

***2023 Visiting Team
Report***

Temple University
Tyler School of Art and Architecture

M.Arch.

Continuing Accreditation Visit
March 15-17, 2023

NAAB

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I. Summary of Visit

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank Provost Gregory Mandel, Vice Provost Jodi Levine-Laufgraben, Dean Susan Cahan, Associate Dean Kate Wingert-Playdon, and the Tyler School architecture program's faculty and students for their courtesy and commitment to the principles of accreditation. The team extends special thanks to Program Director Clifton Fordham and Director of Academic Affairs Eric Kennedy for their diligent efforts and dedication to the task of providing the visiting team information and access to your academic community. Their efforts enabled the team's work before and during the visit, allowing the team to work proactively with the department to efficiently address questions and complete the accreditation review tasks.

The team preceded the visit with a thorough exploration of the curriculum of the accredited degree program. Though the team could not be on site to enjoy the vivid architectural setting, it benefitted from a video tour which provided an understanding of your architecture and environmental design community as a "place," as well as an academic unit. The meetings with engaged faculty, staff, and students allowed the team to perceive its vibrant optimism. During the visit, the team was impressed with the degree to which the values and academic culture that people expressed clearly aligned with the stated mission and the curricula. The visiting team followed a rigorous process of review and consensus to produce a report that will inform the NAAB board of your adherence to the accreditation conditions. **The on-site meetings were necessary to verify and clarify the team's understanding of the information in the materials that it had been reviewing.** The team greatly enjoyed candid conversations that provided a glimpse into your world.

The team was impressed by the consistently positive reports of the students, faculty, and staff in meetings. The location of the campus could be seen by some as a challenge, but it was uniformly valued as an asset to learning essential lessons of cities today, and to provoking community engagement as a primary mode of research and design in the public interest. While the program works to increase faculty diversity, student diversity is a natural outcome of the campus' North Philadelphia location. The students the team met embrace the curricular emphasis towards real-world projects, many of which address human needs in communities adjacent to campus. Students appreciate the faculty for being flexible when they have personal challenges, and they benefit from easy access to their academic advisors. They describe a studio culture of community rather than competition, with an abundance of faculty and peer mentoring. They are encouraged to orient towards their future career through the efforts of student organizations and the programs run by career services, including a successful professional mentorship option.

Faculty expressed strong appreciation of the unique qualities of the institution, its meaning as a site for architectural education, and their culture of service to make it all work. They fully appreciate the interdisciplinary possibilities of the way Tyler is now constituted, and also the opportunities that Temple University offers. Despite limited resources, they feel empowered to envision events and initiatives that enrich the culture of the school. They have made a resilient return from pandemic conditions and were quick to praise the support that was generated for remote teaching. Faculty are in a city with many options for teaching, and they have chosen Temple.

Although architecture was somewhat of an orphan in the university not long ago, several incremental changes of the last two decades have transformed its standing considerably. Most importantly, architecture joined the art disciplines of the renowned Tyler School. Equally important, they transitioned from a professional undergraduate program to a professional graduate program, well-served by its own pre-professional degree at the undergraduate level. Although the Master of Architecture program

reached its maturity relatively recently, it is providing a robust architectural education that is serving a unique mission for Philadelphia and the mid-Atlantic region.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

PC.4 History and Theory

4.3 Evaluation of Preparatory Education

6.5 Admissions and Advising

II. Progress Since the Previous Site Visit

2014 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.

Previous Team Report (2014): 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.

2023 Team Analysis: The previous team did not have access to the planned two-semester sequence 5141 / 5142, but the APR indicates that the 2014 condition was met by the time of the two-year interim report. However, that is not verified in the current evidence. (ARCH 5141 has recently been dropped, although it appears in the matrix). ARCH 5142 Architecture History 2: Renaissance through 20th Century is a traditional Western architectural history course. ARCH 5296 Movements in Modern Architecture in Fall 21 used entirely Western sources (content was not clear from the lecture titles); in Spring 22, it included three weeks of lectures focused on modernism in the Global South and parts of Asia. The 2014 condition is not being met with consistency.

PC.4 History and Theory of the 2020 Conditions is less prescriptive than A.9 was; it requires an understanding of “the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.” However, PC.4 was found to be not met.

II.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.

Previous Team Report (2014): 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.

2023 Team Analysis: The APR describes a process in which completed application materials are reviewed by a faculty committee. For admitted applicants, a checklist of previous architecture and general studies courses is generated. The Architecture Curriculum Head reviews the transcripts and checklists and also checks curriculum description on institutional websites to determine placement and potential course waivers. Course equivalency to required preparatory courses is based on course content. This is not correlated to student learning outcomes or to NAAB program criteria. The program has not clearly stated the contribution that the preparatory courses are making in meeting current PC and SC requirements.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis: The program was relatively new at the time of the last visit. It has not made any significant changes in response to the implementation of new NAAB Conditions for Accreditation in 2020. The APR states that their flexible curricular structure was able to accommodate the holistic evaluation represented by SC.5 and SC.6 through normal curricular adjustments made through regularly scheduled development and planning activities.

The team does note however that the program is in the process of planning and implementing assessment procedures that will meet the requirements of the 2020 Conditions.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission *(Guidelines, p. 5)*

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.
- 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.
- 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).

Described

2023 Team Analysis:

The APR outlines the Temple University mission as “Opportunity. Engagement. Discovery,” and a continuing commitment to the university's founding principles: 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 to foster inclusion and encourage the aspirations of Temple students; promoting service and engagement locally, nationally, and globally.

The APR described the institutional context and geographic setting, how the program's mission and culture influence its architecture pedagogy and impact its development, and how the larger educational institution of Temple University shapes or influences the program.

The Tyler School of Art and Architecture benefits from synergies through the association and organizational structure with three clusters of built environment disciplines of: 1) Architecture, 2) Planning and Community Development and 3) Landscape Architecture and Horticulture. In these clusters, the Department of Architecture and Environmental Design (AED) offers a number of minors and certificates that are integrated into the degree programs.

