

**Philadelphia University
Architecture Program, College of Architecture and the Built Environment**

**Architecture Program Report for 2012 NAAB Visit for
Continuing Accreditation**

Bachelor of Architecture (166-68 credit hours)

Year of the Previous Visit: 2006

Current Term of Accreditation: At the March 2007 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report of the Philadelphia University School of Architecture.

“The board noted the concern of the visiting team regarding problems with in several areas. As a result, the professional architecture program – Bachelor of Architecture (166 credit hours) – was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in two years to look only at the following: Human Resources and Physical Resources and the progress that has been made in those areas. The accreditation term is effective January 1, 2006. The program is scheduled for its next full accreditation visit in 2012. The focused evaluations are scheduled for the calendar year 2009.”

Response to 2009 Focused Visit

“After reviewing the *Focused Evaluation Program Report* submitted by the Philadelphia University Department of Architecture and Interiors as part of the focused evaluation of its Bachelor of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

“The program will not be required to report on these deficiencies as part of its Annual Report (AR) to the NAAB; however, the program should continue to include a response to any other deficiencies listed in the most recent *Visiting Team Report*, as well as report on any modifications made in the program that may affect its adherence to the conditions for accreditation.

“The next comprehensive visit for the Philadelphia University Bachelor of Architecture program is scheduled for 2012 and will be subject to the 2009 *Conditions for Accreditation*.”

Submitted to: The National Architectural Accrediting Board
Date: 7 September 2011 (corrected 14 December 2011)

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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

History and Mission of Philadelphia University

Philadelphia University was founded in 1884 as the Philadelphia Textile School in the wake of the 1876 Centennial Exposition. Led by Theodore Search, a group of textile manufacturers noticed a sizable gap between the quality and variety of American textile products and those displayed by European mills. To address this, the group established the School to educate America's textile workers and managers. The Philadelphia Textile School entered a period of growth at the outset of World War II, when it was granted the right to award baccalaureate degrees and changed its name to the Philadelphia Textile Institute. Following the war, it moved to its present site in the East Falls section of Philadelphia. Continued growth led the institute to become the Philadelphia College of Textiles & Science (PCT&S) in 1961. Over the decades, the campus grew through the acquisition of adjacent properties, and academic offerings expanded to include programs in the arts and sciences, business administration, and architecture and design. Reflecting the institution's breadth and depth, in 1999 the College was granted university status by the Commonwealth of Pennsylvania and became Philadelphia University. The most recent academic reorganization of the University, in July 2011, resulted in the creation of three colleges: the College of Design, Engineering and Commerce (formerly the Schools of Design + Media, Engineering and Textiles, and Business Administration); the College of Architecture and the Built Environment (formerly the School of Architecture); and the College of Science, Health and the Liberal Arts (formerly the Schools of Science and Health and of Liberal Arts). Since this APR documents the progress of the Architecture Program during the last six years, throughout the report the old structure of the School of Architecture is used whenever possible. The University's niche in today's world of higher education continues to provide quality professional education based on a strong liberal arts foundation.

Throughout its existence, the institution has had as the core of its mission the service to industry and society. Outstanding teaching as well as research and professional practice are the avenues for faculty development, from which students benefit. Today, the 3,700 students gain professional skills combined with a broad education in the liberal arts and sciences that enables them to thrive in diverse and changing contexts and to maintain a global perspective. This attitude underpins the University's signature "Nexus Learning" approach, which is characterized by active and collaborative learning that is connected to the real world and infused by the liberal arts. The current University mission is presented in the *Faculty Handbook* (Fall 2009 edition):

Philadelphia University is a student-centered institution that prepares graduates for successful careers in an evolving global marketplace. By blending the liberal arts and sciences, professional studies, interdisciplinary learning, and collaborations in and out of the classroom, students learn to thrive in diverse and challenging environments. Our students are encouraged to form supportive relationships with each other as well as faculty, staff, and alumni in an academically rigorous setting that is focused on intellectual and personal growth. Philadelphia University is an experiential learning community where integrity, creativity, curiosity, ethics, responsibility, and the free exchange of ideas are valued. (pp. 4-5)

All faculty are evaluated annually on their contributions to the University's seven strategic initiatives, ensuring that the initiatives are integrated into the daily life of the University community. The strategic initiatives are:

- Formalize the Philadelphia University "Signature Learning" (now called "Nexus Learning") to distinguish the university's educational experience.

- Promulgate an academic learning community that will embrace the key elements of the design, engineering, and commerce curricula where constant collaboration and teamwork are the keys to creating successful leaders.
- Advance applied research to serve signature learning, industry, and societal needs.
- Invest in academic strengths to create leaders in the professions.
- Provide, increase, and enhance distinctive opportunities for graduate and professional students.
- Develop innovative facilities to enhance 21st century learning.
- Integrate student coursework with purposeful and intentional learning outside the classroom.

The University is accredited by the Middle States Association of Colleges and Schools (MSACS) and other discipline-specific organizations such as the National Architectural Accrediting Board (NAAB), and is a member of the American Council on Education, the College Entrance Examination Board, and the Pennsylvania Association of Colleges and Universities.

History and Mission of the Architecture Program

Traditionally strong in textile engineering and science, PCT&S began expanding its design programs based on the technical foundations within those fields. The Architecture Program evolved from a single interior design course started in 1980 as a service to the textile-related programs. Eventually this led to the Interior Design Program as a full-time day program leading to a B.S. (1985). The College introduced the Bachelor of Architecture Program in 1991 under the leadership of Program Director Gary Crowell, AIA; Over the next 14 years, Prof. Crowell served as the chair of the Department of Architecture and Interior Design, then Dean of the School of Architecture + Design, and until 2007 Dean of the School of Architecture. With Prof. Crowell as Architecture Program Director, the program received its initial NAAB accreditation (1997) and subsequent renewals (2000, 2006).

In 2007 the positions of Dean and Architecture PD were divided between two people; over the next four years additional administrative positions were created – Associate Dean, Assistant Dean for Graduate Programs, and Manager of Academic Operations. Those changes were partly in response to the NAAB self-study process and site visit team observations and reflect the growth in program size, the number of related programs, and the continued evolution of the institution and campus-wide strategic planning. The Interior Design and Architecture programs' immediate progeny are the undergraduate programs in Architectural Studies (recently renamed Historic Preservation and Visual Studies), Graphic Design Communication, Industrial Design, Digital Design, Landscape Architecture, and Construction Management, and graduate programs in Sustainable Design, Construction Management, and Interior Architecture. The School of Architecture was elevated to a College of Architecture and the Built Environment as part of an institutional restructuring in 2011, and is now headed by an interim Executive Dean. A national search aided by Auerbach Associates is underway to identify an Executive Dean to be installed in 2012.

Currently, the Architecture Program, with approximately 350 students, is the largest degree program on campus and is housed in multiple buildings. Aligned with the University's traditions, the Program focuses on providing a solid professional education for the next generation of architects aided by its associations with the Engineering and Design Institute, the Center for Teaching Innovation and Nexus Learning, study abroad programs, the internship program, service learning studios, and other opportunities, most notably the interdisciplinary opportunities provided by its context within in the new College.

On 7 December 2010, the full-time faculty of the Program approved an updated mission statement, which is included in the 2011-12 academic catalogue:

The Architecture Program at Philadelphia University prepares students to engage critically in the complex discourse of architectural practice and theory. In keeping with the University's

legacy of craft, materials, and technology, the curriculum balances the creative and technical aspects of making architecture. Through research, analysis, and exploration, students discover that design is found at the dynamic intersection of our social and physical environments. Faculty with diverse perspectives guide students in their investigations of contemporary issues that supersede trends. Encouraged by interdisciplinary study, they craft varied ideas for the environment, finding passion and delight in the consideration of architecture.

The University and the Program

As the degree program with the largest number of students enrolled on campus, the Architecture Program has a significant impact on the community. The studio-centered curriculum and attendant work habits of the passionate students has permanently affected the academic culture on campus. Today, due in part to the several design programs which grew out of Architecture and Interior Design, nearly one-half of the student population is studying design. The Architecture faculty has collaborated with colleagues across the University to foster interdisciplinary activities. Architecture faculty and students are among the leaders of the campus community.

The Program benefits from the University's legacy of craft and technology. Our emphasis on exploring process and the making of architecture, and the potential to intersect with the Textile, Fashion, Industrial, Graphic, and other Design Programs, some of which are recognized internationally, as well as programs in Disaster Management, Sustainable Design, and Construction Management, place us in a unique situation. The Program also benefits from the University's strategic goal of nurturing thoughtful and creative citizens. The office of Student Development houses the First Year Experience, Community Service Learning, and Spiritual Development Programs. Those programs address issues of transitioning to college life, creating curricular and co-curricular links, honing leadership skills, and promoting community service, self awareness, and intercultural exchanges. This is an excellent environment in which to educate young architects who we are preparing to be creative and independent thinkers as members of a sustainable society.

Introduction to the Architecture Program

The Program's goal of preparing students to draw upon the University's legacy of craft, materials, and technology so they may aspire to be 21st-century leaders in shaping a sustainable built environment is achieved through a thoughtful curriculum that unites specialized courses in the major with elective offerings and the College Studies core courses. Students start out in interdisciplinary foundation design studies and drawing courses their first semester. Subsequent design courses focus on architecture; however, the required support courses such as design history, visualization, and technology maintain the interdisciplinary mix of students through years two and three. From years three to five, opportunities to return to interdisciplinary courses resume in studio and electives allow students to broaden their horizons and, if they choose, develop a concentration in one of a variety of areas. Hands-on learning begins in the abstract assignments of the first semester, continues through intensive model building and occasional design-build opportunities, and climaxes in the collaborative comprehensive studio. In their final semester, students choose from studios that vary in focus and encourage more independent explorations, based in part on the professional support courses and elective courses they have completed. Overlaying the professional sequence is the University-wide College Studies Program, a carefully orchestrated sequence of courses geared to the University's professional majors and building communication skills and global awareness. Architecture students typically take one or two College Studies courses each semester for their entire education.

Following a year-long assessment of the curriculum, in 2010-11 the Program began phasing in a new curriculum, starting with first- and second-year students, and ultimately impacting years two through five. The primary goals were to better integrate studio and support courses, and to expand independent work at year five (see sections I.1.4 and I.1.5). Each year another level of

the old curriculum will be replaced by the new, until the old curriculum is retired in 2013. When the NAAB team visits the Program in spring 2012, only the first two years of the new curriculum will have been completed; therefore, this report and the student work displayed in the evidence room focus on the old curriculum since the last visit, in 2006. For the first few new courses that have been introduced, explanations will be provided throughout. This report includes a Student Performance Criteria matrix, curriculum chart, and chronological diagram for both old and new curricula, for the sake of clarity and to solicit the visiting team's responses (see sections II.1.1 and II.2.2).

I.1.2. Learning Culture and Social Equity

Learning Culture and Access to Policies

The University prizes its intimate setting on the edge of Fairmount Park but within proximity to Center City Philadelphia, both of which are used as "living laboratories" for students' academic growth. As a small teaching institution, the University highly values quality teaching. Class sizes are kept small to encourage interaction between faculty and students and among students themselves. In the School of Architecture, lecture classes are almost always capped at 30, foundation studies courses at 15, and upper-level studios at 12. In addition, faculty are required to maintain a minimum of three office hours per week that are adequately posted, to ensure availability to students outside class time. Faculty serve as students' academic advisors and are encouraged to become acquainted with the students, learn their backgrounds, follow their academic performances, discuss their progress with them, and assist in charting their progress through the University by counseling them regarding the courses they are to take each semester, as they progress towards graduation. In 2008, the University established a Retention Task Force, leading to data-driven recommendations and actions that helped to increase both retention and persistence to graduation with retention and graduation rates across the University (79% and 62% respectively) being at their highest in 2010.

All University students participate in the College Studies Program, the institution's general educational common curriculum, designed to provide students with the global context in which to understand their major. Particularly important in supporting this agenda are the Writing Across the Curriculum and Information Literacy Programs, as well as the significant community service component that threads through all curricula. Within this context, the Architecture Program seeks to advance a pluralistic approach to design and nurture self-critical students.

