

**Temple University**

**Interim Progress Report for 2016**

November 30, 2016

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## 1. EXECUTIVE SUMMARY OF 2014 NAAB VISIT

### CONDITIONS NOT MET

<b>2014 VTR</b>
None

### STUDENT PERFORMANCE CRITERIA NOT MET

<b>2014 VTR</b>
A.9 Historical Traditions and Global Culture
II. 3 Evaluation of Preparatory/ Pre-Professional Education

### CAUSES OF CONCERN

<b>2014 VTR</b>
Scaling up the M. Arch Student Enrollment
Additional Administrative Financial Support
Increased Access to Physical Resources & Tyler Art School Classes
Graduate Teaching Assistantships

## 2. TEMPLATE

**Interim Progress Report**  
**Temple University**  
**Department of Architecture**  
**M. Arch. [Preprofessional degree + 60 credits]**  
**M. Arch. [Undergraduate degree + 90 credits]**  
*Last APR submission: September 2013*  
*Year of the previous visit: 2014*

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

**Chief administrator for the academic unit in which the program is located:** Hester Stinnett, Interim Dean

**Provost:** JoAnne A. Epps

**President of the institution:** Dr. Richard M. Englert

**Individual submitting the Interim Progress Report:** Rashida Ng, Associate Professor and Department Chair

**Name of individual(s) to whom questions should be directed:** Rashida Ng, Associate Professor and Department, [rashida.ng@temple.edu](mailto:rashida.ng@temple.edu)

**Current term of accreditation:** 8 years

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

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

##### A.9 Historical Traditions and Global Culture

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

Arch 5141/5142 Architecture 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.

**Temple U, 2016 Response:** Please refer to Appendix A. for the syllabus for ARCH 5142 that is currently being taught within the M Arch program.

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

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

**Temple U, 2016 Response:** This is underway. Using the 2014 NAAB Guidelines, the Graduate Admissions Committee has identified new SPC criteria that should be satisfied as a part of the pre-professional education and demonstrated in a portfolio and transcript review. The following criteria are to have been fulfilled: A.2 Design Thinking Skills, A.4 Architectural Design Skills, and A.5 Ordering Systems; these criteria should have been introduced: A.1 Professional Communication Skills, A.7 History and Global Culture, B.2 Site Design, B.5 Structural Systems, B.6 Environmental Systems, B.7 Building Envelope Systems, and B.8 Building Materials and Assemblies. Students that demonstrate these abilities will be appropriately placed within the 2-year Professional Track. All other students are individually placed into coursework within the 3-year Intensive Design track as required to fulfill these SPC. The committee will be writing new procedures for collecting evidence of pre-professional competencies as a part of the fall 2017 admissions review.

#### b. Plans for/Progress in Addressing Causes of Concern

- **Scaling up the M. Arch Student Enrollment**

*2014 Visiting Team Comments:* Currently the M. Arch has 12 students enrolled and has a goal of a total of 60 students.

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

An area of necessity for the program is to grow to the anticipated size. Currently all admissions are run through the Tyler Art School and there is a need for an additional admissions staff person to work with the Architecture Program.

**Temple U, 2016 Response:** Since the 2014 NAAB Accreditation visit, we have continued to increase enrollment in the Master of Architecture program. As you will see in the accompanying statistical report, the M Arch program currently had a total enrollment of 28 students in 2015-2016 and has experienced steady growth in enrollments since the visit. To support the growth of the M Arch to its projected size, we have added an accelerated track for internal applicants from Temple's B.S. in Architecture pre-professional program which allows well-prepared students to take 12-credits of graduate coursework while still enrolled in the undergraduate program. These students can then complete the M Arch in 15 months, 1 month of summer study, followed by a fall and spring semester, then a final summer session. Please refer to <https://tyler.temple.edu/architecture-41-option> for more information on this program.

In addition, the Architecture Department has added an additional staff person, Emily Furlong, who serves in the role of Professional Programs Administrator. Emily assists with admissions, student advising, and program administration of graduate and undergraduate programs. Please refer to the Appendix for Emily's CV.

- **Additional Administrative Financial Support**

*2014 Visiting Team Comments:* The Program has demonstrated the appropriate institutional and financial resources to support student learning and achievement. However, there are some concerns of this Visiting Team that existing financial resources will need to be scaled up to address the potential increased demands of the two new M. Arch Program tracks. Additional financial support will be needed for increasing the infrastructure to address program advising loads, pre-professional admission reviews, and funding for graduate assistantships.

**Temple U, 2016 Response:** We continue to make progress towards this goal. As noted in our response above, the Department now has an additional full-time administrator to address the increasing administrative goals of the M Arch program. We continue to seek additional resources to support graduate students through scholarships and internships. To that end, the Department has hired a part-time staff person Mykhaylo Kulynych, who is serving as the Director of Public Outreach, to assist in reaching out to our alumni and local architecture and construction industry professionals. Please refer to the Appendix for Mykhaylo's CV.

- **Increased Access to Physical Resources & Tyler Art School Classes**

*2014 Visiting Team Comments:* There is a need to increase student access to classes in the Tyler Art School and to extend the access to software and hardware within the Department.

**Temple U, 2016 Response:** The Architecture Department is making progress in providing more access to classes in the Tyler School of Art. The Tyler Advising Office is centrally advertising classes that are offered to non-majors. One of the goals of the 2014 – 2019 Tyler Strategic Plan is to provide an “increase in productive cross-departmental exchange and collaborations” and “more flexibility for students to develop individual strengths through electives, interdisciplinary courses, and courses in other disciplinary areas.” This plan identifies several strategies to achieve this goal, some of which are already underway.