All students are encouraged to participate in campus-wide activities and organizations that include learning and athletics for undergraduates and clubs that serve all students. Students are also connected with local architecture community and the Philadelphia AIA and other events as well as internal and external design and lecture events.

The team found that the geographic context of an urban campus is indeed a theme for learning and research. The focus of the accredited architecture program on design for social and cultural diversity, for addressing climate change, and for combining traditional and emerging forms of making resonates with the identity and context of the university.

2—Shared Values of the Discipline and Profession (Guidelines, p. 6)

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.

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.

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.

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.

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.

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.

Described

2023 Team Analysis:

Design: The program's mission statement is to educate students in architecture and environmental design, building knowledge and curiosity while developing awareness of the wide range of practice opportunities in the professional context. Faculty demonstrate the importance of design leadership and collaboration through projects based in civic engagement, health and wellbeing, and social and environmental issues that impact the public good and champion positive transformation through design. Three broad areas of program focus have been identified as follows: design for social and cultural diversity; design that recognizes environmental needs due to climate change; and design that embraces traditional and emerging forms of making. The design studios tend to emphasize real-world problems and projects, many through community engagement. The upper-level studios are described as collaborative environments with students who have a range of experience and interests inviting consultation and critique with each other. Students are surrounded by a rich array of exhibits in the visual arts and design and have many opportunities to interact with local design professionals.

Environmental Stewardship and Professional Responsibility: The Tyler School of Art and Architecture recognizes the responsibility of architects to address environmental challenges and seek to make a positive impact. The urban context of Temple University provides a platform for the school to demonstrate their commitment to environmental sustainability. Environmental stewardship, professional responsibility, and ethical considerations are integrated into design studios and coursework. Several faculty members' research in the Architecture and Environmental Design Department focuses on issues of health, equity, and environment in the urban context.

Equity, Diversity, and Inclusion: Design for social and cultural identity is a core value of the department. The program is designed for easing problems of access to the profession. Many of the students are graduates of the AED's own pre-professional program, and they have an option of a fast track in the two-year M.Arch. program, reducing the overall cost of getting their accredited degree. Other undergraduate programs in allied disciplines increase awareness of diverse career paths in allied disciplines. The program clearly supports work/life balance and has a very positive and respectful teaching and learning environment. The school has demonstrated a very strong commitment to accessibility in both facilities and curriculum. Equity, diversity, and inclusion are discussed and assessed regularly as part of program and curriculum development.

Knowledge and Innovation: The program uses "special topics" seminars and studios with variable content to allow for frequent introduction of the novel research and innovation that is characteristic of current practice. One studio is working with a community in North Philadelphia on a sequential basis, addressing needed improvements based on full engagement with residents and businesses; another is routinely taught by practitioners from major firms that are working on the leading edge of innovative practice. Other studios and seminars are based on current faculty research on ecological crises and on new technologies of making and of visualization. Continued impact on long-term planning consists of documenting faculty research accomplishments and student achievement recognition to provide a basis for discussions and planning.

Leadership, Collaboration, and Community Engagement: The program utilizes its inner-city setting to support design problems that investigate the problems of life in the city, the sense of neighborhoods and community and the development of architecture that serves and supports the community. The program also draws from some very established and prosperous local design talent as instructors, internship opportunities and guest lecturers.

Lifelong Learning: The curriculum, course offerings and culture of the M.Arch. program, as outlined in the APR, provide a culture and context for life-long learning. Tyler School of Art and Architecture faculty model the engagement with practice and a commitment to community, connecting practice to academia. The program actively participates in events and sponsors exhibits and events intended to broaden students' understanding of the relationship of architectural education, practice, and the civic culture. Lifelong learning is further supported through inter-disciplinary public event offerings (lectures, exhibitions, symposia, etc.) open to the community, including local practitioners and often include alumni of the program. The faculty continuously addresses lifelong learning in both curricular and extra-curricular initiatives.

3—Program and Student Criteria *(Guidelines, p. 9)*

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) *(Guidelines, p. 9)*

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. *(p.9)*

Met

2023 Team Analysis:

Narrative: The program provides a required course, ARCH 8096 Professional Practice, which covers the business, legal, and project delivery details of architectural practice. This is the most consistent means by which the program assures that all students are familiar with the requirements and processes for becoming a licensed architect. This was confirmed in student meetings: "It's all Bob"—referring to Professor Robert Shuman.

However, the program also has other ways that the pathway to licensure is explained: licensing advisor information sessions and one-on-one meetings; occasional NCARB presentations; and elements of student organization activities, such as firm visits and digital portfolio reviews. The program also provides an annual career fair, a career services center with a staff member focused on architecture, and an optional mentorship program. Knowledge of various specializations available to architects can be discovered in a series of mini single-credit courses on Health Facilities Planning, Healthy Communities and Design, Resilience and Design, Energy and Performance, Fabrication and Making, and Visualization and Materials Design.

Assessment: Benchmarking in the assessment of the programs is in the early stages of development but exit surveys of students currently being utilized. The team meeting with students indicated that career paths were well discussed and reinforced by advisors and faculty in general. Having a large proportion of faculty who are practicing architects in the community was cited as a major factor these students chose this program over other options in the area.

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. *(p.9)*

Met

2023 Team Analysis:

Narrative: The program starts with the understanding that the design process is a form of inquiry that is addressed through studio projects that include speculative research for applied situations. The program's studios are designed to promote the transformation of individuals through an educational process in which students learn through doing and reflection, essential to design. In addition, the program benefits from faculty composed of researchers, educators, and practitioners with a wide range of experience and diverse approaches to design teaching.

The design sequence for three-year students starts with ARCH 5022 Graduate Design Foundation Intensive, an introductory course taught in the summer. These students then take two studios in year one as well as two courses in representation. ARCH 5231 Graduate Design Studio 1 examines the relationships between program, culture, and society and form at a domestic scale. ARCH 5232 Graduate Design Studio 2 is a studio with environmental sustainability focus that engages energy and resource use; sustainable materials; and building methods, performance, and recycling.

