about library services and resources. In addition to her regular reference hours in Charles Library, Jill also provides on-site reference assistance at a desk in the main foyer of Tyler School of Art and Architecture for three hours per week. She attends the Collegial Assemblies for Tyler's full time faculty, and she is a member of Tyler's Curriculum and Instructional Resources Committee (CIRC). Jill welcomes and encourages acquisition requests from students and faculty, and constantly seeks out resources to fulfill departmental needs. Tyler faculty frequently request research instruction sessions led by Jill. She has created several [research guides](#) to assist students in their research.

Staff in TUL Outreach and Communications often collaborate with the Tyler School of Art and Architecture and Temple Contemporary, and have co-hosted many events in their spaces. During the fall 2016 and spring 2017 semesters, the Libraries co-curated *Visualizing Sustainability*, a yearlong series of programs exploring tangible, interdisciplinary practices impacting our environment, along with Temple Contemporary and faculty from the Tyler School of Art and Architecture. A highlight of the series included visiting artists-in-residence, Fallen Fruit, from Los Angeles in November 2016. More recently, staff partnered with Associate Dean and Director of Architecture and Environmental Design Kate Wingert-Playdon on a multi-year series of programs leading up to the opening of Charles Library. These programs were designed and promoted to encourage involvement by architecture students. Other collaborations include the annual Art+Feminism Wikipedia Edit-a-thon and the spring 2020 lightning talks focusing on the work of Tyler faculty, students, and alumni.



## 6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

### 6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

#### Program Response:

The required statement can be found at the following locations:

- University Bulletin: <https://bulletin.temple.edu/graduate/scd/tyler/architecture-march/>
- NAAB Professional Program Information website: <https://tyler.temple.edu/naab-professional-program-information>
- Linked from Program website: <https://tyler.temple.edu/programs/architecture/degree>

### 6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

#### Program Response:

The required documents can be found linked at the following location:

- NAAB Professional Program Information website: <https://tyler.temple.edu/naab-professional-program-information>
- Linked from Program website: <https://tyler.temple.edu/programs/architecture/degree>

### 6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

#### Program Response:

The Professional Programs Administrator, Evan Hertzog, oversees Tyler's career services, including internships and the annual Architecture and Environmental Design Career Fair hosted in the Architecture building. Tyler also holds small tabling events for a select few trusted architecture firms in the hallways of the Architecture Building to network with our students in an





informal setting. The Professional Programs Administrator works closely with Temple's Career Services staff, who provide additional support for our students [Temple University Career Center](#).

The Professional Programs Administrator hosts 1:1 30-minute career counseling appointments for undergraduates, graduates, and recent alumni. The appointments are created through the digital platform, [Handshake](#). Appointments can be in person at the Architecture Building or online based on the student's preference. The meetings can cover networking, applying to jobs, interviews, and career trajectory based on the student's needs. Students can also schedule an appointment with the [Temple Career Center](#) staff, who are full-time career counselors. The Career Center partners with the Professional Programs Administrator to bring specialized training around career development and tailored resources for Tyler students.

Designed into the built environment program selection process, students must create a portfolio during their sophomore year and write a personal statement on why they want to be an architect. This helps to launch their career by getting them comfortable with professional documents early. Tyler School of Art and Architecture uses a multifaceted approach to support undergraduate and graduate architecture students in their career development.

Students enrolled in the MArch program may also access the [Temple University Career Center](#) directly. The Temple University Career Center is a central resource that builds collaborative relationships among the Temple community, and empowers students and alumni through comprehensive career development services, driving successful careers.

Serving all Temple students and alumni, the Career Center provides a full range of services to optimize internship and employment opportunities and enhance life-long career success.

Both in person and over the web the Career Center Provides:

- Career assessment, exploration programs/resources and industry information to help you Explore your options for your major and career.
- Guidelines, strategies and expert advice on resume and cover letter writing, interviewing and job search skills to help you Learn how to market your best self.
- On-line job and internship postings and on-campus recruiting through Handshake, Career Fairs and web resources to help you Connect with employers for internships, part-time and full-time positions.

#### **6.4 Public Access to Accreditation Reports and Related Documents**

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

**Program Response:**



The required documents can be found linked at the following location:

- NAAB Professional Program Information website: <https://tyler.temple.edu/naab-professional-program-information>
- Linked from Program website: <https://tyler.temple.edu/programs/architecture/degree>

## 6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

### Program Response:

Tyler's AED Graduate Studies landing page highlights Tyler resources and directs students to specific program pages: <https://tyler.temple.edu/aed-graduate-studies-0>

Tyler's "How to Apply" page provides students with information regarding Application Steps, Helpful Application Process Information (such as guidance for the submission of Transcripts, Supplemental Items, Test Scores, and Portfolios), information for International Students, and Application Deadlines. This page also provides links to Temple University Bulletin pages for each program, which include detailed information on the application process.  
<https://tyler.temple.edu/how-to-apply>

Admission information included in the Temple University Bulletin:  
<https://bulletin.temple.edu/graduate/scd/tyler/architecture-march/#admissiontext>

Both Temple University and the Tyler School of Art and Architecture value the diversity of our current and prospective students. We aim to increase the diversity of our student body by engaging in thoughtful recruitment practices and by maintaining strong ties to our local and disciplinary communities.