In addition, in January 2016, the Architecture Department joined with the departments of Landscape Architecture and Horticulture and Community and Regional Planning into a new Division of Architecture and Environmental Design (AED) within the Tyler School of Art. AED faculty have begun a strategic planning process that will include increased interdisciplinary coursework and opportunities for M Arch students. For more information on AED curricular offerings, please visit: <https://tyler.temple.edu/architecture-environmental-design>.

- **Graduate Teaching Assistantships**

*2014 Visiting Team Comments:* Students have expressed concerns over the lack of graduate teaching assistantships. According to the program, the department has scholarship funds, but does not have funds available for teaching assistantships.

**Temple U, 2016 Response:** The Department still does not have funds available for graduate and teaching assistantships. However, we are making progress providing other types of support to our graduate students; please refer to our response to the section “Additional Administrative Financial Support” above.

### **c. Changes or Planned Changes in the Program**

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

**Temple U, 2016 Response:** As described above in the section, “Increased Access to Physical Resources & Tyler Art School Classes” above, the Architecture Department is now housed with the new Division of Architecture and Environmental Design (AED) in the Tyler School of Art. Kate Wingert-Playdon, the former chair of the Architecture Department, has been appointed Associate Dean of AED. Rashida Ng has been appointed as the Chair of the Architecture Department. Sally Harrison is now serving as the Master of Architecture Program Head. AED provides new and exciting opportunities for student and faculty collaboration across disciplines that focus on the built and natural environments, including Landscape Architecture, Horticulture, Community and Regional Planning, City Planning, and Urban Design.

In addition, the Tyler School of Art and Temple University have also experienced changes in leadership. The Tyler School of Art is currently conducting a national search for a new Dean; Hester Stinnett is serving as Interim Dean. Temple also has a new Provost, JoAnne Epps and a new President, Richard M. Englert. The Department is working with the new administrators in AED, Tyler, and Temple to support all of its academic programs and to continue the growth of the M Arch program.

Over the past two years, the Architecture Department has experienced a steady increased in enrollments within the M Arch program. We have also experienced an increase in the number of students in Architecture Foundations program, from which students enter the pre-professional Bachelor of Science degree. Although our current third and fourth year architecture classes are slightly smaller than our capacity, the internal pipeline for Master of Architecture students is strong. We also have had more internal applicants from our other undergraduate degree programs, including the B.S. in Architectural Preservation and the B.S. in Facilities Management, into the 3-year track of the M Arch degree.

### **d. Summary of Activities in Response to Changes in the NAAB Conditions**

#### [2014 NAAB Conditions](#)

**Temple U, 2016 update:** The Department has reviewed the 2014 NAAB Conditions for accreditation. The five new perspectives: *Leadership and Collaboration, Design, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility*, align quite well with the synergies that exist between the Master of Architecture Program and the new Division of Architecture and Environmental Design (AED) within the Tyler School of Art. (Refer to “Changes or Planned Changes in the Program” above.) The Department will consider these new perspectives as it

continues to refine the curriculum of the M Arch program within the context of a Tyler's new AED Division and with our colleagues in the allied fields.

The Architecture Department is also studying a revision to the building technology sequence of courses in the M Arch program. The Curriculum Committee is writing a proposal for a new course on Integrated Design that will focus on the application of building technology knowledge in the context of design problems. If approved and implemented, this new course will align well with the SPC within Realm C. Integrated Architectural Solutions. The intention of the new course is to provide more opportunities to teach students how to synthesize complex variables into an architectural proposal while balancing complex and often competing objectives.

In response to the new requirements within Section II: Public Information, including II.4.6 Admissions and Advising and II.4.7 Student Financial Information, the Department is currently reviewing its admissions procedures for the evaluation of pre-professional content, the distribution of financial aid information, and compiling an estimate of program costs (including tuition, fees, books, general supplies, and specialized materials).

**e. Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

**Temple U, 2016 update:** Please find the following documents within the Appendix:

**Appendix A. Syllabi**

ARCH 5142: Architectural History 2

**Appendix B. CV/Bios for New Faculty**

Seher Erdogan Ford, Assistant Professor, Tenure-track  
Gabriel Kaprielian, Assistant Professor, Tenure-track  
Andrew Wit, Assistant Professor, Tenure-track

**Appendix C. CV/Bios for New Administrators**

Emily Furlong, Professional Programs Administrator  
Sally Harrison, Master of Architecture Program Head  
Mykhaylo Kulynych, Director of Public Outreach  
Rashida Ng, Chair, Architecture Department  
Kate Wingert-Playdon, Associate Dean, Architecture and Environmental Design

## **Appendix A. Syllabi**

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Temple University, Interim Progress Report for 2016

Division of Architecture and Environmental Design  
Temple University  
Spring 2017  
Prof. Stephen Anderson  
stephen.anderson@temple.edu  
Office: Arch Building, Rm. 409

ARCH 5142

## Masters Seminar in Architectural History

**Where and When:** Arch305  
Tuesday evenings, 6:00pm to 8:30pm

**Course Hours:** (3-0-0) 3 SHC

**Course Prerequisites:** None, though the course presumes that students have a good working knowledge of European History and its precedents. Some undergraduate experience in the history of art and/or architecture will be useful, but not presumed.