The M.Arch. program design studio track includes four (4) courses that are taken by both two and three-year track students. ARCH 8011 Advanced Architectural Design Studio is an in-depth analysis of context, with explicit attention paid to the importance of observation and data collection to the design process. ARCH 8012 Elective Architectural Design Studio has elective content that varies depending on the instructor's research and professional focus. ARCH 8013 Comprehensive Architectural Design Studio involves the holistic investigation of structural and environmental systems, programming, tectonics, and envelope detailing in architectural design. Students then have the option of taking a second elective studio or completing a thesis project. The final elective studio is co-taught by a full-time faculty member and a visiting practitioner who is able to bring innovative practices and up-to-date design priorities into the program.

Assessment: The faculty has discussed the need to improve the relationship between studios across the department's curricula and to identify areas in need of improvement. The focus since writing the APR has been to align learning goals with course content, coordinate with the development of representational skills, and utilize the knowledge being developed in seminar courses. This is expected to take several years.

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. (p.9)

Met

2023 Team Analysis:

Narrative: ARCH 5351 Environmental Control Systems 1 and ARCH 8352 Environmental Control Systems 2 are the core courses which provide a technical understanding of the impact of environment and climate on buildings, the means by which people optimize its benefits and mitigate its problems, and how those decisions can be oriented to conservation of resources. The technical knowledge in these courses is applied to sustainable design objectives in ARCH 8013 Comprehensive Architectural Design Studio. The team was able to observe a lecture on fundamental principles of human perception with respect to lighting interior spaces as a necessary basis for effective lighting design—it was beyond competent in its design and delivery.

ARCH 5232 Graduate Design Studio 2 is taken by students who do not have a pre-professional degree, prepares them by evaluating the building envelope as an element of environmentally responsible design. ARCH 8011 Advanced Architectural Design I addresses non-human design, bio-diversity, resiliency, biology, and horticulture as components of environmentally responsible design. ARCH 8012 Arch Design Studio 1 explores principles of circular economy, sustainability, and biophilic design. For the broader

community, the Architecture and Environmental Design Lecture Series features presenters engaged in the practice of ecologically based design.

Assessment: Through faculty discussion, the program has identified the need to develop specific connections between studio courses and lecture and seminar courses as source material for studio-based research; further articulation of key synergies between the technical courses and the comprehensive studio; and to articulation of additional needs in the area of ecological knowledge (such as fundamentals of earth science and advanced principles of sustainability) to incorporate into the curriculum. This is expected to take several years.

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. (p.9)

Not Met

2023 Team Analysis:

Narrative: The APR states that faculty have revised history and theory coursework over the last eight years to incorporate architecture and urbanism of Latin America, Africa, and Asia alongside European and North American traditions. **This was not fully supported by the evidence.**

The primary courses for meeting PC.4 are three pre-requisite/preparatory courses (or first-year courses for the three-year track), and one research seminar. ARCH 5142 Architecture History 2: Renaissance through 20th Century is a traditional Western architectural history course. ARCH 5296 Movements in Modern Architecture in Fall 2021 used entirely Western sources for readings. In Spring 2022, the schedule included three weeks of lectures and readings on the Global South and parts of Asia (6 of 27 lectures).

The single course identified by the matrix as achieving understanding of PC.4 is ARCH 5596 Seminar in Architectural Theory. The syllabus has no learning objectives stated but lists PC.4 as relevant. The content is focused on later 20th century European and American theorists and philosophies; student understanding is demonstrated in a research paper. The team found that having only this course to satisfy PC.4 is insufficient.

The final required course is ARCH 8131 Architecture Research Seminar 1, taken in year two. This course has a contemporary urban focus for research and analysis, but the content changes with various instructors. The urban focus pre-supposes diverse social, cultural, economic, and political forces, but the scope appears changeable from the two syllabi provided. Numerous other courses—ARCH 8011, ARCH 8132, ARCH 9991, and ARCH 9996—contribute awareness and understanding of specific historical contexts or typologies; but they are not required for all students and are not courses with stable content. These are supplemented by lecture series and exhibits as well as study abroad options.

Notably, the faculty is developing a database of projects to provide all faculty and students with precedents from worldwide sources—the Global Architectural Project Precedents Initiative, or GAPPI. This is due to be ready to share in the near future.

Assessment: The primary means of assessment so far have been student feedback forms. There are currently no explicit learning outcomes; benchmarks are in development. Faculty discussions have determined that greater coordination of a sequence is needed, as well as the continuation of efforts to broaden the content. The team agrees with this assessment.

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. (p.9)

Met

2023 Team Analysis:

Narrative: The program focuses on four specific areas of research that are essential to its ethos: climatic resilience, cultural diversity and community engagement, health and social equity, and making. There are served by three elective studios that can fill the ARCH 8012 elective studio requirement: Architectural Design for Health, Urban Ecologies and Design, and Advanced Technologies and Design; all studios in the M.S. Architecture program that are open to M.Arch. students. In the final year, students either take thesis or an additional elective studio that is designated a Practice Studio. ARCH 9996 Architectural Design Thesis has ARCH 9991 Directed Research as a pre-requisite. The ARCH 8012 Practice Studio is led by a visiting practitioner that can bring the latest in applied research design processes in from cutting edge firms.

Students are also required to take a minimum of two architectural research seminars: one is ARCH 8131 Urbanism, the other can be chosen between topical seminars in history/theory or seminars in technology. Students have the option to take up to two additional research seminars as electives. There are also a set of Current Topics Seminars offered on a rotating basis.

Assessment: The program is in the process of forming benchmarks for research in terms of faculty and student publications, papers, and awards. Faculty discussions have identified areas of development in research and inquiry for the future: develop a multi-year schedule of research, elective and current topics courses will maximize content related to 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; and 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. (p.9)

Met

2023 Team Analysis:

Narrative: The faculty have real depth in collaborative work with communities and engage with local professional organizations on a variety of initiatives. They model both sides of collaboration and leadership and also bring a wealth of practice experience on large projects and complex teams. In coursework, students collaborate on group projects regularly and also engage in some of them with external partners. In the ARCH 8011 and 8012 studios, students work in interdisciplinary teams; in ARCH 8013 Comprehensive Architecture Design Studio, they work with a partner for the entire project. These courses provide experiences in which collaboration and leadership are required, but the syllabi do not list them as learning objectives. Students are also able to gain leadership experience by participation in the student organizations.