## 6.6 Student Financial Information

**6.6.1** The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

### Program Response:

Tyler's "Financing Your Education" page includes helpful information for students regarding Tuition and Financial Assistance, including funding opportunities, deadlines, and a video guide:  
<https://tyler.temple.edu/financing-your-education>



This page also links to the Temple University Graduate School “University Financial Support” page, which provides additional opportunities and guidance:

<https://grad.temple.edu/admissions/costs-financial-aid-more/university-financial-support>

**6.6.2** The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**Program Response:**

Temple University’s Bursar’s Office features a Tuition Calculator that allows students to estimate the cost of attendance with regards to tuition and fees: <https://bursar.temple.edu/tuition-and-fees/tuition-rates>

The Billing Schedule is posted here, including specific due dates for the current academic years: <https://bursar.temple.edu/billing/billing-schedule>

Course-specific costs are indicated on the university course schedule, which is available to all students several weeks prior to and throughout registration.



## Appendix A—Program and Student Criteria Matrix

Temple University/Tyler School of Art Architecture

### PROGRAM AND STUDENT CRITERIA MATRIX

	Preparatory Education	SUMMER		Year 1				Year 2				Year 3				Year 4		Non-Curricular Activity	
				Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
<b>Shared Values</b>																			
Design																			
Env. Stewardship & Professional Respon.																			
Equity, Diversity & Inclusion																			
Knowledge & Innovation																			
Leadership, Collab. & Community Engmt.																			
Lifelong Learning																			
<b>Program Criteria</b>																			
PC.1 Career Paths																			
PC.2 Design																			
PC.3 Ecological Know. & Respon.																			
PC.4 History & Theory																			
PC.5 Research & Innovation																			
PC.6 Leadership & Collaboration																			
PC.7 Learning & Teaching Culture																			
PC.8 Social Equity & Inclusion																			
<b>Student Criteria</b>																			
SC.1 HSW in the Built Environ.																			
SC.2 Professional Practice																			
SC.3 Regulatory Context																			
SC.4 Technical Knowledge																			
SC.5 Design Synthesis																			
SC.6 Building Integration																			

continued





## Appendix B—Temple University Statement of Accreditation Status

Temple's full Statement of Accreditation, including a detailed list of accreditation actions and locations can be found here: <https://www.msche.org/institution/0565/>



July 1, 2020

Dr. Richard M. Englert  
President  
Temple University  
1801 North Broad Street  
Philadelphia, PA 19122

Dear Dr. Englert:

On behalf of the Middle States Commission on Higher Education, I am writing to inform you that on June 25, 2020, the Commission acted as follows:

To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. The next evaluation visit is scheduled for 2027-2028.

Pursuant to the Commission's *Communication in the Accreditation Process Policy and Procedures*, this letter serves as the Commission's official notification of this action. This accreditation action will be publicly available on the Commission's website within 24 hours of informing the institution. This action will also appear on the institution's Statement of Accreditation Status (SAS). If any of the information contained within the action appears to be factually incorrect, please send an email within 60 calendar days of the action to [actions@msche.org](mailto:actions@msche.org).

The following resources provide additional information that may be helpful to understanding the Commission's actions and the institution's accreditation status:

[\*Accreditation Actions Policy and Procedures\*](#)

[\*Accreditation Review Cycle and Monitoring Policy and Procedures\*](#)

[\*Communication in the Accreditation Process Policy and Procedures\*](#)

[\*Public Disclosures Policy and Procedures\*](#)

[\*Standards for Accreditation and Requirements of Affiliation\*](#)

[\*Substantive Change Policy and Procedures\*](#)

For questions about the Commission's actions, please contact the institution's assigned Commission staff liaison. Questions from the public about the institution's accreditation phase or accreditation status can be directed to [communications@msche.org](mailto:communications@msche.org).

Sincerely,

Heather F. Perfetti, J.D., Ed.D.  
President



## Appendix C—Faculty CVs

CVs begin on the following page.

Stephen M. Anderson  
Sonja Bijelic  
Clifton R Fordham  
Fauzia Sadiq Garcia, RA, NCARB, LEED AP  
Sally Harrison, AIA  
Gabriel Tenaya Kaprielian  
Christopher McAdams, RA  
Pablo Meninato, PhD  
Taryn Mudge, PhD  
Jeffrey Nesbitt, DDeS  
Eric Oskey  
Jeff S. Richards, RA  
Robert Shuman  
Ulysses Sephus Sean Vance, RA  
Jeremy Voorhees  
Kate Wingert-Playdon  
Andrew John Wit





**Name:** Stephen M. Anderson

**Courses Taught** (Four semesters prior to current visit):

Spring 2022: Arch0975 Architecture and the American Cultural Landscape (Honors undergrad)  
Arch2142 Architectural History 2 (undergraduate)

Fall 2021: Arch5231 Master's Studio  
Arch2141 Architectural History 1 (undergraduate)  
Arch3296 Movements in Modern Architecture (undergraduate)

Spring 2021: Arch0975 Architecture and the American Cultural Landscape (Honors undergrad)  
Arch2142 Architectural History 2 (undergraduate)

Fall 2020: Arch5231 Master's Studio  
Arch2141 Architectural History 1 (undergraduate)

**Educational Credentials:** B.A., M.Arch, Ph.D.

**Teaching Experience:** 23 years at multiple institutions, undergraduate studios, undergraduate history and theory, graduate studios, graduate history and theory, graduate and Ph.D. seminars.

**Professional Experience:** Out of school I worked for several small firms in and around Philadelphia. Eventually worked on my own and in collaboration on several residential projects before committing to fulltime academia.

**Licenses/Registration:** Registered (licenses currently inactive)

**Selected Publications and Recent Research:**

Book Chapter:

"Of Architecture, Its Artifacts, and the City," in David Leatherbarrow, ed. *Integrating Difference: Architecture For and Against the City* (Artifice Press, 2023). Solo-Authored Book:

*Urbanity and the Architectural Project: the Case of Sverre Fehn* (Routledge Press, Research in Architecture Series, 2023).