Learning culture policies can be found on the institution's website, and starting in 2011 the Studio Culture Policy is posted in studios and discussed in each studio section at the onset of the semester, in order to ensure that faculty and students have complete access to its content.

Implementation, Assessment, and Evolution

School of Architecture administrators, faculty, staff, and students are involved in the ongoing policy initiatives of the University. They populate the membership of groups from standing committees to task forces and the School Dean is part of the Provost's Council. Special undertakings follow a similar pattern, as indicated in the following examples: Lindsay Thomas, B. Arch student and Student Body President, and School of Architecture Dean Vini Nathan were on the Strategic Plan Executive Committee 2007-08; Prof. Carol Hermann on the Retention Task Force, 2008-10, and chair of the Studio/Lab Experience Sub-committee, 2007-08; Prof. Susan Frostén, chair of the Academic Excellence Sub-committee, 2007-08; Prof. and Program Director (PD) David Breiner on the University Budget Advisory Committee, 2009-11; and Interior Design Prof. Lisa Phillips on the University Assessment of Student Learning Committee, 2010-11.

To focus on one particular example, there is the Studio Culture Policy Task Force. The School of Architecture had been operating with a Studio Culture Policy initiated in 2005, along with a list of Studio Rules that students were required to sign and return to their faculty at the beginning of each semester. Inspired partly by the routine need to revisit old policies and partly by the

American Institute of Architecture Students' 2008 *Toward an Evolution of Studio Culture* document, the School addressed this issue. The new (soon-to-be-voted-upon) Studio Culture Document, instigated by the leadership of our AIAS chapter, is the result of a student-faculty collaboration that extended over two semesters (included at the end of this section). From fall 2010 to spring 2011, a student-faculty committee was chaired by the Architecture PD and included two students, three full-time faculty – representing Architecture, Interior Design, and Landscape Architecture – and one adjunct faculty. They prepared a first draft of the document, solicited input from all stakeholders through a fall 2010 open hearing and a poster situated in a public location for students to write on, presented a revised version at two spring 2011 open hearings, and incorporated additional changes. It is scheduled to be voted upon by all students and faculty in the School of Architecture (now College of ABE; see I.1.1) according to a proportional system of representation at the beginning of the Fall 2011 semester. Once approved, the document will be posted in studio locations and on the College's website. The Studio Culture Policy and Rules will be reviewed on a regular basis to assess their effectiveness and provide an opportunity for improvement.

Through the Student Government Association and other co-curricular efforts, students have multiple ways of creating a larger sense of community and of impacting University policies and practices. Specific programs that build community, such as the annual Unity Week, also help. Unity Week is a campus-wide effort that affirms the diversity represented within the University community and affirms the value and vitality of pluralism to our experience. Committed students, faculty, and administrators coordinate a series of performances, speakers, dialogues, open classes, food, and musical events. During two weeks each spring, between 1,000 and 1,400 students engage in discussions and culturally relevant events. The Unity Week format connects to other themed monthly programming, including Black History, Hispanic Heritage, Women's History, and GLBT history, all within a broader context of social justice.

Fig. 1 Studio Culture Document, draft 8.9.11, follows
Fig. 2 Studio Rules follows

College of Architecture and the Built Environment Studio Culture Document

This document is intended to create a current and clear description of student and professor expectations, requirements, and responsibilities. Every studio must take a moment at the commencement of the class to review, discuss, sign, and return this document to the Executive Dean's Office, ensuring clear and universal understanding. Copies will be posted in all studio buildings. This is a dynamic document that must be evaluated annually by a committee of students and faculty, with the input of the College Advisory Board. The Philadelphia University Studio Culture Document works in conjunction with Studio Policies, the Philadelphia University Student Handbook, and the Philadelphia University Strategic Plan.

*Studio Culture, which promotes an active learning environment, is the essence of design education. Design students draw from all of their academic courses, life experiences, and extra-curricular activities; the importance of all of these sources should not be diminished. Above all, the fundamental component of our success is **RESPECT**.*

Respect for Ourselves

Faculty are qualified and experienced individuals who bring their skills and dedication to the learning process.

Students bring their immense energy, talent, and dedication to the learning process.

Students learn as much from each other as they do in class; therefore, they are expected to work in studio as frequently as possible.

- An atmosphere of encouragement and positive reinforcement should be upheld.
- Students need to strive to present the best work that they are capable of – only then can they excel.

Students should be empowered to expand their knowledge by taking reasonable and appropriate intellectual risks.

Respect for One Another and Our Craft, both Process and Product

We encourage one another to learn about, respect, and embrace all disciplines, as they bring important perspectives to the educational process.

As part of the professional atmosphere both students and faculty must be punctual and respectful of one another, our schedules, and external obligations.

- While in class our focus and conversation must be pertinent to the class at hand.
- Students and faculty are responsible for coming to class with new work prepared and ready for discussion.
- Critiques and field trips that extend past class time must take into account students' other classes and extra-curricular responsibilities.

Students should be aware that design studios demand a significant financial and time commitment. Professors should mentor students at an appropriate level with respect to managing their time as well as the cost and logistics of acquiring materials.

The course syllabus is like a contract; all parties must be aware of the expectations included in it. It must be clear and encourage equitable standards across sections of the course.

- Project assignments similarly outline expectations. Faculty must explain and document modifications to the syllabus or predominant teaching method, and changes must meet the learning objectives of the course.
- All involved are encouraged to value process (theory, precedent, and research) and final product (both graphic and oral presentations).

Faculty can teach effectively by balancing learning methods, including pin ups, group discussions, one-on-one desk critiques and integrated design charrettes.

Students learn effectively when complementing those methods by keeping a sketchbook to record feedback from class and reviews as well as their own observations outside classtime, which they then can reflect on and use later.

Effective presentation techniques include hand-produced drawings and models, digital media, and well prepared oral presentations, and each should be used appropriately according to the circumstances.

Everyone should abide by sustainable practices, including avoiding waste and reusing and/or recycling materials when possible. Reviews will be a constructive, interactive, and professional learning experience.

- Faculty should reinforce students' time management skills through suitable means, which could include deadlines, providing students enough time prior to the review to recuperate and prepare (a "Pencils-Down" policy) which fosters more interactive and effective critiques.
- Faculty are encouraged to organize critiques so they enhance discussions and involve all students.
- To promote collaboration and respect, students are required to attend and encouraged to participate in critiques of students in other majors and years.
- In order to make the most of everyone's time, guest jurors should be alerted to relevant project information and given an agenda.

Grading systems will follow the prescribed schedule as outlined in the syllabus.

- Faculty should give verbal or written progress reviews within a reasonable time following each major assignment and should consider using an exit interview as the culmination of the semester.
- Faculty are required to use the Academic Alert system to issue prompt and appropriate notification of unsatisfactory or failing grades.

Respect for Facilities

Studio space has been entrusted to students and faculty in order to advance learning and build an effective studio culture.

- Studios should be treated as a professional work space. Excessive noise and other inappropriate behavior do not belong in studio.
- Studios are a communal area used by many students and should be treated accordingly by adhering to the School Studio Policies.

STUDIO RULES

These rules are for safety and courtesy and apply to all students, staff, faculty and their guests

CAUSE NO PERMANENT DAMAGE TO PROPERTY.

Do not cut directly on the desks (or Borco). Use a cutting board.

Borco is provided in Ravenhill. New Borco is the responsibility of students in A&D, Smith House & SEED Center.

All spraying must be done outside with a drop cloth. This is a Public Health issue.

A drop cloth must be used to catch all overspray.

Library books and other materials are not to be defaced.

Library books are resources for all. Missing pages hurt everyone. Fines and penalties will apply.

Power tools are not to be used in the studio.

Full shops are available in Weber Hall (all students) and limited equipment in SEED Center for grad students.

The Conference Room is not to be used as a workspace.

This space is to be used only for meetings and reviews. Chairs are not to be removed.

Vandalism will not be tolerated.

HOUSEKEEPING

Place all trash in receptacles. You spill it, you clean it up. Now.

Housekeeping will dispose of all items on the floor clearly marked "trash" on a regular basis

Areas designated as review spaces must be kept clean.

Archived work older than one semester must be picked up by the student or it will be disposed of.

At the discretion of the faculty; individual work may be kept longer.

Food and beverages are not permitted in the computer labs.

Alcohol, tobacco, bicycles and pets are not permitted in the studios.

Studio faculty will arrange the desks for their studio sections.

Desks may not be moved. No permanent attachments may be made to the desks or buildings.

It's everyone's job to maintain a professional atmosphere in the studio

At all times, not just during class.

No profanity and converse at a reasonable noise level. Someone outside your studio shouldn't be able to hear you.

"iPod's" with headsets only. No sound systems with speakers.

No radios, stereos or TV sets with speakers are allowed in the studios at any time.

No headsets are permitted during scheduled studio hours.

By registering as a student at Philadelphia University, I agree to the above studio rules, which are considered an addendum to the Student Code of conduct. I understand that the failure to comply with these rules will be directed to Associate Dean of Student Life, which will lead to a hearing through the University judicial system and may result in University-imposed sanctions, including loss of studio privileges. Signing below is required for studio use and referenced in case of emergency. This form must be on file in the main office for continued studio use.

Student Signature _____ Print _____

Name _____ Date _____

Student ID# _____ Local Phone # _____

Grievances Related to Harassment and Discrimination

“Any form of harassment based on race, color, religion, national origin, sex, age, handicap, veteran status or other classification protected by federal, state or local law may be a form of discrimination, is unprofessional, and will not be tolerated at Philadelphia University. Generally, harassment includes any conduct which unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment. Such conduct includes, but is not limited to, any slurs, epithets, threats, derogatory comments, unwelcomed jokes, teasing, and/or other similar verbal or physical conduct.”

Details are spelled out in the *Employee Handbook (as revised 1.20.09)*, section 2.5.1.A. Section 2.5.1.B instructs how one reports a complaint to Human Resources (and confirms that the University will not retaliate in any way against an individual who reports such a problem), and how the matter will be investigated and resolved. Grievance Procedures are outlined in the *Employee Handbook*, section 3. Faculty present grievances orally to the dean of the faculty member’s school/unit, and, if no satisfaction is received, move their way up the administrative ladder, concluding with a written grievance to the Board of Trustees through its chair. At any time in the process, a faculty member may also present a grievance to the Faculty Affairs and Development Committee, and those hearing the grievance may seek the aid of that committee in resolving it. (FM, 2.7)

The *Student Handbook (SH)* also refers to the non-discrimination policy. It “is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990” (sec 1). Students wishing to file a grievance against faculty, staff, or administrator for a non-academic and/or non-harassment issue are encouraged to communicate directly with the office(s) or person(s) with whom they have the grievance in order to resolve the issue; however, if they feel that the issue has not been adequately resolved or if they need additional support or feel threatened, they may seek counsel from the Office of the Dean of Students which investigates the matter and works toward a solution. The Office of the Dean of Students is responsible for the administration of the University Judicial System and coordinates crisis management.

Since harassment threatens a professional learning and working environment because it compromises institutional integrity and negates traditional academic values, it is University policy to investigate promptly and attempt to resolve any allegations of harassment. The grievance procedures (informal and formal complaints) for students is explained in the *SH* (sec 5). Informal, confidential counseling by suitably trained individuals is available to students, staff or faculty members who feel they are a victim of harassment.

One rare example of such a situation occurred in AY 2010-11, when a B.Arch student complained about classmates harassing him in studio and elsewhere on campus. He spoke to his academic advisor, to the studio course professor, and to the Program Director. The professor and PD called together a group meeting of students in the studio and adjacent studios, reviewed the studio policies in effect without mentioning the complainant by name, and reminded them that inappropriate behavior would not be tolerated. In the next two weeks, the PD consulted briefly with the complainant to confirm that the harassment had stopped. If it had not, they could have followed the policies explained above. Each semester, faculty and the PD review student evaluation of courses in part to keep track of comments indicating problems with the learning environment and then act to rectify the problem(s). Case in point: in AY 2010-11, first-year students complained about the poor condition of drafting tables in their studios, so the School replaced Borco surfaces and requested the University to repair damaged tables.