**Course Description:** Exploration of the historical foundations of architectural design and the associated theorizations of recurring architectural problems and tasks. The first portion of the course is given to a broad survey of architectural history, primarily chronological. The second portion of the course trades breadth for depth, using two or three topical themes to explore deep historical foundations of present-day architectural situations. The first portion of the course is primarily lecture-format, the second is a mix of lecture, seminar discussion, and student-led presentations. The course makes use of diverse architectural precedent, from pre-history to the present, and from many cultures, including, but not limited to, East-Asian, pre-Columbian-American, North African, Japanese, European, and Indian.

**Course Audience and Designation:** ARCH 5142 is a component of the Master of Architecture degree.

**Course Objectives:** The first portion of the course is intended to refresh and improve students' knowledge of generally accepted eras, their sequence, the cultural-historical factors that defined them, and their primary relation to architectural developments, interests, and decisions. The second portion of the course aims to advance students' facility in the use of architectural history for the critical re-evaluation of contemporary practices, the creative departure toward unexpected design possibilities, and for better understanding and problematizing their own work, purposes, and intuitions. The course also endeavors to further students' familiarity with significant buildings and influential architects that have shaped and continue to shape architectural settings, and the ability to analyze the ideas, spatial characteristics, meanings and symbolic content embodied in architecture. The course is intended to foster an understanding of architectural history that is

multivalent and that exceeds merely technological, aesthetic, or typological approaches, and which emphasizes social, cultural, and ethical engagements of architectural design.

**Course Organization:** The course meets once weekly. Though the daily structure of the course changes as the semester progresses, each class will generally be divided into two parts (with a brief break in between): a lecture, and then a discussion. The discussion will typically be facilitated by a student presentation of two related architectural works – one from the historical past and one from the present day (constructed within the last 15 years). These discussions will be further informed through an assortment of readings in architectural history and theory – typically one or two readings per week.

**NAAB Student Performance Criteria:** This course addresses NAAB accreditation guidelines in the following areas:

#### **Realm A: Critical Thinking and Representation**

**A.1 Professional Communication Skills:** *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

**A.2 Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

**A.3 Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

**A.6 Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

**A.7 History and Global Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

**A.8 Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

#### **Realm C: Integrated Architectural Solutions**

**C.1 Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

**C.2 Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

**Grading:** Performance in the course is measured by:

**Attendance [15% of grade]** Each student is allowed one unexcused absence. The next 3 absences will each result in a 5% reduction of your overall grade. **More than 4 absences** (1 allowed

unexcused absence plus 3 additional unexcused absences) **will result in failing the course.** In order for an absence to be considered excused, the student must request permission via direct conversation with the professor or email to the professor *before* the class in question, and will only be granted in the case of medical or family emergency.

**Historical Analysis Paper [25%]** Students will compose an essay comparing and contrasting a contemporary architectural work with a single work from the historical record in order to explore a select architectural theme, problem, or investigation. Papers will be roughly 3000 words, and will make use of images, historical accounts, measured drawings in the development of the student's own analyses. Paper topics and structure will be formulated in a written proposal, then honed in dialog with the professor and with fellow students. Papers will make use of sound research methodologies and conventions, but are intended to be speculative, inventive, and risk-taking.

**Class Presentations** (quantity depends on enrollment) **[25%]** At multiple times during the semester, students will be responsible for leading/moderating a discussion of the ideas addressed in that week's lecture and readings. To structure that discussion, the student will present two architectural works – one past, one present—complete with brief descriptions, drawings, and images necessary for a thorough understanding of the projects and their situations. In preparation of those presentations, students that will be presenting the next week will meet with the professor after class to briefly discuss the assigned buildings and to loosely outline their relationship to the prospective week's topic.

**Reading Analyses [20%]** For each reading, students will submit scans or copies of their annotated/marked-up documents. Additionally, students will isolate one key quote that they want to present to the class as a basis for analysis, and will formulate and write-out a minimum of one question that each text suggests but does not adequately address.

**Discussion Participation + Contribution [15%]** Informed, considerate dialog is essential to exploring and engaging the course materials. While it is understood that every student brings her own disposition to class discussions, all students are expected to offer their opinions and to critically and civilly weigh the ideas being offered by lecture, readings, and other students. The course depends on the interjection of various and sometimes contradictory observations and opinions, and students are expected to contribute their own ideas and experiences as part of that complexity.

**Contacting the Professor:** E-mail is the best place to start with any question or request to meet: [stephen.anderson@temple.edu](mailto:stephen.anderson@temple.edu). I will be generally available immediately before and after class. If you need lengthier or more dedicated attention, please email me with suggested times to meet at your convenience – Tuesdays and Thursdays are best, but I can also make other arrangements as needed.

**Required Texts:** Essays and excerpts will be posted to the course's BlackBoard site. The following texts are not required, but recommended --they can serve as useful initial resources for most historical research in architecture. As the course's chronological survey of architecture is meant to be

sweeping and introductory, it is incumbent on the student to continue to fill gaps and further explore. These texts can help with those efforts.

A History of Architecture: Settings and Rituals

By Spiro Kostof (Oxford University Press, New York, 1985).

Meaning in Western Architecture

By Christian Norberg Schulz (Praeger, New York, 1975)

The Classical Language of Architecture

By Sir John Summerson (MIT Press, Cambridge, 1977)

A Concise History of Western Architecture

By R. Furneaux Jordan (Harcourt, Brace and World)

History of Art. By H.W. Janson. Prentice Hall, multiple editions.