**Professional Memberships:** [none]



**Name:** Sonja Bijelic

**Courses Taught** (Four semesters prior to current visit):

Arch 3231 - Architectural Design III

Arch 5232 - Graduate Studio 2

Arch 3251/5251 - Structural Analysis for Architects Arch 3152/5152 - Materials and Methods

Arch 2121 - Foundation Architectural Design I

**Educational Credentials:**

New Jersey Institute of Technology, Master of Architecture

Belgrade University, School of Architecture, Graduate Architecture Engineering (Equivalent to

Master of Architecture per EHEA)

**Teaching Experience:**

Associate Professor of Instruction, Temple University, Tyler School of Art + Architecture (2021-

present) Adjunct Associate Professor, Temple University, Tyler School of Art + Architecture

(2012-2021)

Adjunct Assistant Prof., New Jersey Institute of Technology, College of Architecture & Design

(1990-92)

**Professional Experience:**

ArchSTUDIO2227 (2008-present) (Principal)

Hillier Architecture / RMJM (1992-2008) (Associate Principal) Philip Johnson and John Burgee

(1990-1992) (Designer)

**Licenses/Registration:**

Registered Architect: Pennsylvania, New Jersey

**Selected Publications and Recent Research:**

Project Publications:

Traditional Building, "A Temple Rises Again", December 2011;

Style Weekly, "A Timeless Achievement" An Architectural Critique of Jefferson's New Capitol,

May, 2007; Architecture Record, "A Revived Jeffersonian Landmark Renewed" June, 2007;

Architecture Record Building Types Study, Adaptive Reuse: Synygy World Headquarters, June,

2007 Interior Design Magazine, Power House. Synygy, June 2006

The Philadelphia Inquirer, Rebooted and Recharged, Synygy, July, 2005

Recent research is focused on the correlation between building design & sustainability and technological innovations. Emerging material research is the critical point for all our projects.

Since an interdisciplinary approach and "making" is the central focus of our research and design, we are currently in the process to design-build a sustainable energy efficient house, with advanced technological systems on all levels.

**Professional Memberships:**

AIA Board of Directors (2010-2011)



**Name:** Clifton R Fordham

**Courses Taught:**

ARCH 3232 - Design IV (SP 22 & SP 21)  
ARCH 3152/5152 - Materials & Methods (FA 21 & F20)  
ARCH 3012 - Computer Aided Facilities Management (FA 21)  
ARCH 3097 - Introduction to Facilities Management (FA 21)  
ARCH 3255 – The Art of Detailing (SP 21)

**Educational Credentials:**

Master of Architecture, Yale School of Architecture, 1998  
Bachelor of Architecture, Howard University, 1994

**Teaching Experience:**

Temple University, Associate Professor (2021- present), Assistant Professor (2012- 2021)  
Howard University, Assistant Professor (2010- 2012)

**Professional Experience:**

Clifton Fordham Architect (2010- present), Gensler (2008- 2010), Rafael Vinoly Architects (2007- 2008), Dayley + Jalboot Architects (2005- 2007), Voith & Mactavish Architects (2002- 2005), Kiernan Timberlake Associates (1999- 2002)

**Licenses/Registration:**

Registered Architect, Pennsylvania; Licensed Architect, New York & Washington DC

**Selected Publications and Recent Research:**

*Constructing Building Enclosures: Architectural History, Technology and Poetics in the Postwar Era*,  
Routledge Press, July 2020.

**Professional Memberships:**

National Organization of Minority Architects (NOMA)



**Name:** Fauzia Sadiq Garcia, RA, NCARB, LEED AP

**Courses Taught** (Four semesters prior to current visit):

Graduate Studio: Comprehensive Design Studio  
Graduate Seminar: Environmental Control Systems II, Current Topics in Energy & Performance/  
Resilience & Design, Current Topics in Materials & Design  
Undergraduate Studio: Architectural Representation for Non-Majors, Foundations of Architectural  
Design I, Senior Year Capstone Architectural Design Studio  
Undergraduate Lecture Courses: Project Planning & Programming, Sustainability & Architecture,  
Independent Study in Technology and Behavior & Culture, Independent Research in Architectural  
Innovation & Efficiency using Passive Design

**Educational Credentials:**

Harvard University, Graduate School of Design, 2003 Master in Architecture, Advanced  
Placement  
Georgia Institute of Technology, 1999  
Bachelor of Science in Architecture and Minor in History, Summa Cum Laude

**Teaching Experience:**

Temple University, Assistant Professor, 2018-present Temple University, Adjunct Professor,  
2016-2018  
University of Pennsylvania, Discussion Leader, Professional Practice I, 2009 -2010 Harvard  
University, Studio Instructor, Career Discovery Summer Program, 2003

**Professional Experience:**

Sadiq Garcia Design LLC, Partner, Philadelphia, 2007 - Present  
Onion Flats Architecture, Lead Project Manager & Designer, Philadelphia, 2017 – 2018 Voith &  
Mactavish Architects, Associate, Philadelphia, 2008 – 2017  
MGA Partners, Project Architect, Philadelphia, 2006 – 2008  
Thompson, Ventulett, Stainback & Associates, Designer, Atlanta, 2004 – 2006  
Murphy Burnham & Buttrick Architects, Designer, New York, 2003 - 2004  
Heery International, Intern Architect, Atlanta, 1999 - 2000

**Licenses/Registration:**

Registered Architect, State of Georgia 2010, State of Pennsylvania 2019 National Council of  
Architectural Registration Boards, Certified 2010  
LEED AP BD+C Accreditation, United States Green Building Council, 2009