Academic Integrity

The community Code of Conduct (with explanation of Disciplinary Action) and the Code of Ethics are presented in the *Employee Handbook* sections 2.5.10 and 2.5.11 respectively. Furthermore, regarding specifically academic issues, the University subscribes in principle to the 1940 Statement of Principles of Academic Freedom as formulated by the Association of American Colleges and the American Association of University Professors. Those principles are expressed in the *Faculty Manual (FM)*, 3.2.

Specifically with regard to academic dishonesty, all University syllabi include a section on academic integrity. The University has adopted policies that both emphasize the imperative of academic integrity, but also protect the rights of all members of the University community (see *SH*, sec 6). Academic dishonesty is defined by the broad categories of cheating (the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise; and/or selling or transferring tests or other assignments including designs); fabrication (falsifying or inventing any information or citation in an academic work); plagiarism (the representation of the words or ideas of another as one's own in any academic exercise); facilitating academic dishonesty (knowingly or negligently); and denying others access to information or material (stealing or defacing library holdings, altering computer files, etc.) The process for handling such cases is outlined in *SH* (sec 6), including the role of the Student Conduct Committee, as well as sanctions and appeals. The University's Community Standards seek "the promotion of a civil and safe environment for all community members" and the University Judicial System enforces that through various means: professional staff members of the Division of Student Life, Dean's Committee, faculty, and the Student Conduct Committee (see *SH*, sec 9).

To graduate, undergraduate students must fulfill the University's residence requirement, pass all required courses (for the B. Arch curriculum presented in this APR, 166-68 credits; and for the B. Arch curriculum approved in 2010, a total of 165 credits), and have a cumulative grade point average of 2.0 or higher.

Diversity Planning

The *Student Handbook* notes: "Today's Philadelphia University community is founded upon multicultural opportunity. It is committed to cultural diversity, and the principles of openness, positive self-identity and fair play. The University community respects the uniqueness and worth of each member, based on mutual sensitivity, responsiveness and civility. Our vision sees enlightened students, faculty, administrators, staff, alumni and trustees living together in harmony, in ways that set an example of a just and humane society." (sec 1)

As part of academic planning, the Provost is working with the educational consulting firm Educational Advisory Board to analyze the current body of the faculty, its distribution, and faculty-student ratios, recognizing the pressing need to increase and diversify the number of full-time (FT) faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. Recently hired FT Architecture Program faculty are testament to the goal of increased diversity: two of three new faculty are minority members. When recruiting part-time faculty, the PD similarly seeks to increase diversity in terms of race, ethnicity, and gender.

At the level of increasing student diversity, several proposals are currently being considered; for the University as a whole, these include assigning a graduate student intern to research diversity program funding which could then be evaluated for suitability; and open houses for students of color. Proposals to increase diversity specifically within the Architecture Program student body include: re-establishing a relationship with Philadelphia's Charter High School for Architecture and Design (CHAD), which could increase applications from urban, minority students, and reviving a summer bridge program for high school students interested in exploring architecture as a major. Another solution has already begun: in spring 2011, working with Elizabeth Bramwell,

the Northeast region's University Liaison for the National Organization of Minority Architects (NOMA), the PD was able to identify a core group of minority students interested in helping to resurrect our program's involvement after several years of inactivity. We look forward to further developments in the next few semesters. One possibility already discussed with the directors of two other Architecture programs in the city is to foster collaborative NOMA activities for the three groups.

I.1.3. Responses to the Five Perspectives

A. Architectural Education and the Academic Community

Perspective A is the expectation that the community of the accredited degree program makes unique contributions to the University. This is accomplished through the professional and liberal-arts-based realms so all members help develop new knowledge. Philadelphia University offers all its students a blend of professional and liberal education, crafted in such a way as to have the two strands reinforce one another. Within that framework, students use their College Studies and elective courses to direct their professional curriculum in a variety of ways. The intimate setting and diverse faculty backgrounds enables not just students to benefit from the offerings, but faculty themselves find few barriers when they pursue interdisciplinary work.

In short, architecture faculty contribute significantly to the academic progress of Philadelphia University. Administrators across campus seek their involvement in diverse ways from pedagogical initiatives to scholarship and practice to faculty governance.

Architecture faculty are wholly committed to the University's focus on quality teaching. In the last decade, several faculty have been awarded one of two competitive prizes – the President's Award for Teaching Excellence and the Lindback Distinguished Teaching Award. All FT faculty consult with colleagues from across the University to ensure our course goals are appropriately connected to our students' learning experiences in other classes, as well as connected to work done by our students with writing tutors and others in the Learning Center. These practices will now become more structured due to the inauguration of assessment and nexus learning advocates for each College.

Architectural education, revolving around the studio experience, traditionally has been a dynamic, collaborative, hands-on, and (often) interdisciplinary activity. As University priorities have moved in that direction lately, the design-based faculty and students have seen peers in other University programs move closer in their teaching and learning methods. The University's new colleges have been created to foster this type of education, called Nexus Learning, and School of Architecture faculty and students have mentored peers across the University and have been recruited as counterparts in multidisciplinary collaborations. Prof. Carol Hermann served on the Signature Learning Action Team, which involved overseeing the ePortfolio Implementation as well as chairing the DEC (Design, Engineering and Commerce) Research Innovation Grant Committee (later called the Nexus Grants). Simultaneously, she participated in the DEC Foundation and First Year Curriculum Working Group and the SERVE-101 Learning Community. Prof. Susan Frostén supervised a two-semester-long project on a fueling station of the future (Sustainable Station +), which involved faculty and students from graphic design, business, and economics of sustainability. Prof. Frostén was the thesis advisor for a graduate Textile Engineering thesis student for "*An Exploration of Warped Knitted Structures (ePTFE membranes) for the Application of Architectural Fabrics*," (Spring 2010). Using grant funding, Prof. David Kratzer and his students collaborated with industrial designers and occupational therapists to design an adaptable hygiene station for universal use. These and other instances help faculty become better instructors and help students learn about their field of study outside the conventional classroom format.

Faculty continue to deliver papers at academic conferences (at ACSA Annual Meetings and other venues), enter design competitions, and pursue professional practice, thereby remaining engaged in their respective realms of scholarship and practice. One additional indication that our students are receiving a quality holistic education: alumnus Skylar Tibbets (B.Arch 2008) recently earned an M.S. in Design and Computation from MIT, and was awarded a TED 2011 Fellowship.

As suggested above, Architecture Program faculty often assume leadership roles on school-wide and University-wide committees, and are routinely elected by their peers across the institution to at-large positions on standing committees. Two of the last three chairs of the University Tenure Committee have been Architecture faculty.

The Architecture Program students are no less prominent on campus, and not just because they are in the largest major at the institution. Our students have been elected to top positions in student government, show up in force for many extra-curricular events, have a reputation for being thoroughly engaged in classes across the University, and are respected for their visible dedication to the profession they are preparing to enter. In spring 2011, a group of fifth-year students from the Haiti Ideas Challenge Design X studio were invited to attend the President's annual Innovation Gala in Center City and show the video they recorded of them building their prototype post-earthquake shelter on campus.

See also

- I.1.4 Long Range Planning
- I.1.5 Program Self Assessment
- I.2.1 Human Resources – evidence of faculty work, evidence of student work
- I.2.2 Administrative Structure
- I.3.3 Faculty Credentials
- IV.2 Faculty Resumes

B. Architectural Education and Students

Perspective B expects that accredited degree alumni are ready to function in a global world and they respect diversity, distinctiveness, self-worth, and dignity; to become academic and professional leaders; to make responsible choices; and to continue to learn. This student body hails from cities and primarily suburbs and small towns. For those unaccustomed to urban life, the campus's proximity to Center City Philadelphia is often a life-changing experience. Learning to thrive in a multicultural environment is a lesson reinforced by curricular, co-curricular, and extra-curricular experiences. Working at a small teaching university, staff and faculty take seriously the opportunity to expose all students to the inspiring challenges abundant in and around the city. Philadelphia is a crucible of early 21st-century life in America, and a good springboard for students exploring the global context.

In their design, history, technology, and other courses, students are exposed simultaneously to the wealth of architectural accomplishment and to dire architectural shortcomings around the globe. For over a decade, the Program has made sustainable architecture an important topic, particularly in ARCH-301 Design V, a third year studio on "Well-Building" and increasingly in a pair of co-requisite fifth-year courses, ARCH-511 Technology V, the technology capstone course and ARCH-501 Design IX, the comprehensive design studio. In a move to strengthen the program, the new curriculum presents sustainable practices as the underpinning of all studios from years two through five. In addition, all the technology courses have been revised to reinforce a sustainable approach to building. Our long-term goals are to make sustainable principles second nature to the students, helping them to be better architects and better citizens, and to intersect more consistently the undergraduate courses with the graduate students, faculty, and courses in the Sustainable Design Program. As we are located in Philadelphia, with its diversity of urban and suburban settings, the Program offers multiple studio projects that present students with ethical issues, especially in ARCH-302 Design VI, another third-year studio that concentrates on urban issues and architectural programming. For example, one semester,

ARCH-302 participated in an exercise to design a new facility for Habitat for Humanity's Re-Store. Fifth-year studio sections in ARCH-502 Design X have accepted the challenge in a variety of forms. One entered the Haiti Ideas Challenge, which included designing and, over a week-long charrette, building (with donated materials) a prototypical shelter for survivors of the Haiti earthquake. Another worked with the Archdiocese of Philadelphia's homeless services coordinator to address the city's acute housing shortage in low-income neighborhoods.

Co- and extra-curricular activities have a role as well in this regard. The Student Development Office has several programs that address diversity and social justice, including: LEAD (Leadership, Engagement, Assessment, Development), a co-curricular certificate program designed for upper-class students looking for leadership development opportunities that will contribute to their personal development and help achieve their leadership potential; a Safe Zone program for gay, lesbian, bi-sexual, and transgendered (GLBT) students and their allies; Emerging Learners for First-year Students; and others mentioned elsewhere in this report, such as NOMA (see I.1.2). Architecture students are active participants in many of these efforts. Beyond campus, they often are found in Old City galleries and the other cultural venues of the city.

Our new Studio Culture Policy reiterates the word "respect" (a student's suggestion) to reinforce a healthy attitude in all learning experiences. The University's pervasive College Studies Program reinforces students' understanding and sympathy of the global community through a minimum of 43 credits of courses, culminating in COLLST-499 Contemporary Perspectives, a writing-intensive capstone course for which each student identifies and researches a global issue in his/her chosen field. Other opportunities – design/build, service learning in landscape architecture studios, study abroad in post-apartheid South Africa – are options students have recently chosen which expose them to the breadth of professional opportunities. The University's Strategic Plan spotlights lifelong learning; by presenting architecture as an enjoyable path of discovery, we hope to reinforce that attitude. Our alumni are increasingly choosing to enter graduate programs in architecture, planning, social work, and other fields. While this points to an obvious indication of lifelong learning, faculty are equally proud of the more informal educational experiences our alumni partake in whether they remain in the architectural profession or choose other careers.