The City Shaped: Urban Patterns and Meanings Through History. By Spiro Kostof. Oxford Press, 1993.

Modern Architecture: a Critical History

By Kenneth Frampton (Oxford University Press, New York and Toronto, 1980).

Modern Architecture. By Alan Colquhoun. Oxford Press, 2002.

The Details of Modern Architecture. In two volumes, by Edward Ford. MIT Press, 2003.

The Roots of Architectural Invention. By David Leatherbarrow. Cambridge Press, 1993.

Gardens and the Picturesque: Studies in the History of Landscape Architecture. By John Dixon Hunt. MIT Press, 1994.

**Authorship of Work/ Academic Honesty :** For research projects and written materials, it is assumed that the work submitted is wholly that of the student unless properly credited with footnotes, citations or other references. Any research or written work that is judged to be based either wholly or partially on the work of another author or student (published or not) that is not properly referenced (i.e. footnotes or otherwise noted), or executed by another person will be considered **plagiaristic**, and therefore failing to meet the educational standards of Temple University. Undocumented use of materials from the internet is also plagiarism. Since cheating undermines the integrity of both the individual and the entire university community, any student who commits plagiarism or who is detected cheating in the exams and the quizzes will

receive a failing grade (F) for the semester course grade, and further appropriate steps may be taken according to university policy. No warnings will be issued prior to such actions. Realize that you are strongly encouraged to study together, share information and discuss your assignments, but the work you formally submit should either be entirely your own, or properly credited.

**Written Materials:** All written submissions for this course should be referenced in the **Chicago** style.

For detailed instructions go to:

[http://library.temple.edu/help/howdoi/howdoi.jsp?topic=cite\\_items.htm&bhcp=1](http://library.temple.edu/help/howdoi/howdoi.jsp?topic=cite_items.htm&bhcp=1)

**Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

**Disabilities:** Any student who has a need for accommodation based on the impact of a disability should contact Tyler's Academic Advisor Laurie Duffy at 215-777-9185 privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities. Students must present appropriate paperwork in order to receive special accommodations- a letter from the office (above) and presented to the faculty member.

**Emergency Closings:** This lecture class will follow university procedures for bad-weather university closings and late mornings. The most accurate information on class cancellations can be obtained by calling the university's hotline at 215-204-1975 or referring to Temple's website.

## **Appendix B. CV/ Bios for New Faculty**

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Temple University, Interim Progress Report for 2016

## Seher Erdogan Ford, Assistant Professor

**Bio:** Motivated by the advent of new media technologies, Professor Erdogan Ford's research and creative activities explore the digital representation of cultural heritage sites with a focus on materiality. Lost or imperiled heritage sites rely on digital media to study, document, and promote their significance. Her research addresses this need by studying the ways in which multimedia representation can facilitate dynamic and continuous narratives through not only visual but also tactile engagement. To this end, whether designing within the historic context, devising conservation strategies, or developing educational programs, Professor Erdogan Ford sees a robust and yet nuanced representational strategy as essential to the sustained stewardship of architectural heritage. She has presented her work in a number of international and national conferences, and invited public lectures; her article, "More than Meets the Eye: What Can Virtual Reality Reveal to Architects?" will be published in the *Journal of Architecture Education* in the spring of 2017.

### **Educational Credentials:**

Yale School of Architecture, Master of Architecture, 2009  
Yale University, Bachelor of Arts in Architecture, 2004

### **Teaching Experience:**

Assistant Professor, Temple University, 2015 - present  
Lecturer, Kadir Has University, Istanbul, Turkey, 2013 - 2015

### **Professional Experience:**

Principal, EFFO, Philadelphia, Pennsylvania and Istanbul, Turkey, 2013 - present  
Rogers Marvel Architects, New York, New York, Architect, 2011 - 2013  
Apicella + Bunton Architects, New Haven, Connecticut, Intern Architect, 2009-2011  
Yale Urban Design Workshop, New Haven, Connecticut, Designer, Summer 2009  
Robert A. M. Stern Architects, New York, New York, Intern Architect, 2004-2006  
Gwathmey Siegel & Associates Architects, Intern Architect, Summer 2003

### **Licenses/Registration:**

New York, License Number 036203

### **Selected Publications and Recent Research:**

Brough, John Capen, Seher Erdogan, and Parsa Khalili, eds. *Perspecta 43: Taboo, The Yale Architectural Journal*. (Cambridge: MIT, 2010).

Erdogan Ford, Seher, "More than Meets the Eye: What Can Virtual Reality Reveal to Architects?" in *Journal of Architectural Education*, no: 71:1, (March 2017).

Erdogan Ford, Seher, "A Fleeting Moment, Three Ways," in *Project Journal*, no:6, (December 2016).

Erdogan Ford, Seher, "From Monument to Embodiment: A Social Case for a more Expansive Representational Strategy for Architectural Heritage," in *Proceedings of ARCC/EAAE 2016 International Conference* (Lisbon, Portugal: CRC Press, 2017).

Erdogan Ford, Seher, "Back to the Future: An Exploration of New Media Environments and Expansive Temporal Representation of Architecture," in *Proceedings of ACSA/AIA Intersections Between the Academy and Practice Symposium* (Orlando: ACSA, 2017).

Erdogan Ford, Seher, "More than Meets the Eye: Representing Temporality in Architectural Heritage Sites," Paper presentation at the *Digital Cultural Heritage: Future Visions Conference*, University of Queensland, Australia, April 19-21, 2017.