**Selected Publications and Recent Research:**

Temple University, Faculty Dean's Grant for Research & Creative Work, Post Refineries  
Research with Olin, 2022 thru 2023  
AIA Philadelphia Context Journal, Philadelphia Energy Solutions Refinery: Cause for  
Environmental Justice, Summer 2021, pages 26-29  
AIA Philadelphia Context Journal, Practice Profiles, Spring 2019, pages 12-15

**Professional Memberships:**

AIA Philadelphia Board of Directors, Director of Education, 2022 – Present  
AIA Philadelphia Context Journal, Editorial Board Member, 2019 – Present



**Name:** Sally Harrison, AIA

**Courses Taught** (Four semesters prior to current visit):

F 20: Arch 1196 History of Form of Cities; Arch 8131 Graduate Research Seminar 1 Urban Design; Arch 3146 Engaging Places. S 21: Arch 4332 Arch Design 6; Arch 3146 Engaging Places.

F 21: Arch 1196 History of Form of Cities; Arch 8131 Graduate Research Seminar 1 Urban Design; S 22 Arch 9996 Master's Thesis Studio; Arch 3146 Engaging Places.

**Educational Credentials:**

Massachusetts Institute of Technology, M. Arch; University of Pennsylvania, BA *magna cum laude*, Art History with Distinction

**Teaching Experience:**

Temple University fulltime 30 years. Massachusetts Institute of Technology Graduate teaching assistant 3 years.

**Professional Experience:**

Mitchell/Giurgola Architects 7 years; Sally Harrison, AIA, Architect 20 years

**Licenses/Registration:**

PA:RA008930X

**Selected Publications and Recent Research:**

Harrison, Sally "Tactical Urbanism Where it Matters: Small Scale Interventions in Underserved Communities" in Nick Heywood, Damien White and Lilliane Wong, eds., *Int/AR Journal Volume 9: Intervention as Act*, (2018) ISBN 978-0-9832723-7-3 (Rhode Island School of Design); ISBN 978-3-0356-1608-8, (Birkhäuser) pp. 30-37.

Harrison, Sally and A. Jacobs, "Gentrification and the Heterogeneous City: Finding a Role for Design", in *The PLAN Journal, Design for Social Impact*. (2017) Vol 1, 2016 Issue 2: 239-259, doi: 10.15274/tpj.2016.01.02.03.

Hinson, David and J. Miller, "Collaborations with Architects. Chapter 7: Project 1800". In *Designed for Habitat: Collaborations with Habitat for Humanity*, (Routledge: New York) 2013, pp. 118-131

**The Urban Workshop: Director and Co-Founder.** The Urban Workshop at Temple University is a collaborative of faculty and students in architecture and allied place-making disciplines formed to address design opportunities and challenges that emerge in rebuilding neighborhoods in the post-industrial city. External Funding: National Endowment for the Arts; Environmental Protection Agency; Pew Arts and Heritage. Awards: AIA PA Merit Award; AIA PA Honor Award.

**Professional Memberships:** AIA Philadelphia former Board Member local and state; Community Design Collaborative Co-founder and Advisory Board member; Village of Arts and Humanities Board Member and Building Committee Head; Context, Journal of AIA founding member, former Editorial Board.



**Name:** Gabriel Tenaya Kaprielian

**Courses Taught:**

- **ARCH4331**, “Urban Design Studio”, (Undergraduate Level Architecture Studio), Fall 2021/2022
- **ARCH4332**, “Capstone Studio,” (Undergraduate Level Architecture Studio), Spring 2021
- **ARCH5012**, “Graduate Representation 2” (Graduate Level Core Elective), Spring 2021

**Educational Credentials:**

- **Master of Architecture**, University of California, Berkeley. 2014
- **Master of City and Regional Planning**, University of California, Berkeley. 2014
- **Bachelor of Architecture**, California Polytechnic State University, San Luis Obispo. 2007

**Teaching Experience:**

- **Assistant Professor of Architecture** (tenure-track), *Temple University*, (Tyler School of Art + Architecture). Philadelphia, PA. 2016-Present
- **Program Director/Lecturer**, *University of California*, (College of Environmental Design). Berkeley, CA. 2014-Present
- **Lecturer** (full-time), *California Polytechnic State University*, (Architecture Department). San Luis Obispo, CA. 2015 + 2016
- **Senior Lecturer**, *California College of the Arts*, (Interior Design Department). San Francisco, CA. 2015

**Professional Experience:**

- **Sustainability Fellow**, *Exploratorium Fisher Bay Observatory*, (Fellow), San Francisco, CA. 2019
- **Consultant - Innovation Lab**, *Sherwood Design Engineers*, (Urban Design/Engineering), San Francisco, CA. 2018-2019
- **Artist-in-Resident/Affiliate Artist**, *Autodesk*, (Pier 9 Workshop). San Francisco, CA. 2014-15
- **Designer**, *Eight Inc.*, (Architecture/Company Branding). Singapore. 2013
- **Architectural Design Intern**, *Port of San Francisco*, (Public Works/Architecture). San Francisco, CA. 2011-12
- **Design Fellow**, *Architecture for Humanity*, (Non-Profit/Architecture). San Francisco, CA. 2011
- **Freelance - Designer**, *Page and Turnbull*, (Architecture). San Francisco, CA. 2010
- **Freelance - Designer**, *Mark Horton Architecture*, (Architecture). San Francisco, CA. 2009
- **Designer**, *M:OME*, (Architecture). San Luis Obispo, CA. 2007-08
- **Designer**, *Studio2G*, (Architecture). San Luis Obispo, CA. 2006-08