See also: I.1.4 Long Range Planning
 I.1.5 Program Self Assessment
 I.2.1 Human Resources – visiting lectures and other student opportunities
 II.2.2 Professional Degrees – off-campus programs

C. Architectural Education and the Regulatory Environment

Perspective C deals with students receiving information and opportunities to pursue internship and registration. Upon matriculation, the majority of our students indicates that achieving professional registration is a primary career goal, and when the economy permits many work part-time for architectural firms in the region. Many courses are taught by faculty holding full-time positions in firms; they bring current experience to the classroom/studio, serve as role models to students in ways full-time faculty cannot, and often facilitate students in their search for internships or other employment. Students begin learning about architectural issues of health and safety (codes, standards, regulations, and accessibility) in second and third year technology and studio courses; thereafter, their subsequent work must demonstrate adherence to the legal and ethical requirements regarding public health, safety, and welfare. Program practice is to assign only registered architects to teach studios at levels three to five, and a very high percentage of our FT and PT faculty are registered architects. Annual presentations by NCARB representatives have been well attended and provide students with a good overview of the professional concerns of students and young alumni, and faculty encourage students to enroll in the Intern Development Program (IDP) at an appropriate time. A FT faculty member (and

registered architect) serves as our IDP coordinator; she organizes the NCARB presentations and has attended the summer IDP coordinator workshops in Chicago and Portland. Fifth-year professional management courses, taught by instructors with full-time positions at respected local firms (Vitetta Architects/Engineers and Kieran Timberlake) provide in-depth information about the complexities of architectural practice.

See also: I.1.5 Program Self Assessment
 I.2.1 Human Resources – matrix of teaching loads; professional societies

D. Architectural Education and the Profession

Perspective D aims to ensure young architects understand the complex roles and responsibilities architects face in the profession and in the larger community. Our Program attempts to provide opportunities for students to experience architecture as a real-world activity. Most design projects are assigned on sites readily accessible to students so site visits are mandatory and integral to the design process. When feasible, “clients” are involved in the process so students do not work in a social vacuum. Recent examples include a fourth-year studio charged with renovating the respected Hedgerow Theatre in the historic Rose Valley arts community, and a fifth-year studio working with a not-for-profit organization seeking ideas for a respite facility for families with autistic children. During the last six years, the frequency of community-based studios has continued to increase. The diversity of contemporary practice was presented in the spring 2011 fifth-year studios: one group concentrated on cutting-edge digital methodologies and another on urban design in Latin America, while a thesis student addressed the economic and public relations realities of how to design, build, and sell environmentally conscious mass-produced houses. Sharing studio facilities and support courses with students in the Interior Design, Landscape Architecture, Construction Management, Historic Preservation, and other majors, our students are exposed on a regular basis to the collaborative roles and responsibilities of related disciplines.

Architecture students routinely interact with professionals besides their instructors, whether through the fall and spring lecture series – which strive to present a spectrum of viewpoints about contemporary practice – or through the many jurors who generously participate in mid-term and final critiques semester after semester. These are among the advantages of studying architecture in a thriving city which is also within easy reach of New York and Washington, DC. Students have also come to know local architects through events such as internships, the Vitetta “Best and Brightest” student design competition, and a recent multi-university exhibition of student work at the local AIA headquarters. AIAS regularly arranges for student groups to visit architects’ offices.

The University’s Office of Development and Alumni Relations has begun to play a role in the formation of our graduates. In May 2011, it helped to organize and fund a day-long celebration of the Architecture Program’s 20th anniversary (and Interior Design Program’s 30th), at which time alumni gathered to attend the now-annual Senior Design Show and, for the first time, presentations by five alumni of the Architecture and Interior Design Programs whose diverse career paths inspired their peers as well as the upper-level students who attended. A cohort of young alumni now practicing in the region regularly attends critiques where they meet and begin forming mentorships with students. One indication of the program’s success in this regard is the reception by alumna Karen Blanchard (B.Arch 1998, now an architect with Wallace, Roberts & Todd) of the 2010 AIA Philadelphia Young Architect Award.

During the last six years, Architecture students have been involved in AIAS activities at the regional and national level, including hosting the Northeast Quad Conference in 2009. Our student chapter has found multiple ways to introduce themselves and their classmates to the profession through firm visits, conferences, architectural tours, and other activities (see section I.2.1).

- See also:
- I.1.4 Long Range Planning
 - I.1.5 Program Self Assessment
 - I.2.1 Human Resources – development policy, faculty work, lectures, career guidance, student work
 - II.1.1 Student Performance Criteria

E. Architectural Education and the Public Good

Finally, Perspective E expects that students are developing an understanding of social issues and of their own individual responsibilities as community members. The complex intersection of liberal arts courses, design studios, support courses in history/theory, technology, and professional management, elective courses, and extra-curricular activities means that each student will emerge from the Program with different experiences, though all will have been exposed to the important issue of engaged citizenship.

College Studies courses set out the context for the students: presenting the socio-political contexts of the professions, building critical thinking and communication skills, and debating the implications of the multicultural workplace in the 21st century. Architecture courses – on campus, on field trips, in Rome and other international locations – focus the discussion on the profession our students expect to pursue as it connects to the rest of society. With increasing frequency, lessons and skills learned in academe are then carried into the field.

Our architectural community has engaged with the larger community on a regular basis, including: designs, and volunteered hours as laborers, for Habitat for Humanity; schematic designs for homeless shelters planned by the Archdiocese of Philadelphia's Project H.O.M.E.; the University Day of Service annual event, providing students the chance to scrape and repaint nearby structures at Historic Rittenhouse Town, a National Historic Landmark; cleaning and repairing local parks; and other projects for financially-strapped neighbors. Two faculty worked with staff from the Academy of Natural Sciences in Philadelphia leading to two separate opportunities (studio and seminar) for students in the *Outside In* exhibit, an under-funded and over-looked children's exhibit at the Academy of Natural Sciences. The students provided innovative renovation designs and, to satisfy a short-term goal, one group of students helped renovate the exhibit. Addressing the client's long-term goal, another group developed design strategies for activities and exhibits that engage principles of sustainability and inquiry-based learning. In May 2010, one section of Tech 2 students built a shed under direction of adjunct faculty Will Stanforth to learn methods of construction; they then donated the structure to the East Park Revitalization Alliance (EPRA) of Philadelphia, a program that teaches children at two locations in Strawberry Mansion, a nearby disadvantaged neighborhood, to grow food, which the children either then take home or contribute to a food cupboard also run by EPRA. A section of fifth-year studio undertook an International Homeless Assistance Center Competition, proposing solutions throughout Philadelphia. They were advised by representatives from the City of Philadelphia Support Services, Project H.O.M.E., and the Archdiocese of Philadelphia's Homeless Services and Office of Community Development (HSOCD). Three students branched off and worked directly with HSOCD and Inner City Missions, a disadvantaged women's housing organization, focusing on actual development schemes for a blighted block. They proposed homeless services, housing for Inner City and two other social welfare organizations. These schemes are now being used by HSOCD and Inner City for fundraising, project marketing, and negotiations with City of Philadelphia to acquire and develop the blighted block.

Philadelphia University, believing "that community service initiatives are a central part of the under graduate experience," supports an office of Community Service Learning, which works to increase student access to service opportunities, serve as an informational resource about community agencies, support student's civic engagement, and promote service as a tool for learning. The goal is to develop students into community-conscious leaders who have an active

and engaged relationship with the city, neighborhood, and the broader society (see *SH* sec 2). Annual events include the New Student Orientation (NSO) Plunge, campus-wide Day of Service, Alternative Spring Break with Habitat for Humanity's Collegiate Challenge, and other activities. The University also supports this goal through *SERVE 101 – Civic Engagement: Serving and Learning in Philadelphia*, a hybrid, one-credit course which may be taken up to four times in a student's curriculum and is designed to create an opportunity to understand the reciprocal nature and responsibility of citizenship through both practical applications and critical reflection. The First Year Experience includes an option for student participation in Learning Communities, in which self-selected students form a cohort in their design studies course (for School of Architecture students) and *SERVE 101*. Students have the option to work with a community partner, explore the impact of service on the community, and understand the vehicle that contributes meaningful social action to address societal and policy issues that perpetrate social inequities. Students who participate are more likely to return after first year than the control group. Outside the curriculum, one year the chapter of Freedom By Design built ramps for the home of a disabled young man. *Architect* magazine (December 2009 issue) included a feature on this intervention. Students involved in such efforts, for example in the Haiti prototype shelter studio, gave freely of their time to build the structure (and to document the process) and a subgroup was active in getting the University's Public Relations team to publicize the humanitarian crisis.

Individual faculty have worked with disadvantaged communities as close as the adjacent neighborhood of Germantown and as far as South Africa, providing professional services as well as physical labor. The combination of curricular and co-curricular priorities as well as faculty experience has inspired many students. An increasing number of students devote their spring break to humanitarian programs like Habitat for Humanity. A small but increasing number of recent graduates are beginning their careers in unconventional ways: several have gone from graduation to Americorps, Habitat for Humanity, the Peace Corps, and other organizations working to improve communities across the globe. One alumnus, Schendy Kernizan (B.Arch 2008), returned to post-earthquake Haiti as an Architecture for Humanity Design Fellow to devote his skills to rebuild that society. His presentation at the 2011 alumni reunion was inspiring. Among the most memorable public lectures in the last few years were those involving this topic, Scott Shall (International Design Clinic) and Harris Steinberg (PennPraxis) among them.

Many of the opportunities listed in sections A-D above provide additional examples of student engagement (see I.1.3 A-D).

See also: I.1.4 Long Range Planning
 I.1.5 Program Self Assessment
 I.2.1 Human Resources – lectures, student activities

I.1.4. Long Range Planning

Planning Process

The planning process has undergone significant changes during the last two years, so parts of this description have been ongoing, parts have been recently introduced, and some parts will be implemented in the near future, which should be evident in the narrative that follows. The most recent expression of our planning process, "Architecture Program Strategic Plan 2009-14," is found on the chart found on the next page. It shows the program's current priorities and what achievements have been made to address those priorities.

The current strategic plan of the Architecture Program concentrates on eight objectives:

1. Updating the B.Arch. curriculum

2. Improving and consolidating facilities
3. Developing, maintaining, and assessing a revised Studio Culture Document
4. Improving students' opportunities for interdisciplinary experiences
5. Increasing students' opportunities for community involvement
6. Improving and integrating technology in teaching
7. Increasing involvement of alumni and diversity of students
8. Increasing interaction with other architecture programs

The process has three components, which are linked to facilitate continuous improvement for the program; these are self-assessment, approval for changes, and implementation.

Self-assessment

During the 2010-11 academic year, the program updated its strategic plan and articulated six program objectives with associated learning outcomes to guide the planning process (see section I.1.5). In addition, the program is guided by the NAAB's Conditions for Accreditation, including the Student Performance Criteria (see section II.1.1). Starting in fall 2011, as part of the University-wide reorganization, the PD will consult with three full-time faculty Academic Support Advocates charged with coordinating nexus learning, assessment, and academic advising at the College level.

The self-assessment process is explained in detail below, in section I.1.5. It involves many stakeholders and bridges the gap between the Program's strategic plan, student learning outcomes, and student performance criteria.

Approval for changes

Once the PD and program faculty have established a plan to improve the curriculum through overall revisions or revisions to individual courses, they work with the School Curriculum Committee (SCC) to prepare a formal proposal to the School. The Committee solicits input from across the School, and votes to recommend or deny the proposal. If it is supported, the SCC obtains approvals from stakeholders across campus (Library Director, Writing Center Director, Information Literacy Coordinator, VP for Information Resources, et al.) and presents the proposal to the University's Undergraduate Curriculum Committee (UEC). Approval by the UEC must be obtained approximately 12 months before a change can be implemented, in order for the University to prepare, such as to update the course catalog, arrange for suitable teaching spaces or new faculty, and similar logistical concerns.

For program changes other than the curriculum, the process differs. The PD and program faculty establish priorities, which are articulated in the strategic plan. With the assistance of faculty, the PD consults with the School Dean in monthly meetings, with the Program Board of Trustees in semi-annual meetings, and with appropriate consultants to determine the feasibility for initiatives and to garner their support. Ultimately, the dean forwards program proposals to the Provost during regularly scheduled meetings; the Provost decides a course of action. When funding is required for an approved proposal, the Dean submits a request in the next budget, which is reviewed by the administration (as well as ranked by the Budget Advisory Committee) and then either included or not included in the next budget.