Erdogan Ford, Seher, "A Lesson in the Education of a Craftist: Modularity," in *Proceedings of National Conference on Beginner Design Student*, (San Luis Obispo, CA: NCBDS, 2016).

Erdogan Ford, Seher, "Designing Stone: Temporal Representation of a Timeless Material," Paper presentation at the *Design History Society Annual Conference*, Middlesex University, London, UK, September 8-10, 2016.

### **Professional Memberships:**

American Institute of Architects, Architect Member, 38487698

## **Gabriel Kaprielian, Assistant Professor**

**Bio:** Professor Kaprielian's research and creative work involve a multi-scalar approach to understand the relationship between built and natural environments, informing the design of resilient cities and sustainable architecture. As an Artist-in-Resident at Autodesk's Pier 9 Workshop, Gabriel began a body of work that explores the intersection of emergent technologies, digital fabrication, and spatial practice. His work has been exhibited at the Venice Biennale, the Exploratorium's Fisher Bay Observatory, and Autodesk Gallery.

### **Educational Credentials:**

University of California, Berkeley, Master of Architecture, 2014  
University of California, Berkeley, Master of City and Regional Planning, 2014  
California Polytechnic State University, San Luis Obispo, Bachelor of Architecture, 2007

### **Teaching Experience:**

Assistant Professor, Temple University, 2016 – present  
Program Director/Lecturer, University of California, Berkeley, 2014 – 2016  
Full-time Lecturer, Cal Poly State University, 2015 – 2016  
Senior Lecturer, California College of the Arts, 2015  
Lecturer, Academy of Art University, 2015

### **Professional Experience:**

Eight Inc., Singapore, Consultant Designer, 2013  
Port of San Francisco, San Francisco, California, Architectural Design Intern, 2011 - 2012  
Architecture for Humanity, San Francisco, California, Design Fellow, 2011  
Page and Turnbull, San Francisco, California, Consultant Designer, 2010  
Mark Horton Architecture, San Francisco, California, Consultant Designer, 2009  
M:OME, San Luis Obispo, California, Intern Architect, 2007 – 2008  
Studio 2G, San Luis Obispo, California, Intern Architect, 2006 – 2008  
LGA Architects, San Luis Obispo, California, Intern Architect, 2005

### **Licenses/Registration:**

LEED AP, Credential Number 5665D7EA88

### **Selected Publications and Recent Research:**

Kaprielian, Gabriel, "The Application of Reality Computing in Beginning Design," in *1:1, Proceedings of the 32<sup>nd</sup> National Conference on the Beginning Design Student* (San Luis Obispo, CA: NCBDS, 2016).  
Kaprielian, Gabriel, et. al., "Scan Fab Lamps," in *Computational Ecologies: Design in the Anthropocene, Proceedings of Association for Computer Aided Design in Architecture 2015 Conference* (Cincinnati, OH: ACADIA, 2015).  
Kaprielian, Gabriel and Carlos Sandoval, "Crime Obscured," *Mapping and Its Discontents Symposium*, Global Urban Humanities Initiative, (Berkeley, CA: 2013).  
Kaprielian, Gabriel and Carlos Sandoval, "Sea-Level Hi-Rise: Populating the Staged Retreat," in *Atmosphere 5, Proceedings of Design and Ecology Symposium* (Manitoba, Canada: 2012).  
Kaprielian, Gabriel, et. al., "European Workshop of Waterfront Urban Design," in *Paisea 026 Waterfront – La Costa, a Landscape Architecture Magazine* (Valencia, Spain: Paisea, 2012)

## **Andrew John Wit, Assistant Professor**

**Bio:** Professor Andrew John Wit is an Assistant Professor of Digital Practice within Temple University where he leads research, courses, and workshops focused around novel building systems generated through the integration of light-weight composites, digital tools/fabrication and robotic systems. He is also a Co-Founder of the interdisciplinary research group WITO\* Laboratory for Intelligent Environments.

Wit serves on the board of directors for the Association for Computer Aided Design in Architecture (ACADIA).

He has won design and research awards for UTenSails (2007 AIA Best of Practice Award) and the Advanced Fabrics Exhibition (2007 IFAI Outstanding Achievement Award), and his projects floatSCAPE (@MIT), the Underwood Pavilion, and most recently the rolyPOLY and cloudMAGNET prototypes have been featured at many international conferences and refereed publications.

### **Educational Credentials:**

Massachusetts Institute of Architecture, Master of Architecture, 2009

University of Texas at San Antonio, Bachelor of Science in Architecture, 2005

### **Teaching Experience:**

Assistant Professor, Temple University, 2015 - present

International Practitioner in Residence Fellow, Ball State University, 2013 - 2015

Adjunct Instructor, Nihon Kogakuin, 2009 - 2012

Teaching Assistant, Massachusetts Institute of Technology, 2008

Adjunct Instructor, University of Texas at San Antonio, 2005

### **Professional Experience:**

Co-Founder / Principal, WITO\*, Tokyo + Philadelphia, 2013 - present

Tsushima Design Studio, Tokyo, Japan, Senior Design Associate, 2010 – 2013

Riccardo Tossani Architecture Inc., Tokyo, Japan, Intern Architect/Designer, 2009

Toyo Ito & Associates Architects, Tokyo, Japan, Intern Architect/Designer, 2009

Kennedy & Violich Architects Ltd., Boston, Massachusetts, Intern Architect/Designer, 2009

Atelier Bow – Wow Architects, Tokyo, Japan, Intern Architect/Designer, 2008

Poteet Architects LLC., San Antonio, Texas, Intern Architect/Designer, 2005 - 2006

### **Selected Publications and Recent Research:**

Riether, Gernot and Andrew John Wit, "The Underwood Pavilion. A parametric tensegrity structure," in *Advances in Architectural Geometry (AAG) 2016*, Vdf Hochschulverlag AG and der ETH Zurich, pp. 48-63. (2016).