**Licenses/Registration:**

- **LEED AP**

**Selected Publications and Recent Research:**

- **U.S. Fulbright Scholar**, *U.S. State Department + Council for International Exchange of Scholars*, Singapore. 2020-Present
- **American Arts Incubator - U.S. Lead Artist for Peru**, *ZERO1 + U.S. State Department*, (Artist), Lima, Peru. 2019-2021



**Name:** Christopher McAdams, RA

**Courses Taught** (Four semesters prior to current visit):

ARCH1011 – Visual Literacy 1 for Architects  
ARCH2121 - Foundation Architectural Design 1  
ARCH2122 - Foundation Architectural Design 2  
ARCH 3050 - Sem: Special Topics in Building Technology ARCH 4332 - Architectural Design VI  
ARCH 8133 - Architecture Research Seminar 3

**Educational Credentials:**

Bachelor of Science in Design (Architecture) – 2006 – Arizona State University  
Master of Architecture – 2012 – University of Pennsylvania

**Teaching Experience:**

2010 – 2012 - Graduate Teaching Assistant - University of Pennsylvania  
2012 – 2018 – Lecturer - University of Pennsylvania  
2015 – 2018 – Adjunct Assistant Professor – Temple University  
2018 – Present – Assistant Professor of Instruction – Temple University

**Professional Experience:**

2003 – 2005 – Intern - Peterson Architecture – Scottsdale, Arizona  
2005 – 2006 – Intern - Smithgroup - Phoenix, Arizona  
2006 – 2008 – Project Manager - Knoell and Quidort Architects – Phoenix, Arizona  
2008 – 2009 – Project Designer – Shugart Bates Architecture – Seattle, Washington  
2012 – 2018 – Project Manager – DIGSAU – Philadelphia, Pennsylvania  
2018 – Present – Principal – Plural - Philadelphia, Pennsylvania

**Licenses/Registration:**

Registered Architect – Commonwealth of Pennsylvania

**Selected Publications and Recent Research:**

**Professional Memberships:**





**Name:** Pablo Meninato

**PhD Courses Taught:**

Spring 2022 ARCH 8132 Graduate Seminar  
Spring 2022 ARCH 3296 Movements in Modern Architecture  
Fall 2021 ARCH 4331 Urban Design Studio  
Spring 2021 ARCH 8132 Graduate Seminar  
Fall 2020 ARCH 3296 Movements in Modern Architecture

**Educational Credentials:**

2015 Doctor of Philosophy, Architecture. Universidade Federal do Rio Grande do Sul. Porto Alegre, Brazil  
1988 Master of Architecture. University of Pennsylvania  
1985 Diploma of Architect. Universidad de Belgrano, Buenos Aires

**Teaching Experience:**

2018–Present Associate Professor, Tyler School of Art and Architecture, Temple University  
2011–2017 Adjunct Professor. College of Architecture and the Built Environment, Thomas Jefferson University  
2010–2011 Professor. Department of Architecture; Division of Art, Architecture, and Design. Universidad de Monterrey, Mexico  
1999–2002 Assistant Professor. Facultad de Arquitectura y Urbanismo. Universidad de Palermo at Buenos Aires, Argentina

**Professional Experience:**

2009–Present PMArch. Principal, Philadelphia  
2007–2009 KlingStubbins, Inc. Project Architect, Philadelphia  
2005–2007 ID Architects. Project Architect, Philadelphia  
2003–2005 Stokes Architecture. Project Architect, Philadelphia  
2002–2003 Kelly/Maiello Architects & Planners, Project Designer, Philadelphia  
1996–2001 Pablo Meninato Arquitecto, Principal. Buenos Aires, Argentina

**Licenses/Registration:**

1992–Present Registered Architect. City of Buenos Aires, Argentina

**Selected Publications and Recent Research:**

2022 Gregory Marinic & Pablo Meninato, *Informality and the City – theories, actions, interventions*. Springer Rotterdam  
2018 Pablo Meninato, *Unexpected Affinities – The History of Type in the Architectural Project from Laugier to Duchamp*. Routledge | Taylor & Francis  
2019–Present Embarked in a multi-year research and publishing project examining how various contemporary architects are developing new and original urban design tactics urbanism in Latin America

**Professional Memberships:**

2019–Present Society of Architectural Historians, Philadelphia Chapter. Board Member



**Name:** Taryn Mudge, PhD

**Courses Taught:**

ARCH 1011: Visual Literacy 1

Arch 8012: Elective Architecture Studio

ARCH 2122: Foundation Architectural Design 2

ARCH 2121: Foundation Architectural Design 1

Visual Research: Architecture and Media after WWII (University of Pennsylvania) History of Architecture: From Prehistory to 1850 (University of Pennsylvania)

**Educational Credentials:**

PhD, University of Pennsylvania (2020)

MArch, Portland State University (2012)

BArch, University of Texas San Antonio (2009)

**Teaching Experience:**

Assistant Professor, Temple University (2022 - present), Lecturer, Bryn-Mawr College, (2019)

Adjunct Studio Instructor, Temple University (2016 – 2019, 2021 - 2022), Adjunct Studio

Instructor/Lecturer, University of Pennsylvania (2015 - 2022), Teaching Assistant, University of Pennsylvania (2016 – 2018), Adjunct Studio Instructor, Portland State (2013 - 2014)

**Professional Experience:**

SRG Partnership (2011-2014), Green Building Research Laboratory (2011-2012), Shattuck Hall Ecological Learning Plaza (2011-2012), Green Portables Initiative (2011)