Fig. 3 Architecture Program Strategic Plan 2009-14 follows

Architecture Program Strategic Plan 2009-14 (updated 2011)			* indicates actions that were delayed until subsequent year(s)		
Goals	Action 09-10	Action 10-11	Action 11-12	Action 12-13	Action 13-14
1 Update B.Arch curriculum	Planned/approved new curriculum; Advised students of changes/ had 1st year students sign on; Planned new curriculum at UARC	Implemented at 2nd year; Shifted Rome Program to UARC; Wrote and approved new mission statement for program	Implement 3rd year; Assess new 2nd year experience; Completely integrate into UARC courses	Implement 4th year; Assess new 3rd year experience; Explore Quant. Reasoning changes	Implement 5th year; Assess new 4th year experience; Submit QR proposals to UEC
2 Improve and consolidate facilities	Planned consolidation of faculty offices; Expanded Fab Lab at Weber	Offices consolidated at Smith House; SEED Center opened with satellite Fab Lab	Improve Smith vestibule, signage, lockers, etc; Explore better office/studio locations	Develop feasible multi-yr facilities plan to consolidate College teaching/support spaces	Ditto
3 Create Studio Culture Policy	Began talks between faculty and students	Clustered sections to improve learning; Adopt new document*	Adopt new Studio Culture Policy	Revisit SCP and if needed revise	Ditto
4 Improve interdisciplinary opportunities	Introduced new 5th year project: sustainable station +; Introduced new 4th year project: hygiene station	Introduced Haiti studio (and link with Disaster Mgmt)*; Reduced collab with INTD and LARCH in Des 2; Initiated collaboration with LARCH at Des 7	Reconnect with Ed Bacon competition; Initiate collab with Interior Design upper-level studio	Assess new projects	Intiate additional interdisciplinary opportunities
5 Increase community involvement	Evaluated Freedom by Design work; Day of Service 2009	Day of Service 2010; Started connections to Habitat Montgomery County; SERVE-101 and Design 1; Revived Arch Program Advisory Board	Start involvement in Eastern Shore Land Conservancy's Center for Towns; Strengthen links to Habitat, to Archdio. of Phila's Project H.O.M.E.	Evaluate suitability of currrent community involvement partners	Explore College-wide or Program-wide Day of Service activity
6 Improve and integrate technology in teaching	Installed 1st laser cutter; Standardized digital drawing in Technics; Introduced Digital Fab option for Des X; Visited NextFab to explore connections; ePortfolio trial run with Design 1-2; Introduced Rhino for all Vis 1 sections	Installed 2nd laser cutter; Expanded Technics to 4 sections; Introduced ePortfolio to Vis 1; Started campus-wide license	Revise Adv Modeling, begin requiring it; Request milling machine as part of annual budget submittal; Assess 1st yr drawing courses; Assess use of laser cutter	Assuming succesful budget request, order and install milling machine and integrate its use into some courses; Submit drawing course proposal to UEC	If proposal successful, initiate new drawing course; Assess expanded use of laser cutter and of milling machine
7 Increase involvement of alumni and diversity of students	Increased number of social gatherings for alumni and students; Met with director Arch Prog, Community College of Phila and hosted visits for multiple comm college groups	Planned anniversary event to spotlight alumni; Initiated Facebook page; Invited alumna as lecturer; Plan Alumni Advisory Group*; Initiated work with NOMA's NE coordinator	Explore recruiting at Phila's Charter HS for Architecture + Design; Plan Alumni Advisory Group; Rebuild NOMA chapter	Develop agreement with suitable an alumni for internship-to-employment opportunities; Explore NOMA's role in recruitment	Assess efforts in progress
8 Increase interaction with other Arch programs	Joined West Jersey AIA student competition; Sponsored student reps at AIAS conference(s)	Continued with West Jersey competition; Joined Center for Architecture student exhibition ("Green, Local, Glocal")	Arrange with Temple and Drexel to hold joint NOMA functions	Ditto	Begin planning larger events

Implementation

The PD works with suitable stakeholders to move the program forward. For example, during the recent curriculum changes, he met with program faculty, the Learning & Advising Center Director, the Registrar, and others to allow for as seamless a transition as possible. To implement the new curriculum, he had to establish a dissemination plan, produce charts to aid advisors on the changes, work with first-year students who had to agree in writing to change their catalog year, and keep track of students who would have to take courses in both the old and new curriculum. Finally, an assessment of the changes begins and we return to the beginning of the loop.

Other changes are implemented differently. For example, during the recent national searches for three full-time faculty, the PD and Dean agreed on a search committee; and the PD, as chair, refined the types of expertise sought by discussing the issues with the committee, with other faculty, and by consulting the faculty characteristics of other, aspirational programs. To attract suitable candidates, the PD and Dean requested the Provost to re-evaluate contract types and the result was three successful searches.

Data and Information Sources

Staff and faculty have relied on a variety of sources in the planning process: Master Development Plans for the University (Hillier Group 1995; Sasaki Associates 2004), the University Learning Outcomes Document entitled "What Characterizes a Philadelphia University Graduate?" (2004); Middle States Association of Colleges and Schools (MSACS) academic plans and planning retreats; and other means. Significant institutional advances have been made in this regard since the last NAAB visit, with the onset of a new administration's University Strategic Plan: a Director of Institutional Research was hired in 2007, consultants Academic Growth Plan brought on board 2010-11; and an innovative technology, Analytics Dashboard, was introduced 2011. The new Director of Institutional Research has been particularly helpful in collecting and assessing data to inform Architecture Program initiatives. The 23 data sources identified in the 2011 *Periodic Review Report* for the Middle States Commission on Higher Education include several University-wide sources that are directly involved in planning for the Architecture Program: Admissions databases (continually updated), Development database of alumni, supporters, et al (ditto), Program 5-year strategic plan (periodically updated), Faculty Activity Reports (annual), Course evaluations by students (each semester), Career Services Alumni surveys (annual), Architecture Alumni Survey (most recent, summer 2011), Student portfolios (collected each semester), and Student surveys (including NSSE, AICUP First Year Survey, etc). In 2012, the University will begin the annual Direct Assessment of Student Learning.

Specific examples should help to illustrate our experiences. Faculty Activity Reports (provided in the team room) offer insights as to what challenges faculty have faced to make their courses more current, more interdisciplinary, and more active; this activity provides suggestions for addressing strategic plan objectives 1, 3, 4, 5, and 6. Student comments on course evaluations have provided incentive for addressing objectives 1 through 6. The recent AP Alumni Survey of summer 2011 (available in the team room, plus see narrative in section I.1.5) will allow faculty to consult colleagues in the Writing Center and those teaching quantitative reasoning courses to evaluate objectives 4 and 6.

Role of Planning in Other Programmatic and Institutional Initiatives

Information from the sources listed above has assisted in the planning for curriculum and facilities, improvements to courses, and hiring decisions. The University's strategic plan and emphasis on nexus learning have reinforced the Architecture Program's search for interdisciplinary opportunities and community partners. Two examples are new studio opportunities beginning in fall 2011: developing a student design competition for TD Bank's "Bank of the Future" and community planning projects with the Eastern Shore Land Conservancy's Center for Towns program. There are other, less visible initiatives worthy of mention. By observing second-year student critiques, faculty determined that each group worked too much in isolation and would benefit from the energy and example of a greater number of students; this led

to the practice of scheduling sections of second-year studio as cohorts in order to facilitate greater interaction among students. Discussions at our monthly faculty meetings revealed that incremental changes to reading assignments and project briefs were not being disseminated to other faculty; this situation led us to standardize communications practices between FT coordinators and their adjunct faculty and among all FT faculty across the curriculum. The reading of student evaluations of their faculty alerted the PD that there were inconsistencies in how faculty evaluated their students and how they communicated with their students; this encouraged the PD and faculty to put greater emphasis on presenting grading rubrics to adjuncts and to ensure their use, as well as other practices included in the new Studio Culture Document such as encouraging focused face-to-face assessment of students' progress in design courses. Finally, following discussions with faculty and administrators from other Architecture programs, our program has begun a renewed effort to network among local professionals to identify a larger pool of qualified adjunct faculty; this includes the PD meeting with more potential adjunct faculty, inviting them to critiques, and interacting with them in that setting.

Role of the Five Perspectives

The "Architecture Program Strategic Plan 2009-14" matrix articulates what has been accomplished in the past two years and what is to be done in the next three years. The goals are connected to the five perspectives in the following ways. Architectural Education and the Academic Community seeks to foster wide-ranging academic engagement and is addressed by our objectives 4 (Interdisciplinary) and 6 (Technology). Architectural Education and Students hones in on preparedness to make a positive mark on the future, which corresponds to our objective 3 (Studio Culture). Architectural Education and the Regulatory Environment, or preparing students for professional practice, connects to objective 1 (Curriculum), since the new curriculum involves changes to how professional practice is taught. Architectural Education and the Profession aims at the professional potential of architecture, reflected in our objectives 1 (Curriculum), 6 (Technology), 7 (Alumni and Diversity), and 8 (Other arch programs). Architectural Education and the Public Good is connected to self-aware, ethical, and proactive architects, which correspond to our objectives 3 (Studio Culture) and 5 (Community involvement).

The Architecture Program's goals dovetail with the University's Strategic Initiatives – being "the model for professional university education in the 21st century" – at the larger scale. The University's priorities include formalizing the Nexus Learning approach (active, real world, engaged, and multidisciplinary), achieving innovation and advancing applied research, and integrating curricular and co-curricular learning. These issues are pursued at multiple levels by various University activities connected to the Architecture Program, including: the Engineering and Design Institute, an interdisciplinary research center focusing on green materials, sustainable design and community outreach, directed by Dr. Christopher Pastore and Prof. Rob Fleming; the Center for Innovative Teaching and Nexus Learning, under the direction of Dr. Marion Roydhouse, which concentrates on integrating active, collaborative and real-world learning that is infused with the liberal arts across the curriculum, thereby enhancing students' overall academic experience and preparing them for the 21st-century work world; the Study Abroad Office, directed by Ms. Amy Roshannon, which prepares students for successful participation and competition in an increasingly interdependent world, through exposing students to the international and multicultural contexts that are increasingly shaping professional life; and the Career Services Office, led by Ms. Trish Shafer, which organizes and monitors student internships and aids in students' full-time employment opportunities.

I.1.5. Program Self Assessment

Self-assessment Process

The self-assessment process is a multi-pronged effort involving many stakeholders, though the primary group is the FT faculty and their primary function is the assessment of student learning. In addition, in any one semester there are approximately 65 adjunct (part-time) faculty teaching the student body of approximately 350 students. Full-time faculty coordinators of subject

areas/studio levels have familiarized adjuncts with the importance of assessment, as the program has been professionally accredited by NAAB since 1997 (with renewals in 2000 and 2006). In addition, the University is regionally accredited by the Middle States Association of Colleges and Schools (MSACS), which has its own assessment priorities and reporting structure. During the last few semesters, a MSACS-driven assessment effort has been formalized. The University's 2006 self-study for the Middle States Decennial Review has been followed up by the June 2011 Periodic Review Report which notes that subsequent to the 30 recommendations the University steering committee had made in the 2006 report, the Middle States visiting team made no recommendations and only 16 suggestions. A third avenue of assessment is the Architecture Program Advisory Board, reconstituted in 2011 after a hiatus. The PD has begun meeting the board semi-annually to inform its members of the program's current situation and to solicit its recommendations. Finally, discussions with students, student evaluations, and alumni surveys round out the information gathering.

Each semester, self-assessment involves the PD and faculty reviewing student work on an ongoing basis, by attending mid-term and final critiques in studio courses, seminars, etc. Faculty collect studio work as well as assignments and exams in other classes for assessment and for archival preservation in preparation for NAAB accreditation visits. Next, during annual meetings the PD and FT faculty evaluate student progress toward the established learning outcomes. Every third year, a more substantive evaluation includes meetings between the PD and senior faculty alone, and subcommittees of faculty focused on a particular sequence in the curriculum. The PD presents the strategic plan, student learning outcomes, and student performance criteria to the Dean and the Program Advisory Board, who in turn make recommendations to the PD. These meetings help the PD to identify and prioritize problems and opportunities and to track initiatives underway. Preservation of student work for assessment is augmented by recently compiled data – from student evaluations of faculty (each semester), alumni surveys (every 5-6 years), and other means – which helps steer the discussions. In addition, the Director attends ASCA Administrators' Conferences and consults with administrators of other architecture programs to understand the context of changing practices in the field.