Assessment: Faculty discussions have suggested that focus on additional co-curricular events that require collaboration as well as on collaboration as a professional skill will be effective ways to develop these skills in the future. In the Student Learning Goals and Assessment Measures in 5.3.1, “Students can accommodate teamwork and collaboration in the design process” is the third skill in Part III, Integrated Design and Building Technology Goals. This will primarily be assessed in work from ARCH 8013.

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. (p.9)

Met

2023 Team Analysis:

Narrative: The Tyler School program regards this area as one of their core strengths, with focus on building positive learning culture. In 2021-2022, the Tyler School moved back to primarily in-person course offerings but also continued to allow some remote learning. This flexible and non-rushed return was felt by faculty to have been an easier way for students and faculty to make the transition. It was offered as an example of a culture that strives to be accommodating and to foreground balance and wellness. A Spring 2021 ad hoc committee was assigned to update the existing Learning Culture Policy, which the team found on the school's website. A student survey provided much of the basis for the revision of the policy. The survey was verified by a link in the APR to its results. The revised and updated Learning and Teaching Culture Policy was provided to the team at the time of the visit. A positive and optimistic climate overall was verified by meetings with students, student organization leaders, full-time faculty, part-time faculty, and staff.

Assessment: The survey used to inform a revision of the culture policy provides a baseline for future benchmarks. Faculty discussion has identified areas where students are falling behind in classes, and then working with the CAT to understand better ways to reach diverse learners who are also academically well prepared. In addition, the Tyler School of Art and Architecture 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. (p.9)

Met

2023 Team Analysis:

Narrative: In many ways, the students of this program live in constant awareness of social inequities through the urban environments surrounding the campus, and in the fact that the institution as a whole is committed to serving those communities inclusively. The school attracts faculty with special interest in these issues because of its location and its commitments. So, it is a loop of attention and intention in many different dimensions. Not surprisingly, material concerned with issues of social equity is widely distributed throughout the program's coursework. The central academic constant is ARCH 8131 Architecture Research Seminar 1, focused on urban design and theory. Faculty research in this area is visible in the Urban Workshop which has produced grant-funded and pro-bono work in North Philadelphia communities. The program further demonstrates how architectural education is inherently socially equitable and inclusive as it provides for the health, safety and welfare of all peoples.

Assessment: The program is in the process of forming benchmarks and has provided workshops and teach-ins to bring the faculty up to speed on the expectations of the university with regards to equity and inclusion. Faculty plan to get feedback by working with student organizations and taking part in city-wide initiatives such as the Justice Alliance for Design Education. Faculty are considering the possibility of formalizing 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.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines, p. 10*)

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. (*p.10*)

Met

2023 Team Analysis:

Narrative: ARCH 5351 Environmental Control Systems 1 is central to the ways that building and environmental design addresses issues of health, safety, and welfare. Students learn the fundamental principles of accessibility and life safety. They also address thermal comfort, circulation and communication systems, fire protection, as well as mechanical, electrical, and plumbing systems. Students are introduced to design standards and codes and how they regulate elements of construction to assure occupant health, safety, and welfare. This is the primary course of the technology topics to address this PC, but the second environmental controls course and the two structures courses also contribute. This topic is inherent to all design studios as well, but most thoroughly accounted for in ARCH 8013 Comprehensive Design Studio.

ARCH 8096 Professional Practice covers the legal framework for professional licensure based in protecting the health, safety, and welfare of the public. It also covers key regulations of the building code, including height and area limitations based on construction type and occupancy.

Assessment: Beginning in 2022-23 the program's curriculum committee committed to building 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.

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. (*p.10*)

Met

2023 Team Analysis:

Narrative: The program's required course, ARCH 8096 Professional Practice, covers the business, legal, and project delivery details of architectural practice. This course includes a lecture titled "Values, Contradictions, and Professional Ethics." All aspects covered in the class appear to satisfy the minimal professional knowledge for running a practice. The program also provides an elective, ARCH 3212 Introduction to Architectural Documentation, which introduces BIM modeling. BIM, currently accomplished with Revit software, is now essential to practice, as is proficiency with spreadsheets, which was recently added to ARCH 8096.

The alternative to thesis as the final design studio is ARCH 8012 Practice Studio. This course is co-taught by a faculty member and a visiting practitioner and is intended to simulate to some degree the culture and design processes as they occur in the visiting instructor's firm.

Assessment: In 2022-2023, 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.

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. (p.10)

Met

2023 Team Analysis:

Narrative: The regulatory context of architecture is introduced, developed, and ability is required in several studios, classes, and in thesis year. However, the key courses where it forms an intense focus are ARCH 5351 Environmental Control Systems 1, ARCH 8013 Comprehensive Architectural Design, and ARCH 8096 Professional Practice.

Assessment: Program faculty plans to create better links between lecture-based coursework and design studios in the M Arch program in order to increase the understanding that working with regulations is consistent with good design. In addition, program faculty will create a curricular map to track the teaching of regulatory requirements alongside sustainability principles and other means of promoting 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. (p.10)

Met

2023 Team Analysis:

Narrative: Students with an interest in the convergence of focused technical expertise and design have the opportunity to take courses in digital fabrication. These allow smaller scale hands-on exploration of material and structural properties and the tools needed to exploit them in creative ways.

Technical knowledge for the design of buildings is taught and assessed through two-course sequences in environmental control systems and structures. Three-year students also take a required preparatory course on materials and methods of construction. Application of these areas of knowledge is distributed throughout studio coursework but is focused and assessed in ARCH 8013 Comprehensive Design Studio.

Assessment: 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. (p. 12)

Met

2023 Team Analysis:

Narrative: While it is supported by the entire design studio sequence, this condition is achieved in ARCH 8013 Comprehensive Architectural Design Studio and the co-requisite course ARCH 8352 Environmental Systems 2. Pairs of students work to develop a single concept to an equivalent of schematic design in the first half of the quarter. They continue to develop the design in the second half of the semester using

analysis and systems generated in the assignments for ARCH 8352. The projects require ongoing refinement of the design in response to the analysis and systems work.