Wit, Andrew John, Simon Kim & Daniel Eisinger, "Craft Driven Robotic Composites," in *3D Printing and Additive Manufacturing Journal (3DP+)*. Volume 3. No 1. March 2016, pp. 1-9. Featured cover article. (2016).

Wit, Andrew John, Daniel Eisinger & Steven Putt, "Human Interaction-Oriented Robotic Form Generation: Reimagining architectural robotics through the lens of human experience," in *Robot 2015: Second Iberian Robotics Conference – Advances in Robotics*. *Advances in Intelligent Systems and Computing Series*, Springer, 2015, pp. 353-364. ISSN: 2194-5357. (2015)

Wit, Andrew John, Simon Kim, "Craft-Based CFRP Systems for Rapidly Deployable Architectures," *Proceedings of the TxA Emerging Design and Technology Conference*, (San Antonio, Texas, November 2016).

Wit, Andrew John, Rashida Ng, Chang Zheng & Simon Kim, "Composite Systems for Lightweight Architectures. Case studies in large-scale CFRP winding," *Proceedings from the ACADIA Conference*, (Ann Arbor, Michigan, November 2016).

Wit, Andrew John and Simon Kim, "rolyPOLY. A Hybrid Prototype for Craft," *Project proceedings from the ACSA Cross Americas Conference*, (Santiago, Chile, June 2016).

Wit, Andrew John, "The One Day House. Intelligent Systems for Adaptive Building," *Proceedings from the ECAADE Conference*, (Vienna, Austria, September 2016).

Wit, Andrew John and Mahesh Daas, "Memos from an Inconvenient Studio. Unsolicited projects for responsive architectures," *Proceedings from the ECAADE Conference*, (Vienna, Austria, September 2016).

Wit, Andrew John, "Towards an Intelligent Architecture. Creating adaptive building systems for inhabitation," *Proceedings from the Sigridi Conference*, (Montevideo, Uruguay, November 2014)

### **Professional Memberships:**

Association for Computer Aided Design in Architecture, Member + Board of Directors

## **Appendix C. CV/ Bios for New Administrators**

Temple University, Interim Progress Report for 2016

## EMILY C. FURLONG

802-999-1114 ♦ [emilyfurlong@gmail.com](mailto:emilyfurlong@gmail.com)

### EDUCATION

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**UNIVERSITY OF PENNSYLVANIA GRADUATE SCHOOL OF EDUCATION** Philadelphia, PA  
Master of Science in Education, Higher Education (May 2014)

**MIDDLEBURY COLLEGE** Middlebury, VT  
Bachelor of Arts in Psychology (May 2004)

### RELEVANT EXPERIENCE

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**TEMPLE UNIVERSITY TYLER SCHOOL OF ART, ARCHITECTURE DEPARTMENT** Philadelphia, PA  
*Professional Programs Administrator, Recruiter, Adjunct Professor* (September 2014 – Current)

- Advise current undergraduate and graduate students on department curriculum, majors, internships, careers,
- Coordinate accelerated degree program leading to a Bachelor of Science in Architecture and Master of Architecture
- Introduce and implement Peer Mentor program within department; expanded to rest of Tyler School of Art
- Facilitate informational sessions, open houses, accepted student days and orientations for graduate and undergraduate students, Chair of Undergraduate Major Admissions Committee, Member of Graduate Admissions Committee
- Attend Architecture college and graduate school fairs for recruiting purposes
- Plan Philadelphia Architecture + Design College Fair with over 35 national undergraduate institutions
- Organize department career fair and oversee internship opportunities
- Teach introductory department course to incoming first year and transfer students about department majors
- Write blogs for department and update website

**UNIVERSITY OF PENNSYLVANIA SCHOOL OF NURSING, OFFICE OF STUDENT SERVICES** Philadelphia, PA  
*Graduate Assistant* (August 2013 – June 2014)

- Worked with the Office of Academic Affairs planning functions including Orientation, Peer Advising activities and training, Family Weekend, Admissions' Open Houses, and Graduation.
- Advised the Nursing Student Leadership Council and acted as a resource for the School of Nursing student organizations regarding program planning and implementation.
- Shadowed academic advisors in student mentoring.
- Responsible for individual student academic advising with support from supervisor.
- Collaborated with the planning and oversight of the Peer Advisor Program.
- Teamed with faculty and Penn Abroad for study abroad student interviews and selections.
- Completed the University of Pennsylvania's Counseling and Psychological Services I CARE training.

**HARVARD GRADUATE SCHOOL OF EDUCATION, PROGRAMS IN PROFESSIONAL EDUCATION** Cambridge, MA  
*Program Coordinator* (January 2012 – July 2013)

**THE LEADERSHIP AND LEARNING CENTER, A DIVISION OF HOUGHTON MIFFLIN HARCOURT** Denver, CO  
*Events Manager* (April 2010 – December 2011)  
*Conference Coordinator* (October 2009 – April 2010)

### SKILLS

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- Proficient in Excel, PowerPoint, Word, PageMaker, Outlook, Access, Banner, Blackboard Collaborate

## Sally Harrison, AIA, Associate Professor of Architecture

- **Contact:** [sally.harrison@temple.edu](mailto:sally.harrison@temple.edu)

Sally Harrison is a Registered Architect in Pennsylvania and has professional and teaching expertise in social impact design, sustainable urban design, and urban history/theory. She serves as the Master of Architecture Program Head and is the leader and co-founder of The Urban Workshop, (<http://tyler.temple.edu/urban-workshop-0>) an interdisciplinary university-based collaborative undertaking community-centered research, design and design-build projects in local neighborhoods. She is also a Research Fellow at the Center for Sustainable Communities.