**Licenses/Registration:** n/a

**Selected Publications and Recent Research:**

PhD Dissertation: "Thinking, Seeing, Practicing Architecture"

**Professional Memberships:** n/a



**Name:** Jeffrey Nesbitt, DDeS

**Courses Taught:**

ARCH 3296: Movements in Modern Architecture

ARCH 5596: Seminar in Architectural Theory

“Future Frameworks,” Graduate Research Studio (Texas Tech University)

“Garden in the Machine,” Graduate Seminar, (Texas Tech University)

**Educational Credentials:**

Doctor of Design, Harvard University Graduate School of Design, Cambridge, 2020 Master of Architecture, Post-Professional, University of Pennsylvania, 2009

Master of Architecture, Texas Tech University, 2008

Bachelor of Science in Architecture, Texas Tech University, 2006

**Teaching Experience:**

Temple University, Assistant Professor (2022 – present, TT), Texas Tech University (2021 – 2022), Visiting Associate Professor, School of Architecture + Planning, University of New Mexico (2019-2021), Visiting Lecturer, School of Architecture, Northeastern University (2020), Teaching and Research Fellow, Harvard University Graduate School of Design (2017-2020), Visiting Assistant Professor, School of Architecture, University of North Carolina Charlotte (2015-2017), Assistant Professor, College of Architecture, Texas Tech University (2013-2015), Visiting Assistant Professor, College of Architecture, Texas Tech University (2010-2012)

**Professional Experience:**

Grounding Design (2011-Present), Muñoz and Company (2009-2010), Heerim Architects (2009), Edwards Associates (2005-2008)

**Licenses/Registration:** n/a

**Selected Publications and Recent Research:**

Jeffrey S. Nesbit, ed. (2022) *Nature of Enclosure*. Actar Publishers: Barcelona. (2022)

Joshua Nason and Jeffrey S. Nesbit, eds. (2018) *Chasing the City: Models for Extra-Urban Investigations*. Routledge: New York and London.

**Professional Memberships:** n/a



**Name:** Eric Oskey

**Courses Taught** (Four semesters prior to current visit):

Summer 2022: ARCH9580\_ Special Topics in Site and Context – Design Build Institute Spring  
2022: ARCH8011\_Advanced Architectural Design I  
Spring 2022: ARCH5012\_Graduate Representation Intensive II  
Fall 2021: ARCH8011\_Advanced Architectural Design I  
Fall 2021: ARCH8132\_Architectural Research Seminar II  
Spring 2021: ARCH8011\_Advanced Architectural Design I  
Spring 2021: ARCH2124\_FM Foundations

**Educational Credentials:**

Masters of Architecture, Cornell University  
Bachelors of Architecture, Drexel University

**Teaching Experience:**

Temple University, Associate Professor of Practice: 2019-2022  
Temple University, Assistant Professor: 2008 - 2019  
Drexel University, Adjunct Professor: 2005 – 2007

**Professional Experience:**

Moto Designshop, Inc\_Partner: 2012-Current  
Floss Barber, Inc\_Project Manager: 2008 - 2012  
Independent Practice: 2005 – 2012  
Venturi Scott Brown and Associates – Project Architect: 1998 - 2005

**Licenses/Registration:**

Registered Architect, Pennsylvania

**Selected Publications and Recent Research:**

**The Plan** “Arrupe Hall, Community Building at Saint Joseph’s University, Time Becomes Matter”  
Luca Maria Francesco Fabris, April 4, 2022  
Project: *Arrupe Hall - Saint Joseph’s University*

**The New York Times:** “It Was Supposed to be a Spec House. Then the Builder Got Emotionally Involved” Tim McKeough, February 22, 2022  
Project: *Filigree House*

**The Philadelphia Inquirer:** “Saint Joseph’s New Chapel and Residence Speak to the Power of Philly’s Brick Traditions”  
Inga Saffron, December 8, 2021  
Project: *Arrupe Hall*

**Metropolis Magazine:** “Can a Building Symbolize Time?” Shonquis Moreno, November 11, 2021  
Project: Arrupe Hall

**Professional Memberships:**

Board of Directors, Director of Technology + Innovation\_ AIA Philadelphia Chapter American  
Institute of Architects (AIA)  
National Council of Architectural Registration Boards (NCARB)



**Name:** Jeff S. Richards, RA

**Courses Taught** (Four semesters prior to current visit):

A3232 F21 – Architectural Design IV  
A5351 F21 – Environmental Control Systems I  
A8012 SP22 – Advanced Architectural Design Studio  
A3354 SP22 – Sustainability and Architecture  
A2151 SP22 – Architecture, Technology and the Environment

**Educational Credentials:**

Yale School of Architecture, New Haven, CT (2004-2007) - Master of Architecture  
Hamilton College, Clinton, NY (1999-2003) - Bachelor of Arts

**Teaching Experience:**

Assistant Professor of Instruction, Tyler School of Architecture, Philadelphia, PA (2021-Present)  
Instructor, Marywood University School of Architecture, Scranton, PA (2019-2021)

**Professional Experience:**

Founder and Principal, Richards Architecture & Design, Erdenheim, PA (2019-Present)  
Project Manager, Bohlin Cywinski Jackson, Wilkes-Barre, PA (2013-2019)  
Architect, Selldorf Architects, New York, NY (2011-2013)  
Junior Architect, Skidmore, Owings & Merrill, Chicago IL/New York, NY (2007-2011)