The student work provided generally supports the overall effectiveness of this approach. The strongest projects fully meet the requirements of SC.5. Weaker projects had various missing requirements, and in different ways, but still met most requirements. The team was least convinced that accessibility had reached a point of synthesis in the project, but felt that as a matter of proportion, the overall evidence met the criterion. The team also noted that projects did not uniformly address the NAAB requirement for group work: inclusion of a clear statement regarding the contribution of each student in the production of the project.

Assessment: The faculty is currently working on learning outcomes for each course, and eventually forming benchmarks. They are also considering a consistent approach to including interdisciplinary knowledge from allied disciplines.

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. (p. 12)

Met

2023 Team Analysis:

Narrative: While it is supported by the entire design studio sequence, this condition is achieved in ARCH 8013 Comprehensive Architectural Design Studio and the co-requisite course ARCH 8352 Environmental Systems 2. Pairs of students work to develop a single concept to an equivalent of schematic design in the first half of the quarter. They continue to develop the design in the second half of the semester using analysis and systems generated in the assignments for ARCH 8352. The projects require ongoing refinement of the design in response to the analysis and systems work.

The student work provided generally supports the overall effectiveness of this approach. The strongest projects fully meet the requirements of SC.6. Weaker projects had various missing requirements, and in different ways, but still met most requirements. The team noted that projects did not uniformly address the NAAB requirement for group work: inclusion of a clear statement regarding the contribution of each student in the production of the project.

Assessment: The faculty is currently working on learning outcomes for each course, and eventually forming benchmarks. They are also considering a consistent approach to including interdisciplinary knowledge from allied disciplines.

4—Curricular Framework (Guidelines, p. 13)

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 (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ **Met**

2023 Team Analysis:

Appendix B of the APR consists of the July 1, 2020 letter from MSCHE reaffirming accreditation until the next visit in 2027-2028.

4.2 Professional Degrees and Curriculum (*Guidelines, p. 13*)

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. (*p.13*)
- 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. (*p.14*)
- 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. (*p.14*)

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.

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.

- 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.
- 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.

- 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.

Met

2023 Team Analysis:

The M.Arch. Program at Temple University has three tracks which require 60 or up to 90 credits for the intensive design track. Two of the tracks can be entered into after completion of a four-year pre-professional B.S. Architecture degree program: an accelerated track can be completed in 15 months, while the regular track takes two years. Both require 60 credits. Students entering with any other type of Bachelors degree take a three year track with 90 credits, although the total can be less if some of the 30 credits of required pre-professional coursework are found to be satisfied in the student's undergraduate courses.

The curricula required for the M.Arch. degree was provided to the team in the form of a measles chart with the various courses listed for each year/semester of study. The team used the listing and the course description catalog to verify and understand the required course load, content and sequencing to complete the M.Arch. degree in 1.5, 2, or 3 years.

For the two-year professional track, 45 credits of required professional courses, 9 of elective professional courses, and 6 credits of electives make up the 60-credit requirement. In the three-year track, the totals are 87 required professional, 9 elective professional, and 6 general studies.

4.3 Evaluation of Preparatory Education (*Guidelines, p. 16*)

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.
- 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.
- 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.

Not Met

2023 Team Analysis:

Prior to the visit, the team requested the form, which was referenced in the APR, used to document the evaluation process of preparatory coursework from other institutions. The form included in the APR in section 4.3.1 (p. 78) appeared to be a summary sheet of such evaluation. The team's responses below are based mainly on that blank form ("M Arch Check sheet updated 2022.pdf") in the digital team room folder "APR Request for Additional Information." The team was unable to verify its use in a uniform manner across a number of applicant's materials, as this condition requires. In fact, the team did not have access to any completed forms.

The meeting on the agenda for this purpose was attended by staff that were unaware of the requirement to share actual admissions files.

Administrative aspects of the admissions process for the M.Arch. program are managed by Tyler School's central admissions office. Completed applications are forwarded by that office to the program for review, evaluation, and decision. The decision is then sent back to the central office to handle the communications with the applicant. The team was shown what an applicant's data looks like when recorded in the database platform used by the admissions office, but were not shown evidence of the program-level review.

4.3.1 Despite the term "NAAB CHECKLIST" in the form's title, there was no evidence found suggesting the program is using NAAB accreditation criteria in the evaluation of students' prior academic work. The program appears to compare course content and credit level, not specific student learning outcomes, in prior academic coursework. This was verified in a meeting with the admissions and advising staff of Tyler School.

4.3.2 The program relies on preparatory education of admitted applicants to place them in the appropriate M.Arch. track. In addition to preparatory undergraduate courses, the M.Arch. program allows the transfer of up to nine graduate credits on a case-by-case basis.

4.3.3 The program requires the submission of transcripts of undergraduate work. There is no stated undergraduate credit requirement, but the basis of judgment is the Tyler School pre-professional program, which requires 123 credits according to its website.

5—Resources

5.1 Structure and Governance (Guidelines, p. 18)

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.

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.

Described

2023 Team Analysis:

5.1.1: The M.Arch. program, headed by Clifton Fordham, is part of the Department of Architecture and Environmental Design (AED). The AED Director is Kate Wingert-Playdon. AED is one of the six departments that comprise the Tyler School of Art and Architecture; Susan Cahan is the current dean of Tyler. Tyler is one of seventeen schools and colleges at Temple University.

The Tyler School provides administrative support to the academic departments in the areas of communication/marketing, development, institutional data, admissions, advising, career services, computing and technical services, finance, and human relations.

5.1.2: Within the M.Arch. program, there is a program head and three curriculum coordinators. The AED Director works with the help of the three program heads to schedule courses and instructors and to consider faculty service assignments. Service at the program level focuses mostly on curricular matters, headed by the program head and three curriculum coordinators.