Professor Harrison's design and scholarship addresses reemerging postindustrial neighborhoods as sites for social justice, creativity and learning. Her work in is published in books and academic journals and has been recognized in national, international and regional design awards programs (SEED, AIA PA). Recent authored publications include: "Gentrification and the Heterogeneous City: Finding a Role for Design" (with Andrew Jacobs, in *The Plan Journal*, forthcoming 2017); "In-Between: Places of Resilience in the Post-Industrial City" in *Int/AR Journal Volume 5: Resilience and Adaptability* (Birkhauser 2014), "Trans-activism in Design: A Case Study", in *CHANGE, Architecture, Education, Practices* (ACSA 2013); "Uncovering the Human Landscape of North Philadelphia" in *Service Learning in Design and Planning: Education at the Boundaries* (New Village Press 2012). Harrison's work has been presented as a case study in *Designed for Habitat: Collaborations with Habitat for Humanity* (Hinson and Miller, Routledge 2013). Her research has been supported by Temple University, the Pew Charitable Trusts and the EPA.

Ms. Harrison has served on the boards of the state and local chapters of AIA, and on the Advisory Board of Design of the Philadelphia Redevelopment Authority. She is a founding member of the Community Design Collaborative and serves as a member of the organization's Advisory Council. She an Editorial Board member of *Context*, the Journal of the Philadelphia AIA, and has recently co-edited the AIA Convention issue: *Design and Social Justice*. She is a member of the board of directors of the Village of Arts and Humanities.

Professor Harrison received her Master of Architecture from the Massachusetts Institute of Technology, and her Bachelor of Arts magna cum laude with Distinction in Art History from the University of Pennsylvania.

## **Mykhaylo Kulynych, Director of Professional Outreach**

Mykhaylo Kulynych is a Philadelphia architect who has been in the profession for over 40 years. He earned his Bachelor of Architecture from The Pennsylvania State University, University Park, PA, and his Master of Architecture from Washington University, St. Louis, MO. After graduation Mr. Kulynych worked at several Center City architectural firms before joining H2L2 Architects/Planners in 1984 as a Project Manager. He was elevated to Principal in 1990. In 2012 H2L2 joined NELSON, in which he became Managing Principal of H2L2, a Nelson Company. In 2014 Mr. Kulynych incorporated as MYKUL Architecture PC.

During his years of practice at H2L2 Mr. Kulynych worked for many educational, institutional, and corporate clients, and on high-profile regional and national projects such as the Pennsylvania State Capital historic renovations, Harrisburg, PA, and the Hoover Dam Bypass at the Lake Mead Recreation Area, Mohave County, Clark County, NV. He joint-ventured with Carlos Jimenez Studio as the Architect of Record for the Temple University Tyler School of Art building and served as the Designer and Architect of Record for Temple's Architecture Building.

A passionate advocate for design excellence and relationship building, Mr. Kulynych focuses on brand positioning, marketing strategies, business and client development, messaging, networking, and interpersonal and team coordination skills.

Mr. Kulynych is a member of the American Institute of Architects (AIA), and a member of the Carpenters' Company of the City and County of Philadelphia (CCCCP), the nation's oldest professional organization for builders and designers.

## Rashida Ng, Department Chair and Associate Professor

**Bio:** Professor Ng's research and creative activities broadly explore the potential for sustainable and performative architecture. In response to the environmental mandate for more ecological means of architectural production, her work negotiates the complex interrelationships between constructed and natural systems. She has authored numerous papers on these topics and co-edited the book, *Performative Materials in Architecture and Design*, published by Intellect in 2013.

### **Educational Credentials:**

University of Pennsylvania, Master of Architecture, 2001

Georgia Institute of Technology, Bachelor of Science in Architecture, Certificate in City Planning, 1997

### **Teaching/ Administrative Experience:**

Department Chair, spring 2016 - present

Interim Department Chair, fall 2015

Associate Professor, Temple University, 2013 - present

Assistant Professor, Temple University, 2006 - 2013

Lecturer, Temple University, 2005 - 2006

Adjunct Instructor, Drexel University, 2004

### **Professional Experience:**

Principal, RNG Design, Philadelphia, Pennsylvania, 2008 - present

Kelly Maiello Architects, Philadelphia, Pennsylvania, Intern Architect, 2004 - 2005, Summers 1999, 1996, and 1995

Susan Maxman & Partners, Philadelphia, Pennsylvania, Intern Architect, 2001 - 2004

Bower Lewis Thrower Architects, Philadelphia, Pennsylvania, Intern Architect, Summer 2000

Herbert S. Newman & Partners PC, New Haven, Connecticut, Intern Architect, 1998 - 1999

Smallwood, Reynolds, Stewart, Stewart & Associates, Atlanta, Georgia, Intern Architect, 1997 - 1998

### **Licenses/Registration:**

Pennsylvania, License Number RA404385

### **Selected Publications and Recent Research:**

Wit, Andrew, Rashida Ng, Cheng Zhang and Simon Kim, "Composite Systems for Lightweight Architectures: Case studies in large -scale CFRP winding" in *Posthuman Frontiers: Data, Designers and Cognitive Machines: Proceedings of the 2016 Acadia Conference*, (Ann Arbor: University of Michigan, In press).