Student learning outcomes

The Architecture Program, in conjunction with the Director of the Learning & Advising Center, established a separate student learning outcomes matrix, included below, which emphasizes several themes determined appropriate to Middle States assessment. These outcomes are to foster:

1. Professional skills informed by the liberal arts and sciences
2. Multidisciplinary and collaborative approaches
3. A creative synthesis between theory and practice, to inform research and guide decisions
4. An appreciation for global and local contexts, in order to interpret and value diversity
5. Ethically responsible citizens
6. Sustainable professional practice, by bringing innovation to the field of architecture and adapting to inevitable changes

Fig. 4 Program Assessment Plan 2010 for the Architecture Program follows

PHILADELPHIA UNIVERSITY Program Assessment Plan 2010 for the Architecture Program, Mar 1, 2011, rev Apr 11, 2011

Institutional Learning Outcomes	Program Goal (Objective)	Program Learning Outcome	In what course(s) the outcome is addressed.	Measure (how or the specific instruments used to measure the outcome)	Time-frame (for doing assessment)	Actual Learning Outcome (a result of the measure)	Feedback into Unit (changes implemented or planned)
1 Professional skills informed by liberal arts + sciences	Students will integrate knowledge of liberal arts and sciences with design of the built environment	Address social and cultural issues through informed design solutions Research, analyze, and compare design options in a global environment.	ARCH-202 Des 4 ARCH-502 Des 10	ARCH-202, 502: Research projects, including case studies, presented in oral and written/graphic forms to invited jurors and graded (by some faculty) with a rubric	Course coordinator meets with other instructors intermittently during semester to assess course progress More comprehensive review every 3 years	ARCH-202 30% more than competent 60% competent 10% less than competent ARCH-502 60% more than competent 40% competent	ARCH-202 Research project modified to help students better use information on next assignment ARCH-502 Rubric will be extended to all sections next year
2 Multi-disciplinary + collaborative approaches	Students will appreciate the value of collaboration, including multidisciplinary collaboration, in solving design problems	Function collaboratively to connect beyond the expertise of architects. Organize and direct heterogeneous teams.	ADFND-101 Des 1 ADFND-102 Des 2 ARCH-501 Des 9 ARCH-511 Tech 5	ADFND-101: Design projects ADFND-102, ARCH 501, 511: Design projects and case study assignments	Course coordinator attends critiques, meets with other instructors intermittently to introduce changes More comprehensive review every 3 years	ADFND-101 30% more than competent 40% competent 30% less than competent ARCH-501/511 70% more than competent 25% competent 5% less than competent	ARCH-501/511 Faculty to meet regularly to facilitate better integration between assignments and to improve deadlines
3 Theory + practice to inform research and	Students will synthesize theory, function, technology,	Demonstrate the ability to apply design history and theory, sustainable	AHIST-305 Hist 3	AHIST-305, 306: Case study assignments,	Course coordinator collects cross-section of case studies, meets	AHIST-305, 306 25% more than competent	AHIST-305, 306 Student assistants chosen to mentor;

guide decisions	and aesthetics in an integrated and creative way	practices, and technology in design projects	AHIST-306 Hist 4 ARCH-502 Des 10	graded with a rubric ARCH-502: Case studies and other preparatory work for design projects	with other instructors each semester to discuss effectiveness More comprehensive review every 3 years	65% competent 10% less than competent ARCH-502 30% more than competent 60% competent 10% less than competent	faculty discuss assignment in greater length
4 Interpret + value diversity	Students will understand and respect the people, places, and contexts that bear upon the built environment around the world	Demonstrate familiarity of diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns of different cultures and individuals Exhibit the implication of this familiarity on the role and responsibilities of the architect	AHIST-205 Hist 1 ARCH-202 Des 4	AHIST-205: Exams and case study assignments ARCH-202 Culture/climate research project	AHIST-205 Course coordinator collects cross-section of case studies for exhibit; meets with instructors each fall to introduce changes ARCH-202 Course coordinator participates in juries, collects some student work for archives; meets with instructors each spring to introduce changes All: more comprehensive review every 3 years	AHIST-205 20% more than competent 55% competent 25% less than competent	AHIST-205 Student assistants chosen to mentor; library staff present in-class workshop ARCH-202 Research project altered to use contemporary case studies so students can understand relevance to subsequent design project
5 Ethically responsible citizens	Students will understand the characteristics of professionalism in architectural practice	Demonstrate an understanding of the sustainable practice of building Integrate professional	ARCH-201 Des 3 ARCH-301 Des 5 ARCH-302 Des 6	ARCH-201, 301, 302: Discussions, programming exercises, and design projects including oral presentations	ARCH-201, 301, 302 Course coordinator attends critiques to gauge outcomes; meets with instructors each	ARCH-201 ARCH-301, 302 25% more than competent 65% competent	ARCH-301 Introduced representation charrettes to hone graphic communication

		<p>practice with issues of public health, safety, and welfare regulations</p> <p>Demonstrate an understanding of dealing with clients and consultants, and integrating community service</p>	<p>ARCH-505 PM 1</p> <p>ARCH-506 PM 2</p>	<p>ARCH-505, 506: Exams and other written assignments</p>	<p>semester to introduce changes</p> <p>ARCH-505, 506 Faculty meet annually to discuss changes; every 6 years alumni survey collects student feedback</p>	<p>10% less than competent</p> <p>ARCH-505, 506 30% more than competent 70% competent</p>	<p>skills and incorporated historiographical assignment; Students required to submit process books to document more rigorous site analyses and evaluation of sustainable practices</p> <p>ARCH-302 Programming exercise strengthened</p>
<p>6 Bring innovation to their fields ... adapt to ... change</p>	<p>Students will practice design as an integrated process that respects existing contexts and/or inevitable transformations in the field</p>	<p>Exhibit an awareness of structural, environmental, and other building systems that support a healthy environment</p> <p>Demonstrate familiarity with current research and best practices.</p>	<p>ARCH-301 Des 5</p> <p>ARCH-402 Des 8</p> <p>ARCH-403 Tech 3</p> <p>ARCH-405 Struc 3</p> <p>ARCH-406 Struc 4</p> <p>ARCH-501 Des 9</p>	<p>ARCH-301, 402, 501: Design projects</p> <p>ARCH-403, 405, 406: Assignments, case studies, and exams</p>	<p>ARCH 402, 502 Coordinators visit critiques where faculty and visiting jurors review student work; collect cross-section of work for exhibit; meet with instructors each semester to review changes</p> <p>ARCH 403, 405, 406 Coordinators meet with instructors each semester to evaluate course and agree on changes</p>	<p>ARCH-402, 502 35% more than competent 60% competent 5% less than competent</p> <p>ARCH-405, 406</p>	<p>ARCH-402 Closer coordination with Vis II course to aid with documentation issues</p> <p>ARCH-501 Faculty taking on more responsibility for special lectures</p> <p>ARCH-403 Revision of student assignments to better coordinate with skills</p>

Program assessment cycles

Faculty develop and modify syllabi and judge student work according to the learning outcomes. This occurs on a frequent schedule individually, and on a more structured schedule as a program. Having NAAB visit our program every six years has encouraged us to develop an assessment plan that has short-term and long-term cycles, which is reflected in the Middle States assessment. Each semester or each year, faculty coordinating a course visit multiple sections (for example, during a project critique or a typical lecture), evaluate the effectiveness of the course against stated student performance criteria, collect suitable examples of student work (exams, assignments, design projects, etc), and meet with all faculty assigned to teach the course in order to collect their observations as well as to disseminate improvements for the coming semester. Since the FT faculty meet once or twice per month, there are multiple opportunities to discuss curricular issues as a group each academic year. Every three years, all senior FT faculty meet formally to discuss the curriculum as a whole and how each course fits into the overall matrix. That way, we are able to stay ahead of any problems that could develop as well as respond to changing ideas and technologies. When larger issues confront us, such as the transformation of a previously interdisciplinary course (Design 2) into a course taken only by majors in the discipline, the three-year assessment may focus on that particular challenge and put off major assessment of other sections of the curriculum for the following year.

Recent program assessments and the new curriculum

In the 2009-10 academic year, the full-time faculty were organized into subcommittees that evaluated the B. Arch curriculum and proposed significant changes, which are discussed according to categories. Following the work of the subcommittees, faculty met in a series of retreats in fall 2010 to clarify and articulate the main challenges.

- Overall curriculum changes: Through participating in design project critiques, faculty identified an opportunity for students to better integrate sustainable principles in upper-level studio work. Therefore, ARCH-301 Design V – the well-building studio that emphasized sustainable issues – was phased out of the curriculum as a discrete course and its content was integrated into all studios from level two to level five. Critiques also demonstrated to faculty that additional mentoring would help students include information and skills from technology and structures courses into their studio projects. Therefore, these courses were reorganized so they are offered earlier in the curriculum (starting in spring 2011) and they will culminate in a technology/structures capstone at ARCH-314 Technology 4, to better prepare students to incorporate the content into subsequent studios. To allow the program to implement the latter change, during the summer of 2011 the program hired a FT faculty who specializes in environmental technology systems.
- Changes to assignments: In the Theory Seminar, now required in the new curriculum, each student will submit a position paper connected to the course topic that points ahead to the area of specialization that the student hopes to focus on during fifth-year studios (see below). Also, responding to the previous VTR, the PD met with professional management faculty to reevaluate how professional ethics would be evident in student outcomes and assignments were altered accordingly.
- Pedagogical changes: To provide fifth-year students with enrichment opportunities commensurate with their level of maturity and ambition, the fifth-year studios have been restructured as special topics options allowing greater student independence. In the new fifth-year sequence, which will begin in fall 2013, each student will use the fourth-year position paper (see above) to guide a two-semester sequence of studios that combines research and design. To allow the program to implement this change, the program has recently hired a full-time faculty specializing in digital technologies to replace the faculty member who left in 2010.

The changes noted above are moving through the University approval process. The overall curriculum changes were approved by the Undergraduate Education Committee first, and each

semester changes to individual courses (or new courses replacing retiring courses) have been approved a year before they are scheduled to be implemented.

- Additional changes: To further pursue the program's mission of rooting education in practice, in the summer of 2011 the program hired a FT faculty with an expertise in design/build, and continues to seek suitable community partners to nurture this student opportunity.

During the fall 2010 retreats, faculty identified and discussed "what we do well" and "what we don't do so well," and these topics are being addressed by subsequent improvements to the program. Some examples follow. Faculty work well together, but need to improve communication regarding the details of each others' courses; therefore, we have begun devoting a portion of one monthly meeting per semester to update the group on how project assignments have recently changed. Students at years one and two are often detached from each other; therefore, we have begun to insist that all sections of first- and second-year studios be scheduled for one of several common time slots, and have strongly encouraged faculty to have sections collaborate as often as possible in discussions, pin-ups, lectures, and other group activities. We are open-minded, not doctrinaire in studio, but maintain level-appropriate standards for all studio work. This has resulted in an expectation that second- and third-year students demonstrate their drawing and model-making skills and concern with materiality, in conjunction with their conceptual goals. We handle large numbers of students reasonably well, but a few progress through the curriculum who aren't completely ready to move on; therefore, we have decided to have a faculty committee (an informal gateway starting spring 2012) review second-year student work and help studio faculty determine whether each student is prepared to move up to third year.

A note on future assessments: In addition to the other sources already discussed, the published results of the AREs will be considered by the PD and faculty from this point on. The results for the 2010 tests indicate that the pass rates of our alumni who participated can be favorably compared to alumni of the four existing B. Arch programs in Pennsylvania as well as to alumni of our typical competitor schools in the Northeast in every exam except Programming, Planning & Practice. This will give us a point of reference for discussions in AY 2011-12 and beyond.