Committees beyond curriculum are organized across the whole of the Tyler School of Art and Architecture. Standing committees include: Tyler Executive Council, Personnel Committee, Research and Study Leaves Committee, Graduate Committee, Merit Review Committee, Curriculum Committee, Lectures and Exhibitions Committee, Technology Committee. Student representatives participate in the Dean's Student Advisory Committee and a graduate student serves on the Tyler School Graduate Committee. The Tyler School 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.

Several faculty also reported active involvement in University-level committees. Among the faculty that attended a meeting with the team, there was no complaint about service loads; it was understood and accepted as part of the communal responsibility. Faculty felt fully engaged in strategic planning and decision-making in the realms that affect them and their work. They find the administrative workings of the tenure and promotion system to be transparent and supportive of individual faculty members.

Student involvement in committee work is limited, but that seems to suit the model in which time-to-degree is sensitive. Besides a group of fast-track students, there are also many students working jobs along with attending the program. Students could not fully articulate a decision-making structure, but they had no trouble understanding who to see if they had a problem. They felt that the administrators were highly accessible and responsive.

5.2 Planning and Assessment *(Guidelines, p. 18)*

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.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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.

Demonstrated

2023 Team Analysis:

5.2.1: Strategic Planning is carried out at the University, school, department, and program level(s). Periodic Program Review (PPR) is administered by the Provost's Office and serves as a means of assessing the program's current state and possibility for growth. The architecture programs began a process of updating mission, vision, and goals in spring 2021 with the intention of including 2020 NAAB Conditions. Program aims were established for design identity, admissions and recruitment, space, co-curricular activities, faculty research, professional and academic service, and graduate student support.

5.2.2: Temple University assesses the design and delivery of the student experience in many ways, including, but not limited to: Periodic Program Review, Annual Assessment of Student Learning Reports, student feedback forms (teaching and course evaluations) and undergraduate and graduate student satisfaction surveys. A university-wide Assessment Planning Committee reviews annual processes for

reporting and provides assessment training for all levels of education. A university-wide syllabus policy requires an accessible syllabus that includes learning outcomes and required learning assessments. The policy was not uniformly observed in the syllabi reviewed by the team, but there was an observation that slow but steady progress is ongoing.

5.2.3: At the date of the last VTR, the M.Arch. program was very new, so growth, program identity, and increasing student financial support were foremost goals. In the past decade, they were met as new undergraduate and graduate programs were established along with the new M.Arch. The Tyler School's major re-structuring, happening along with the change in architecture degree programs, was finally completed with the new naming of the college in 2019. The architecture programs therefore identified new aims in a major planning effort in Spring 2021, described in 5.2.1 above. Work is now underway to define goals and timelines for those strategic issues and themes.

5.2.4: Strengths: Enrollment in the program has steadily increased over the last six years with only a minor setback from the COVID pandemic. The M.Arch. cohort has grown from 12-14 students in 2014 to approximately 60 students at the time of the new APR. The Art and Architecture facility is relatively new, with a range of facilities for teaching and studio work. The University is embedded in a city with a full variety of built environments and scales, including examples of historical architecture and culturally significant new buildings as well. The alumni and professionals also have positive feelings toward the program and participate and partner with the Tyler School for multiple programs. It is worth noting the high retention year over year of adjunct professional instructors that support and augment full time faculty.

Challenges: The faculty noted in meetings that AED sometimes feels second to the art programs of Tyler School with regard to resources, but not to a level of damage to programs. Since the recent rebranding of 2019, improvements and sharing of resources continue to balance. With the student growth, full-time faculty are also increasing, but at a slower pace. The financial need of the graduate program students exceeds the available resources, and the Tyler School is working to grow support to provide more assistance.

Opportunities: The Tyler School is working to increase engagement among faculty and students with forums, collaboration, service and extracurricular events. The Tyler School is also working on a website revamp to better reflect the Architecture program and also working to tap alternate resources like alumni and professional communities for additional financial assistance to students, especially graduate students.

5.2.5: The Architecture Professional Advisory Group (APAG) was established in 2020-2021 to gain feedback from practitioners and staffed by Tyler School's Assistant Director of Development and Alumni engagement and meetings are held twice yearly with regular reporting. Tyler School's staff is working on branding efforts to better identify the Architecture program.

5.3 Curricular Development *(Guidelines, p. 19)*

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

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

Demonstrated

2023 Team Analysis:

5.3.1: Course assessment includes evaluation of student work by faculty, design review participants, and members of the Professional Advisory Group; student course evaluations; exit interviews and survey of graduating students, and responses to university program reviews. Discussions of courses and assessment occur regularly at faculty meetings and retreats.

The faculty have organized program learning goals into three areas: Critical Thinking and Representation (7 goals), Research and Innovation (15 goals), and Integrated Design and Building Technology (14 goals). Core courses for assessing the goals in each area have been identified, as well as the NAAB criteria that each one contributes to fulfilling. However, this framework does not yet include contributions to PC.1, PC.3, PC.6, or PC.7. These are evaluated by faculty on an annual cycle and reported to the University administration in a "SLAM" Report.

5.3.2: The faculty all participate in curriculum development within subcommittees in three content areas: Design, History/Theory, and Building Technologies. Beyond routine coordination of courses, these subcommittees can develop proposals for broader curricular initiatives. Program chairs may introduce new goals based on strategic planning or alignment with professional educational needs. Major changes will be discussed by all faculty at the program and department levels. If additional review is required, the proposal is reviewed by a college-level Graduate Committee, and then the Temple University Graduate Board.

5.4 Human Resources and Human Resource Development (*Guidelines, p. 19*)

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

Demonstrated

2023 Team Analysis:

5.4.1: The faculty at Temple University include 17 full-time faculty and 35 adjunct instructors. The full-time faculty include 9 tenured or tenure track appointments. One of the tenured faculty serves as an associate dean of Tyler and the AED chair.

All full-time faculty teach in the M.Arch. program and there appears to be a balance between practice-focused and research-focused instruction in the tenured faculty. The adjunct faculty are the connection to the professional practice and tie into the program, other universities, cities and cultures. The balance of these two support a creative and evolving program.

Article 12 of the TAUP describes the Promotion and Tenure standards and procedures for Tenure Track Faculty at Temple and appears to meet the NAAB Requirements. The course load appears to be 18 credits per year with release time based on research, time of employment and maternity and paternity time is provided.