Ng, Rashida and Sneha Patel, "Trajectories of Performative Materials," in *Adaptive Architecture: Proceedings of the 2013 Acadia Conference*, (Waterloo: University of Waterloo, 2013).

Ng, Rashida, "Nanomaterials: Invisible Structures, Visible Performances" in *Proceedings of ARCC 2013 Conference*, (Charlotte: UNCC, 2013).

Ng, Rashida and Sneha Patel, eds. *Performative Materials in Architecture and Design*, (London: Intellect Ltd., 2013).

Smith, Ryan, John Quale and Rashida Ng, eds. *OFFSITE: Theory and Practice of Architectural Production, Proceedings of the ACSA 2012 Fall Conference* (Washington DC: ACSA, 2012).

Ng, Rashida, "Firefly: Propositions of Future Illumination," in *Digital Aptitudes + Other Openings Project Proceedings*, eds. Mark Goulthorpe and Amy Murphy, (Washington D.C.: ACSA Press, 2012).

Ng, Rashida and Sneha Patel, "Engineering Phase Change Material: A Confluence of Fact and Fiction," in *Proceedings of Building Technology Educators' Society 2011 Conference*, eds. Terri Meyer Boake, Sam Ghantous, and Vincent Hui (Toronto: BTES, 2011).

Ng, Rashida, "Something Borrowed: Defining an Emerging Covenant between Architecture and Materials," in *Proceedings of ARCC/EAAE 2010 International Conference* (Washington DC: ARCC, 2010).

Ng, Rashida, "Fused: In Material Pursuit of Amalgamated Illumination Assemblies," in *Proceedings of Building Technology Educators' Society 2009 Conference*, ed. Dana Gulling and Diane Armpriest (Albuquerque: BTES, 2009).

McCloskey, John, Amy Fleischer, Sneha Patel, and Rashida Ng, "The Determination of Thermal Properties of Paraffin-based Phase Change Material [PCM] Within a Daylighting Panel," in *Proceedings of the ASME 2009 International Mechanical Engineering Congress & Exposition* (Buena Vista: IMECE 2009).

### **Professional Memberships:**

Building Technology Educators' Society

**Kate Wingert-Playdon**

Temple University, Tyler School of Art, Architecture  
[mwingert@temple.edu](mailto:mwingert@temple.edu) (215) 204-7903

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**Education**

**Rensselaer Polytechnic Institute**

Bachelor of Science, Building Sciences; Bachelor of Architecture 1983

**The Pennsylvania State University**

Master of Science, Architecture, 1988

**Administrative and Teaching Appointments**

Current

Associate Dean and Professor, Architecture and Environmental Design  
Interim Graduate Director Tyler School of Art, Temple University

**Selected Research and Creative Work**

Current

*La Fonda: A Search for Authenticity in the Making of Architecture* (manuscript)

2015

• Wingert-Playdon, Kate, and Rashida Ng, “*Implicit Pedagogies: Reflections on Studio Culture and the Profession*,” *Feminism and Architecture – Women, Architecture, and Academia*, Parsons The New School for Design,” April 2015.

2014

• Wingert-Playdon, Kate, “Philadelphia’s Green City, a narrative of equality and equity,” in *Jamini: An International Arts Quarterly*, October 2014  
• Wingert-Playdon, Kate, “Philadelphia’s Historical Maps and Green Initiatives,” in *Beyond Architecture: Making New Connections and Intersections*, Honolulu: ARCC 2014

2013

• Exhibit: University of New Mexico Zimmerman Library, “Researching the Southwest: Recent Works Using the Collections of the Center for Southwest Research & Special Collections.”  
• Panelist: *Leadership: A Conversation with Women VIPs*, Women in Architecture and PhilaNOMA. Monique McCrary Moderator.

2012

• Wingert-Playdon, Kate, “Philadelphia Green Structures,” in *Cities in Transformation, Research & Design*. Milan: EAAE.  
• Wingert-Playdon, Kate, *John Gaw Meem at Acoma: The Restoration of San Esteban del Rey Mission*. Albuquerque: University of New Mexico Press, 2012.  
• Mercier, Dominic, editor, “Making the Grade,” in *Context: The Journal of AIA Philadelphia*, (interviews with Philadelphia Architecture educators) ,SP/SU 2012.

2011

• Wingert-Playdon, Kate and Dennis G. Playdon, “Contexts Speaking: Lessons from Old Acoma,” in *AIA Report on University Research, volume 5*. December 2011.

**Selected Professional and Academic Service**

2016-17

• ACSA Research and Scholarship Committee  
• Liaocheng China Foreign Experts Conference

2015, 2016

• NAAB Visiting Team member representing ACSA

2014

• Juror, American Collegiate Schools of Architecture and American Institute of Steel Construction international student design competition, Chicago.

2010-present

• Associate Member, International Facility Management Association  
• Associate Member, American Institute of Architects

2006-2014

• Ex-officio Board Member, Architectural Research Centers Consortium  
• Editor, Architectural Research Centers Consortium: *ARCC Journal*

2006-present

• ARCC and ARCC/EAAE conference peer reviewer