**Licenses/Registration:**

Registered Architect in the State of New York



**Name:** Robert Shuman

**Courses Taught** (Four semesters prior to current visit):

- ARCH 5351 Environmental Systems I (Fall 2020)
- ARCH 3232 Architectural Design IV (Fall 2020)
- ARCH 8013 Comprehensive Design Studio (Spring 2021)
- ARCH 8096 Professional Practice (Spring 2021)
- ARCH 9996 Thesis Studio (Summer 2021)
- ARCH 5351 Environmental Systems I (Fall 2021)
- ARCH 8013 Comprehensive Design Studio (Spring 2022)
- ARCH 8096 Professional Practice (Spring 2022)

**Educational Credentials:**

- Bachelor of Arts, Cornell University (1973)
- Bachelor of Architecture, Temple University (1982)

**Teaching Experience:**

- Adjunct Instructor, Temple University Architecture Program (1992-1995)
- Associate Professor, Tyler School of Art & Architecture (2011 to Present)

**Professional Experience:**

- MGA Partners, Architects, Philadelphia, PA (1990-2016): Associate (1989), Partner (1999)
- Mitchell/Giurgola Architects, Philadelphia PA (1982-1990): Intern, Staff, Associate (1988)
- Mirick, Pierson, Batcheler Architects, Philadelphia, PA (1981): Intern

**Licenses/Registration:**

- Registered Architect, Pennsylvania (1986-Present)
- Registered Architect, New Jersey (2011-2021)
- NCARB Certificate 69689
- U.S. Green Building Council LEED Accredited Professional (2007)

**Selected Publications and Recent Research:**

- Pennsylvania AIA Firm of the Year award MGA Partners, Architects (2018)
- 2017 Bronze Award, Pennsylvania Chapter AIA: Shipley School Student Center/Resource Center, Shipley School, Bryn Mawr, PA (2015)
- 2016 Honor Award, Pennsylvania Chapter AIA: Maltz Performing Arts Center, Case Western Reserve University, Cleveland, OH (2015)
- 2015 Honor Award, Pennsylvania Chapter AIA: Morgan Hall Student Residences, Temple University, Philadelphia, PA (2013)
- 2014 Honor Award for Design Excellence – Built Category, Philadelphia Chapter AIA: Morgan Hall Student Residences, Temple University, Philadelphia, PA (2013)

**Professional Memberships:**

- American Institute of Architects (1986-current); Philadelphia Chapter AIA Board 2018-Present)



**Name:** Ulysses Sephus Sean Vance, RA

**Courses Taught:**

- ARCH 8012 Architecture Elective (Fall 2020)
- ARCH 8131 Health Environments (Spring 2021)
- ARCH 3013 Project Planning and Programming (Spring 2021)
- ARCH 8012 Architecture Elective (Fall 2021)
- ARCH 8131 Health Environments (Spring 2022)
- ARCH 3013 Project Planning and Programming (Spring 2022)

**Educational Credentials:**

- Bachelor of Architecture, Tuskegee University (1996)
- Masters of Architecture, North Carolina State University (2006)

**Teaching Experience:**

- Teaching Fellow, North Carolina State University (2006-2007)
- Extension Assistant Professor, North Carolina State University (2007-2010)
- Director, Center for Universal Design, North Carolina State University (2007-2010)
- Assistant Professor, University of Michigan (2010-2019)
- Associate Professor, Tyler School of Art & Architecture (2019 to Present)

**Professional Experience:**

- Zimmer Associates, Philadelphia, PA (1993, 1994): Intern
- Holland Associates, Tuskegee, AL (1996): Intern
- SFL+A, Fayetteville, NC (1997-2001): Project Designer, Project Manager
- KPS Group, Birmingham, AL (1996-1997): Intern
- BHDP Architects, Cincinnati, OH (2001-2003): Project Designer, Project Manager
- U. Sean Vance Architects, Raleigh, NC (2004-2012) Owner
- UVXYZi, Philadelphia, PA (2018 to Present) Partner

**Licenses/Registration:**

- Registered Architect, PA (2011-Present)
- Registered Architect, MI (2017-2019)
- Registered Architect, NC (2004-2020)
- NCARB Certificate 71170

**Selected Publications and Recent Research:**

- Vance,U., MacDowell,P., & Tetovo,M. (2011). Resolving Tectonic Form Generations through Analogue and Digital Human Simulations of Physical Impairments. Presented in Architectural Research Centers Consortium ARCC 2011 Spring Architectural Research Conference.Detroit, Michigan
- Siddiqui,S., Vance,U., McCormick,L., Mullen,D., Hensel,H., Geiger, J., & Yanik,G. (2012). Development of an Isolation Bed for Patients Undergoing MIBG Treatment for Neuroblastoma. Presented at American Pediatric Surgery Association (APSA) 43rd Annual Meeting. San Antonio, Texas
- Vance,U. (2016). Acts of Spatializing Healthy: The Adolescent bodies in Motion. Presented to the Arab Society for Computer Aided Architectural Design (ASCAAD) Parametricism and materialism. London, England
- Beemer,L., Ajibewa, T.A., O'Sullivan, M., Nagy, M., Ransier, B., Stockdill,D., Vance,U., Colabianchi,N., & Hasson, R. (2018). Feasibility of the InPACT Intervention to Enhance Movement and Learning in the Classroom. Translational Journal of the American College of Sports Medicine. Manuscript Number: TJACSM-D-17-00064R1
- Vance, U.S. (2020) Open-Air-Space: Inclusive Involvement within a Public Health Crises. *The Plan Journal, Volume*. Manuscript Number: TPJ-D-20-00021, Revision due Nov. 16, 2020.