5.4.2: The Licensing Advisor is full-time faculty member Fauzia Sadiq-Garcia. She has been on the faculty for four years, and the program head confirmed that she attends NCARB Summit meetings. Seminars were held to provide a pathway to licensure discussions with the students and the slide decks for these seminars were provided in the review material.

5.4.3 Faculty attend many different seminars and conferences including AIA, ACSA, and research area symposia to present their research findings and to connect with current developments in the field, and to grow and explore new avenues for their teaching as well as their research or creative work. In meetings with staff, **the HR director** described the many and varied opportunities for staff to develop within their job category and she indicated that for some the process was straightforward and for others they were still developing the pathways to make advancement pathways more clear.

5.4.4 Students discussed the many support mechanisms available to them in the program and in the college. The academic and career advising has formal mechanisms with trained staff, and also happens informally with faculty members and peers as well. The University provides health and counseling services, disability resources and services, campus recreation programs and other social support networks. Students confirmed in the meeting with the team that they feel well-supported in general. Faculty provided an example of a student who applied to the school and was coming from an oppressive situation in her home country and was not only admitted to the program but given a full ride scholarship to help support her in her lifestyle choices as well as her academic future.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines, p. 20*)

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.
- 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.
- 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.
- 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.
- 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.

Demonstrated

2023 Team Analysis:

5.5.1 Temple University has long-standing assets and programs designed to dismantle barriers and to provide equal access. These include the Office of Institutional Diversity, Equity Advocacy, and Leadership (IDEAL), the Charles L Blockson Afro-American Collection, the Pan African Studies Community Program (PASCEP), the Lenfest North Philadelphia Workforce Initiative, and Temple Health.

5.5.2: This information is not available in the APR. From the NAAB Annual Reports posted online from 2014 to 2021, the full-time faculty grew from 12 to 14, and remained about 50% white.

5.5.3: The data provided in the APR in Table 5 and Table 6 (p.106) demonstrates an increase of diversity in addition to an increase of student numbers year over year since the 2014 NAAB visit. In addition, Tyler School sponsors the Philadelphia Architecture and Design College Fair every year to high school students and in recent years has had 30-50 schools participating, drawing prospective students not only from Philadelphia but surrounding areas and states to develop a stronger and more diverse pipeline.

5.5.4 Temple's Office of Equal Opportunity Compliance manages the preparation of internal and external compliance reports that informs administration on EEO/AA and non-discrimination efforts. Faculty are recruited, hired and retained and promoted according to these established policies at all levels.

5.5.5 Finally, Temple provides a full range of support through University/College resources through the office of Disability Resources and Services <https://disabilityresources.temple.edu/> [verified 3/15/2023] and also linked to the IDEAL efforts mentioned earlier <https://diversity.temple.edu/>. It was reported by administration and faculty that there was an earlier issue with some disability access a few years ago, but it was dealt with quickly and also prompted the formation of an Accessibility Workgroup. This workgroup conducted an audit of physical impediments in the learning environments, but also reviewed non-physical barriers, including curricular, social, and economic factors. In the faculty meeting, it was clear to the team that the overall process was a positive experience, defining a commitment to accessibility above and beyond legal or institutional frameworks and requirements.

5.6 Physical Resources (*Guidelines, p. 21*)

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.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 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.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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.

Demonstrated

2023 Team Analysis:

Narrative: The limitations of a virtual / remote visit makes experiencing the architecture building and the spaces used by the M.Arch. program challenging. The program is located in the Architecture Building on the campus of Temple University and is physically linked to the Tyler School. The buildings enclose a courtyard which is programmed to become a teaching and learning space. The APR indicates that the architecture building was the first LEED building on campus and that it has two green roofs visible from the building but google earth did not seem to show much if any real growth or tending to the green roofs.

The four-story building is a glass box on three sides with a connection to an older brick building on the south side. The studios are held in large open space rooms and are shared with the landscape studios in the undergraduate programs. Faculty enjoy closed office space on the first floor with some faculty space on the second floor as well. Studio and research space for students in the M.Arch. The programs are located on the fourth floor.

The APR indicates that the building contains enough space for all of the studio work with pin-up space in the corridors and common space. The APR indicates that the school contains a wood shop and digital fabrication space with modern tools and equipment. Photos of the woodshop were provided as well as

the 3d printers and large media type printing space were provided. A full breakdown equipment list was provided of tools and equipment and a listing of classrooms and the provided computers and media supplies in each.

Students and faculty reported that their spaces and resources were adequate.

5.7 Financial Resources *(Guidelines, p. 21)*

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.

Demonstrated

2023 Team Analysis:

Temple University operates under a Responsibility Centered Management (RCM) budget model under which individual school units are responsible for managing their own revenues and expenditures. State funding accounts for 14% of Temple University's budget, while 79% comes from tuition and fees. In 2021-2022 Temple received \$158,206,000 in state appropriations. The Tyler School of Art and Architecture budget is based on requirements to support the educational program and is aligned with strategic initiatives and priorities. Tyler has an active budget committee, comprised of the Executive Council of Tyler's Collegial Assembly. The budget is reviewed by the faculty through a formal presentation on a yearly basis. Further funding is provided by endowment and gift funds made directly to the school. These support students and academic programming.

The department benefits from increased enrollment in the undergraduate program.

5.8 Information Resources *(Guidelines, p. 22)*

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.

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.

Demonstrated

2023 Team Analysis:

Temple University has a new library building, the Charles Library, designed by Snohetta and completed in 2019 in collaboration with Stantec. It is the home of the art and architecture collections that support Tyler's programs, and it is located in close proximity to the school. The campus Student Success Center is located in the library along with other research centers and the Special Collections for rare books. There are a variety of study space-types available; some are open 24/7. Other amenities include a digital scholarship studio, a computer lab, a VR/Visualization Room, and a Makerspace. Part-time faculty can find inviting places to work there effectively when needed outside of their class time.