Architecture Alumni Survey (2011)

Periodically, the program requests alumni to complete a survey asking their opinions on how well their education prepared them for professional practice, life-long learning, and related issues. Due to unplanned administrative changes in the last few years, the survey was delayed; however, an updated version was developed in spring 2011 and circulated in summer 2011 to all alumni who graduated from 1996 (our first class) to 2010. Questions involved occupation and tasks performed, progress through IPD and professional registration, preparedness for professional employment (through major, elective, and liberal arts courses), and changes to the occupation since they began working. (The survey and its results will be available in the team room.)

Of 622 current (pre-2011) B. Arch alumni, the university provided 359 email addresses. Of those, a total of 116 alumni responded, for a healthy response rate of 32%. Most importantly, when asked if they would choose Philadelphia University again, 34% said definitely yes, 53% probably yes, and only 13% probably no; when asked if they would choose to study architecture again, 41% said definitely yes, 41% probably yes, and 18% probably no.

Results are of course the product of which students responded. There were far fewer email addresses for the older alumni and far more for recent graduates, which suggests that the younger alumni are disproportionately represented in the following evaluation. Also, respondents self-identified as following: 94% white, 3% Asian, 2% African American, and 2% Hispanic/Latino; so minority students were underrepresented compared to the alumni population as a whole. Respondents self-identified as 63% male and 36% female, a split which corresponds closely to the typical graduating classes of the recent past.

Alumni evaluations of their experience in the program will provide topics for many faculty meetings in the next academic year, in an effort to sustain and improve what has worked well. Overall, 58% of alumni were very satisfied, 39% somewhat satisfied, and only 3% somewhat dissatisfied. They were most satisfied with faculty availability and helpfulness (74% very satisfied, 22% somewhat satisfied), their own abilities to formulate creative/original ideas and solutions and to function effectively as a team member (70% very satisfied for both, 24% somewhat satisfied with both), and to acquire new skills and to apply design skills (roughly 62% very satisfied, 34% somewhat satisfied). They were fairly content with their abilities to relate well to people of diverse cultural backgrounds and to make ethical decisions (more than half very satisfied, about 40% somewhat satisfied). Despite the relative youth of our program, alumni were satisfied with their level of preparedness compared to peers from other institutions (55% very satisfied, 37% somewhat satisfied). We cannot rest on our laurels, but apparently alumni have found that in many ways they have been prepared to face professional challenges.

The areas of biggest concern for future program discussions will be alumni ambivalence regarding the ability to utilize technology (41% very satisfied, 46% somewhat satisfied, and 11% somewhat dissatisfied); writing skills (38% very satisfied, 49% somewhat satisfied), and quantitative abilities (29% very satisfied, 57% somewhat satisfied). Alumni were least satisfied with facilities; approximately half of them were either somewhat satisfied or somewhat dissatisfied with classrooms, studios, fabrication labs, and computer labs. Recent full-time faculty hires, changes to the curriculum, and significant improvements to the fabrication lab in Weber Hall and its new satellite lab in the SEED Center are already addressing some of these alumni concerns. Discussions with our colleagues at the Writing Center and in quantitative reasoning courses must focus on the other issues, as well as a program-led evaluation of writing assignments in architecture courses.

Those alumni who responded are demonstrating success as professionals and as life-long learners. Many have pursued further education; 74% have completed and 26% are currently enrolled in the following: 29% in vocational tech certification or degrees (including LEED), and 19% in a Master's of Architecture program. (The statistic indicating that 48% have been/are involved in another kind of Master's degree is possibly a mistake, and requires further investigation.) They differ in their opinions about the rate of change in their profession, though that could be explained by how long each respondent has been working: 21% see very little change, 40% some change, 26% quite a lot of change, and 11% a great deal of change.

Not surprisingly, they find themselves in a wide variety of situations. In July 2011, 82% were employed by others, 8% self-employed, and 10% not employed. Given the recent economic downturn, those are very respectable numbers. For those employed, 82% were in a position highly related to their field of study and 13% moderately related to their field of study. Architectural pursuits occupied 71%, a few were employed in construction or teaching, and 10% in more diverse fields (in other words, not construction management, interior design, real estate, and similar areas). For those in architecture, 14% identified themselves as architects, 19% as designers, 16% as project architects, and 14% as project managers. Since 26% are licensed architects and 86% have completed or are completing IDP, we conclude that the majority are still in IDP on the path toward registration. Architecture alumni are primarily responsible for digital drafting, construction administration, construction documentation, design, design development, and project management and their firms' client bases are commercial, educational, health care, and retail.

They demonstrate both stability and mobility in terms of job tenure: 23% in their jobs for less than a year, 20% for 1-2 years, 11% for 2-3 years, 10% for 3-4 years, and 36% for 5 or more years. During their careers, 26% have had only one position, 29% two positions, and 45% three or more. Though 46% have free-lanced, only 3% derive their main source of income that way. The majority of these mostly new alumni supervise no or just a few subordinates – 38% have none, 49% have 1-5, and 8% have 6-10, though at the other end of the spectrum two alumni supervise

over 50 subordinates each. They are employed in offices that vary widely in size: 18% have 1-5 employees, 13% have 6-10, 18% have 11-20, 16% have 21-50, 6% have 51-100, 8% have 101-200, and 21% have over 200 employees. 14% of employers maintain offices outside the United States. Current income is shown in the chart below. (Total amounts to 101% due to rounding fractions.) Fig. 5 Alumni salaries reported in 2011 survey:

<i>Income range</i>	<i>% of alumni reporting</i>		<i>Income range</i>	<i>% of alumni reporting</i>
\$ 0	1		\$60,001-70,000	14
Less than \$30,000	8		\$70,001-80,000	16
\$30,000-40,000	17		\$80,001-90,000	4
\$40,001-50,000	22		\$90,001-100,000	1
\$50,001-60,000	13		\$100,001-150,000	5

This, the first comprehensive survey of our alumni in six years, will be instrumental in our program assessments of the near future.

Student input

The University conducts a variety of student surveys and participates in both the National Survey of Student Engagement (NSSE) and the Noel-Levitz Satisfaction-Priorities Survey (see <http://www.philau.edu/ir/>). The most recent NSSE data point to an Architecture Program retention rate of 93% for spring of 1st year and 82% for fall of 2nd year. Given that incoming students do not submit a portfolio for admission, those numbers are understandable. Similarly, NSSE School of Architecture respondents completed more presentations, integrated ideas from varied sources more frequently, worked harder than they had expected, and were involved in more community-based projects compared to their peers across the University. On the other hand, they read fewer books and participated in fewer co-curricular activities than their peers.

An assessment plan for assessing student learning in all academic programs and administrative units has been instituted, using a Dashboard Analytics data reporting system which provides a scorecard for comprehensive assessment of effectiveness, identifies areas of targeted intervention, and allows units to align more easily with institutional goals and processes. The data is carefully considered and integrated into the planning process at all levels of the institution.

Specifically in regard to the Architecture Program, several years ago students had been invited to participate in discussions of the Program Curriculum Committee; this practice has waned lately, but is scheduled to be restored beginning in fall 2011. Furthermore, every semester, students are required to evaluate each of their courses. The process has been completely digitized, easing its use for assessment.

Meanwhile, there are at least three other avenues for student input. All FT faculty serve as academic advisors to Architecture students in years two through five, providing an opportunity for students to share with faculty their concerns or ideas regarding the courses they have taken or are taking. All courses have faculty coordinators and students are informed that they should bring any concerns to the coordinator if they do not feel that speaking to their own instructor would be appropriate or effective. Finally, at the beginning of the semester, the PD arranges meetings with students by studio year (two to five) to disseminate general information and upcoming events as well as to encourage the students to make recommendations about their education at that moment or at a later time. Each semester, students take advantage of this opportunity to make recommendations for improving the curriculum, the facilities, and/or policies that impact them on a regular basis.

Results of Assessments as Outlined in the Five Perspectives

Using the assessment tools discussed above – Middle States procedures, NAAB Student Performance Criteria, alumni and student feedback, faculty meetings and particularly faculty

retreats, we have been able to evaluate the Architecture Program's progress. The AP Strategic Plan 2009-14 (see I.1.4) provides a structure by which to review our goals in an organized way.

In response to *Perspectives A and B* (Architectural Education, the Academic Community, and Students), some advances have been made. In fall 2010, the faculty agreed on a new mission for the program which seeks to unite architectural practice with the larger community. With an eye toward strengthening a holistic and practical education, after a delay of several years, the B. Arch curriculum was thoroughly evaluated, restructured, and approved. Implementation began in fall 2010. Successes include having the entire first-year class sign on to the new curriculum retroactively, getting the first group of new courses approved individually, and preparing FT and PT faculty to begin teaching them. End-of-semester reviews and subsequent faculty discussions of student work over the last several semesters encouraged faculty to expand our approaches to teaching the value of well-made architecture. This concern not only drove many curricular changes, but helped the faculty search committee (2010-11) to identify the following areas of specialty as prerequisites for new hires: environmental tech systems, design/build, and digital methodologies. Three faculty have been hired with expertise in those areas; they will begin in fall 2011, and their resumes and the beginning of their students' work will be provided when the team visits campus. On another front, the primary destination for study abroad students was relocated to the University of Arkansas's Rome Center (UARC) and so far two cohorts of students have completed that program successfully. How to better prepare students for their semester abroad is a topic that will be entrusted to a committee in the near future, as well as how our students can collaborate with their American and Italian counterparts at UARC. Other issues that require further attention include monitoring the second-year studio curriculum, particularly how students are introduced to sustainable design and how to mentor them in architectural drawing skills. Additional FT faculty will be shifted to teach at that level, as well as PT faculty with proven experience in those topics.

Facilities are another significant challenge for the program. Since the last visit, the small model shop has been significantly enlarged and outfitted with a FT supervisor, better-trained users, metal-working tools, and a laser cutter. In addition, the SEED Center, a building recently used for storage but renovated by the University in 2010 to accommodate the new graduate programs, also includes a satellite model shop with a laser cutter. These indicate a notable improvement. Undergraduate studios have been consolidated on campus instead of having some students travel to the off-site Manayunk location. Architecture faculty offices, after being split between two locations are now consolidated at Smith House, situated in between the lower-level studios on one side of campus and the upper-level studios on the other side. Though vastly improving FT faculty's ability to communicate and collaborate on projects, this situation has encouraged us to continue to work with the Dean on identifying a better long-term solution. Meanwhile, we will make improvements to the existing offices to encourage the best possible experience for faculty, staff, and students.

Perspectives B and D (Architectural Education, Students and the Profession) have also been addressed by a sustained effort on the part of students and faculty to issue a new Studio Culture Document and adopt it as policy, rethink interdisciplinary collaboration, expand the use of technology in the classroom, bring students together with alumni, and increase student diversity. In this realm, successes and challenges are as follows. The protracted but very positive process of hammering out the new Studio Culture Document is reaching a milestone. The extent of involvement caused a delay in getting the document ready for distribution to all School of Architecture studios so faculty and students could discuss it and vote on it in spring 2011; this will occur at the beginning of the fall 2011 semester. Also, recent curricular changes have included Interior Design and Landscape Architecture programs withdrawing from all but the first semester of interdisciplinary design studies. The PDs are working on the potentially improved solution of having more fruitful interdisciplinary opportunities at the upper-level studios. One pilot semester between fourth-year Architecture and Landscape Architecture students ran in spring 2011, another is already planned for Architecture and Landscape Architecture with the Eastern Shore

Land Conservancy for fall 2011, and one for Architecture and Interior Design, an industry-sponsored competition to design the bank of the future, for spring 2012. However, these will not be available to all students and therefore a more comprehensive solution must be found to ensure that all students are guaranteed to be involved at least once in interdisciplinary curricular activities above first year. Appropriately, School programs continue to share many support courses such as history, technology, visualization, and many elective courses. Regarding the issue of technology, students are now required to have a laptop beginning in second year, a move which will open up new possibilities in many courses. Student presentations clearly reveal the impact of sophisticated modeling and rendering software and of the inventive use of laser cutters. The new curriculum makes another visualization course required, and a higher percentage of students are able to take our own Visualization elective option – the ADFND-112 Technics of Communication course – which instills an appreciation for integrating analog and digital drawing. Starting in fall 2011, students will use hand-held performance assessment tools for some of their technology course assignments. The revival of NOMA activities, and efforts to work with the Admissions Office to meet prospective minority students from Philadelphia will begin to address our concerns over diversity. Faculty must continue to assess the impact of these changes and plan for appropriate adaptations in future semesters.