**Name:** Jeremy Voorhees

**Courses Taught:**

ARCH 2121: Foundations Design I  
ARCH: 8012/15: Graduate Elective Design Studio  
ARCH 3152: Architectural Design IV  
ARCH 4331: Architectural Design V

**Educational Credentials:**

Master of Science in Architecture Studies, MIT, 2004  
Master of Science in Architecture and Informatics, RPI, 2002  
Bachelor of Architecture, RPI, 2001  
Bachelor of Science in Building Science, RPI, 2000

**Teaching Experience:**

Adjunct Professor, Temple University (2007–present),  
Adjunct Professor, Drexel University (2015–present),  
Adjunct Professor, Rensselaer Polytechnic Institute (1997-2002, 2005-2007)

**Professional Experience:**

atelier PAX ( 2010- 2011), RMJM ( 2007-2008), Charles Rose Architects ( 2004-2005), Wood + Zapata Architects ( 2003-2004)

**Licenses/Registration**

n/a

**Selected Publications and Recent Research:**

The Promise of Social Impact”, in , *CONTEXT:BUILDING (IN)EQUITY* (Fall 2018)

**Professional Memberships:**

n/a





**Name:** Kate Wingert-Playdon

**Courses Taught** (Four semesters prior to current visit):

Fall 2022	Arch 9991 Directed Research
Summer 1 2022	Arch 9996 Architecture Design Thesis
Fall 2021	Arch 9991 Directed Research

**Educational Credentials:**

Rensselaer Polytechnic Institute	BS Building Sciences 1983
Rensselaer Polytechnic Institute	Bachelor of Architecture 1983
Pennsylvania State University	MS Architecture 1988

**Teaching Experience:**

Associate Dean and Director, Temple University, Tyler School of Art and Architecture 2018-present  
Associate Dean and Director, Temple University, Tyler School of Art and Architecture 2016-2018  
Temple University, Tyler School of Art and Architecture, 1992-present (Professor, 2014)  
University of Pennsylvania, Adjunct faculty 1989-92  
Pennsylvania State University, Instructor 1986-88 Rensselaer Polytechnic Institute, Instructor, 1983-84

**Professional Experience:**

Crozier-Philippi Associates, Albany NY; Davis Brody Associates, Philadelphia, PA; Martin Jay Rosenblum Architects, Philadelphia PA; Michael Ryan Architects, Loveladies, NJ; Mark Thompson Associates, Philadelphia PA

**Selected Publications and Recent Research:**

Wingert-Playdon, K., with Crosby, P. (2021). *Library as Stoa: Public Space and Academic Mission in Snøhetta's Charles Library*. San Francisco, CA: ORO Editions.  
Wingert-Playdon, K., & Rashed-Ali, H. (Eds.). (2018). *Happiness: The Built Environment Shaping the Quality of Life: Proceedings from the ARCC/EAAE International Conference on Architectural Research* [Two Volumes]. Philadelphia, PA: Architectural Research Centers Consortium.  
Wingert-Playdon, K. (2012). *John Gaw Meem at Acoma: The Restoration of San Esteban del Rey Mission*. Albuquerque, NM: University of New Mexico Press.  
Wingert-Playdon, K. (2014, October). Philadelphia's Green City: a Narrative of Equality and Equity. *Jamini: An International Arts Quarterly*, 48-57, *Making Cities*.  
[www.issuu.com/jaminiarts/docs/jamini\\_november\\_2014](http://www.issuu.com/jaminiarts/docs/jamini_november_2014)



**Name:** Andrew John Wit

**Courses Taught** (Four semesters prior to current visit):

ARCH 1012. S21,22; ARCH 3050. S21,22; ARCH 3231 F21,22; ARCH 8133 F21,22; ARCH 4285 S22; ARCH 8146 Summer 22.

**Educational Credentials:**

2006 – 2009: M.ARCH – Massachusetts Institute of Technology.

2001 – 2005: B.Sc. In Architecture – University of Texas at San Antonio

**Teaching Experience:**

2020 – Current: Associate Professor. Temple University, Tyler School of Art and Architecture

2015 – 2020: Assistant Professor. Temple University, Tyler School of Art and Architecture

2013 – 2015: International Practitioner in Residence Fellow, Ball State University

2010 – 2012: Undergraduate Instructor. Nihon Kogakuin, Tokyo. Japan.

**Professional Experience:**

2010 – 2013: Senior Associate. Tsushima Design Studio, Tokyo. Japan.

2009: Architectural Intern. Toyo Ito Associates. Tokyo, Japan.

2008: Architectural Intern. Atelier Bow-Wow. Tokyo, Japan.

2005 – 2006: Designer. Poteet Architects, San Antonio. Texas.

**Selected Publications and Recent Research:**

Under Contract: Authored Book w/ Mahesh Daas. Being Human, Being Robot. ORO Editions.

2018: Edited Book w/ Mahesh Daas. Towards a Robotic Architecture. ORO Editions.

2020: Edited Journal w/ Ethan Kerber. “From Craft to Construction – Transitioning from the experimental scale to industrial production.” Construction Robotics. Volume 4. No. 1-2.

2019: Edited Journal w/ Mike Christenson, Mara Marcu, David Gerber & Wassim Jabi. “Means, Methods, Machines and Making in Architecture.” Architectural Science Review. Volume 62. No. 5.

2018: Edited Journal w/ Lauren Vasey, Vera Parlac, Mara Marcu, Wassim Jabi, David Gerber, Mahesh Daas, & Mark Clayton. “Artificial Intelligence and Robotics in Architecture.” International Journal for Architectural Computing. Volume 16. No. 4.

**Professional Memberships:**

Association for Computer Aided Design in Architecture (ACADIA); Robots in Architecture (ROB|ARCH); Construction Robotics (Associate Editor); International Journal for Architectural Computing (Elected Editor)