Charles Library is part of the Temple University library system, which holds more than four million volumes. Charles is able to contain 1.3 million books due to an innovative BookBot storage and retrieval system. The collections have been updated with digital resources with a strong emphasis on accessibility. The Art and Architecture collections include almost 20,000 volumes in the NA classification, 460 electronic journals and about 25 print journals related to architecture. The library also subscribes to over 700 research databases.

In addition to providing information resources, study spaces, and research centers, the library sponsors various programs with incentive grants to support faculty research using digital methods and course development using makerspace technologies.

Jill Luedke, who holds a dual master's degree in art history and information sciences from Pratt Institute, is the full-time Art and Architecture librarian. She has been serving the Tyler School community since 2009. She keeps faculty and students informed about services and resources and is available to provide instruction on library research within various courses.

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 (Guidelines, p. 23)

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.

Met

2023 Team Analysis:

The statement was verified on Feb. 25, 2023 at:
<https://tyler.temple.edu/naab-professional-program-information>

6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

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)

Met

2023 Team Analysis:

All four documents are found on the Tyler School website: <https://tyler.temple.edu/naab-professional-program-information>

6.3 Access to Career Development Information (Guidelines, p. 23)

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.

Met

2023 Team Analysis:

A professional programs administrator within the college-level Career Services unit is assigned to the programs of the Architecture and Environmental Design Department. The administrator hosts 30-minute career counseling appointments for undergraduates, graduates, and recent alumni on an as-needed basis through 'Handshake,' a platform where students can schedule career coaching, find internships or full-time job placement. They also organize an annual Career Fair, an event to which Philadelphia-based architecture firms send representatives to meet with students to discuss job opportunities.

There is also a Career Services Center at the university level that provides career assessment, job search skills, and related information.

The program has an optional mentorship for students wishing to meet a professional on a more personal basis, and to discuss education and career options within the discipline.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*

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

Met

2023 Team Analysis:

The visiting team reviewed the criteria list of 6.4 with the APR references and found the following references located at: <https://tyler.temple.edu/naab-professional-program-information> [verified 3/15/2023] or as otherwise noted below:

- a. Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit dated November 19, 2019 and located at: <https://tyler.temple.edu/file/2019-5-year-interim-progress-reportpdf> [verified 3/25/2023]
- b. Not Applicable
- c. The most recent decision letter from the NAAB: Decision Letter dated August 1, 2014 [verified 3/15/2023]
- d. The Architecture Program Report submitted for the last visit: 2014 APR dated December 13, 2013 [verified 3/15/2023]
- e. The final edition of the most recent Visiting Team Report, including attachments and addenda: Visiting Team Report dated April 9, 2014 [verified 3/15/2023]
- f. The program's optional response to the Visiting Team Report: None submitted.

- g. Not Applicable.
- h. NCARB ARE pass rates at found at: <https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school> [verified 3/15/2023]
- i. Statements and/or policies on learning and teaching culture are found at <https://tyler.temple.edu/sites/tyler/files/Tyler%20Architecture%20Learning%20Culture.pdf> [verified 3/15/2023]
- j. Statements and/or policies on diversity, equity, and inclusion are found at: <https://tyler.temple.edu/diversity-and-lgbtqia> [verified 3/15/2023] and <https://diversity.temple.edu/about-us/diversity%C2%A0statement> [verified 3/5/2023]

6.5 Admissions and Advising *(Guidelines, p. 24)*

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

Met

2023 Team Analysis:

- a. The application form portal is accessed from the webpage “Admission Requirements and Deadline”: <https://bulletin.temple.edu/graduate/scd/tyler/architecture-march/#admissiontext>
- b. Requirements for each track are defined by applicants' undergraduate degree. There are clear instructions for required submission materials, but there is no description of the evaluation process except in the case of transfer credit.
- c. There is no description of a process of evaluating content of non-accredited degrees. The form was shared in the visit but is not publicly available.
- d. Requirements and processes to apply for financial aid are found in the college website at <https://tyler.temple.edu/financing-your-education>
- e. The team found no mention of how diversity factors in admissions procedures. However, many recruitment efforts are targeted to diverse audiences and the many ways in which the college is welcoming to LGBTQ+ is featured under “Student Life” on the website.

6.6 Student Financial Information *(Guidelines, p. 24)*

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

☑ Met

2023 Team Analysis:

6.6.1: The Tyler School's "Financing your Education" web page includes information regarding Tuition and Financial Assistance is located at <https://tyler.temple.edu/financing-your-education-0> [verified 3/14/2023]. A Temple University Graduate School "University Financial Support" page provides additional opportunities and guidance; it is located at: <https://grad.temple.edu/admissions/costs-financial-aid-more/university-financial-support> [verified 3/14/2023]. Other information for scholarships and grants are located at: <https://sfs.temple.edu/financial-aid-types/scholarships/new-incoming-students> [verified 3/14/2023]

6.6.2: In addition, the program demonstrates 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 by the following resources:

A Tuition Calculator to allow students to estimate the cost of enrollment with regards to tuition and fees is located at: <https://bursar.temple.edu/tuition-and-fees/tuition-rates> [verified 3/14/2023].

The billing schedule is posted at <https://bursar.temple.edu/billing/billing-schedule> [verified 3/14/2023] with specific due dates.

And finally, the APR states that all other course costs are indicated on the University Course schedule, which is available to all students several weeks prior to and throughout registration and was noted on various syllabi and publications.

V. Appendices

Appendix 1. Conditions Met with Distinction

5.5 Social Equity, Diversity, and Inclusion

When the administration and faculty became aware of the problems that one student with mobility limitations was experiencing, especially in the studio—which should serve as home base for students, they went much further than simply trying to fix the problem. They undertook a comprehensive survey to understand all of the challenges affecting students, faculty, and staff with disabilities. A workgroup was formed to gather information, diagnose problems, and make recommendations on achieving a more inclusive environment. In the course of four to five months, they investigated accessibility issues in admissions, curriculum, facilities, and engagement. Their 20-page report was issued in Spring 2022. It included a mission and vision statement, a set of initial goals, and a plan for continued development. With these actions, Tyler has centered the issue of accessibility and invested in building a culture of inclusivity.

For Program COE

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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For Program COF