Our current responses to *Perspectives D and E* (Architectural Education, the Profession, and the Public Good) have been impacted by many recent changes within the program and the University. The University's First Year Experience and especially SERVE-101 are beginning to prepare some students for the kind of professional life discussed in these perspectives. Our newly-constituted AP Advisory Board should be able to play a role in transitioning our program into a more community-oriented experience. Faculty are increasingly finding suitable projects for their students that point to the impact of socially aware architects and their clients in diverse settings. The new curriculum encourages this further by transforming the thesis program at it now stands (a limited number of students apply and are accepted to pursue projects that are typically independent of each other) to a required two-semester research studio at fifth year (in which all students are similarly challenged and are clustered by the broad topic of their inquiry). Assessing the transitional efforts we have experimented with shows that these require a lot of planning on the part of faculty and students to ensure success. Therefore, FT faculty in particular will have to begin concentrating on this in the near future: the new fifth-year format will begin AY 2012-13 with the students' mandatory fourth-year position paper. Also, the new fifth-year sequence is envisioned to dovetail with faculty members' own professional or scholarly agenda, so there will be the opportunity to utilize external funding sources. We are increasing the frequency with which students interact with alumni; however, another challenge will be to figure out how these interactions may lead to suitable employment opportunities for graduates. Working with PT faculty who teach the current courses in Professional Management has revealed the importance of providing multiple iterations of assignments that require students to integrate quantitative reasoning with writing and other skills. Therefore, in fall 2011, faculty will begin working with writing tutors, the information literacy coordinator, and others to plan some immediate interventions in years two through four to provide students with suitable exercises. One helpful step has already been taken in limiting the number of students in each section of Professional Management to 25, so faculty can more easily work with individual students and student groups.

Finally, we are faced with *Perspective C* (Architectural Education and the Regulatory Environment). NCARB's regular workshops have helped to address this concern, though of course the weak economy has meant fewer opportunities for internships and, for recent graduates, full-time employment. The new curriculum proposes strengthening the professional management sequence in ARCH-503, which will be introduced formally in 2013, but a transitional plan was developed for immediate implementation in 2010-11. Faculty will work towards introducing some relevant IDP information in the lower years of the curriculum, so that students are prepared in this regard. Having just celebrated the 20th anniversary of the program's

inception, most of our alumni are still young; nevertheless, of the recent survey respondents, 26% are licensed architects and 86% have completed or are completing IDP.

In summary, the Program will continue to pursue the following goals:

- To make the Program nationally recognized, in order to recruit and maintain excellent students, staff, and faculty;
- To continue to refine the curriculum, in order to provide the best possible educational experience to our students;
- To continue to promote a supportive learning environment, particularly through interdisciplinary and collaborative work, in order to prepare graduates for the contemporary work environment;
- To provide the supportive physical environment and digital infrastructure necessary to produce the best work possible by all stakeholders in the Architecture Program; and
- To use community outreach, fundraising, and other development methods, in order to make the other goals possible.

Institutional Requirements for Self-assessment

Each PD is required to submit a Program Assessment Plan which includes Program Goals (connected to Institutional Learning Outcomes), Program Learning Outcomes with the courses involved and methods of measurements, a time frame, the actual learning outcomes, and how feedback improves the course and/or curriculum. Annual updates are due to the Director of the Advising Center. Beginning in fall 2011, the Architecture PD will be able to collaborate with a colleague in her role as Self-Assessment advocate for the College to make this an even more fruitful process in terms of updating the program’s matrix and supporting its implementation.

How Results Inform Planning and Other Activities

During the last few years, the Program Director, assisted by colleagues, would review assessment results and present them at faculty meetings to begin discussions on planning for improvements. When consensus was reached, the PD worked with the Dean to evaluate how plans would impact future use of facilities, faculty teaching assignments, and budgets. The Dean integrated proposals into budgetary requests and these were presented to the Provost. With the administrative changes underway, there may be changes in how the Executive Dean relays program plans to the Provost and other administrators.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

Matrix of Faculty Teaching Loads

Ordinarily, each full-time faculty member teaches twelve credit hours or equivalent per week. To determine credit-hour equivalencies, each hour of laboratory assignment for which the faculty member has full responsibility is counted as one-half hour, and each studio hour for a design studio course is counted as two-thirds of an hour. The catalog describes each course by the number sequence a-b-c where “a” is lecture hours/week, “b” is lab or studio hours/week, and “c” is the number of credits a student earns. So these courses result in the following teaching loads:

AHIST-205 History 1	3-0-3:	3 + 2/3 (0) = 3.0 Equivalent Teaching Hours	
ARCH-501 Design IX	0-12-6:	0 + 2/3 (6) = 8.0	“ “

See the matrices for 2009-10 and 2010-11, which follow. They are arranged by semester. Within each matrix, faculty names are listed vertically, starting with FT Architecture faculty in alphabetical order, above the dark line, then FT faculty in other programs and adjuncts alphabetically. Profs. Singletary and Livingston are included with FT faculty for AY 2009-10; but

since they constituted part of the Architectural Studies Program faculty beginning in AY 2010-11, they appear as part of adjunct faculty on those matrices. The matrix does not illustrate when one faculty has taught multiple sections of the same course or when faculty have had course releases. Due to the very large number (close to 75) of faculty teaching in any one semester, the summary of expertise, recent research, or experience is extremely abbreviated; see the one-page faculty resumes for more complete information. Common abbreviations are used, such as:

exp	experience	PE	professional engineer	RA	Registered Architect
ext	extensive	prof	professional		

Across each matrix horizontally is the list of all required courses in the major, roughly in the order students take them, to the left of the dark line, followed by whatever elective courses were offered in that semester, listed in alphabetical order. When FT Architecture faculty teach a course not taken by B. Arch students (ie, ARCH-204 Great Buildings and MCM-602 Advanced Construction Techniques and Documentation), these are included in order to demonstrate those faculty members' complete teaching load; however, there are no one-page course descriptions provided since the B. Arch students may not take those courses. DRAW-101 Drawing I and College Studies courses, including requirements in Environmental Science, Quantitative Reasoning, Physics, and the liberal arts courses, are also not included in the matrix, though course descriptions are found in section IV.1 and course notebooks will be available in the team room.

Figs. 6-9 Fall 2009, Spring 2010, Fall 2010, Spring 2011 Faculty Teaching Load Matrices follow, beginning on the next page.

Faculty Resumes

Faculty resumes are found in section IV.2, full-time Architecture Program faculty listed first, then full-time faculty in related programs and adjunct (part-time) faculty, all of whom are teaching students in the Architecture Program.

FALL 2009 Faculty Member (P/T alpha order)	Summary of expertise, recent research, or experience.	ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-204	ARCH-211	ARCH-301	ARCH-302	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	ARCHDSN-210	VIS ELECTIVE*	ARCH-321	ARCH-324	ARCH-326	ARCH-401	ARCH-411	ARCH-414	ARCH-415	ARCH-421	ARCH-423	ARCH-425	ARCH-427	ARCH-430	ARCH-591	MCM-602	STAUB-301					
Wendi Furman	MA, art history			x																																													
Yelena Galitskaya	interior design experience	x																																															
Sara Gally	NCIDQ, extensive exp																									x																							
Stephen Grout***	grad degrees, art education			x																																													
Christopher Hall	extensive bldg systems exp																									x																							
Charles Hancock	RA, NDICQ																											x																					
Andrew Hart	varied interests							x																																									
Alan Hoffmann	extensive managerial exp																							x																									
Brian Johnston	RA, extensive exp											x																																					
Christian Jordan	extensive digital exp																																																
Spence Kass	RA, ext teaching exp												x																																				
Brian King	recent exp in firms																																																
Christopher Kircher	concern for landscape							x																																									
Thomas Kirchner	extensive experience	x																																															
Bevan Lawson	PE													x																																			
John Lawson	45 yrs of practice	x																																															
Brian Leahy	young designer	x																																															
Troy Leonard	RA, extensive exp												x																																				
Kestutis Lukas	specialty in lighting																		x																														
Ali Mahjouri	varied interests	x																																															
Tom McLaughlin	PE, ext experience																																																
Richard Meyer	ext prof experience															x																																	
Joseph Mula	prof experience														x																																		
Ashraf Osman	varied experience	x																																															
Joshua Otto	RA, exp with bldg systems																									x																							

FALL 2009 Faculty Member (P/T alpha order)	Summary of expertise, recent research, or experience.	ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-204	ARCH-211	ARCH-301	ARCH-302	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	ARCHDSN-210	VIS ELECTIVE*	ARCH-321	ARCH-324	ARCH-326	ARCH-401	ARCH-411	ARCH-414	ARCH-415	ARCH-421	ARCH-423	ARCH-425	ARCH-427	ARCH-430	ARCH-591	MCM-602	STAUB-301					
Lauren Patterson	MA, art history			x																																													
Richard Pedranti	extensive experience	x																																															
Giovanna Piga	teaching/prof exp																														x				x														
Jonathan Price	PE, ext experience																		x																														
David Quadrini	design/build, tectonics																						x																										
Michael Roden	ext digital experience																										x																						
Kenneth Rux	PE													x																																			
Allison Schapker	exp, arch/exhibit design	x																																															
Kurt Schlenbaker	interest in tectonics																											x																					
Sara Schuh	M.LARCH, experience											x																																					
Bejamin Shermeta	exp, relevant publications																																																
Jason Smith	extensive managerial exp																							x																									
Virginia Smith	extensive digital exp																																																
William Stanforth	design/build exp																											x																					
Patrick Stinger	comprehensive projects							x																																									
Chris Stromberg	RA, sustainable design exp											x																																					
Laura Strychalski	experience running AIE prog																																																
Sara Sweeney	experience in sustainability																											x																					
Brian Szymanik	varied arch interests							x																																									
Andrea Tingey	historic preservationist																																																
Christine Tyreus	interest in tectonics							x																				x																					
Jesse Vaughn	strong digital skills																										x																						
Anthony Weber	RA, extensive prof exp															x																																	
Adrienne Yancone	varied arch interests							x																																									

* Vis Elective Options for the old curriculum: ADFND-104, 110, 114, DRAW-201, 206, INTD-106, LARCH-203

** FT faculty in Arch Program who shifted to Arch Studies Program in 2010 *** FT faculty in another program

FALL 2010 Faculty Member (P/T alpha order)	Summary of expertis, recent research, or experience.	ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-212	ARCH-301	ARCH-302	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	ARCHDSN-210	VIS ELECTIVE*	ARCH-204	ARCH-321	ARCH-324	ARCH-326	ARCH-341	ARCH-401	ARCH-414	ARCH-415	ARCH-421	ARCH-424	ARCH-427	ARCH-591	ARCHDSN-381	STAUB-301							
Mary Gale	ext exp interior design	x																																															
Sara Gally	NCIDQ, ext digital exp																									x																							
Matt Gindlesparger	ext research, solar energy																								x																								
Stephen Grout***	grad degrees in art education	x																																															
Christopher Hall	extensive experience																								x																								
Charles Hancock	NCIDQ, bldg tech exp																										x																						
Alan Hoffmann	ext managerial exp																						x																										
Hollie Holcombe	digital experience																																																
Robert Hotes	historic preservationist																																																
Alan Jalon	sustainable design							x																																									
Brian Johnston	RA, extensive exp										x																																						
Christian Jordan	extensive digital exp																									x																							
Spence Kass	RA, ext teaching exp											x																																					
Brian King	recent digital exp in firms																																																
Christopher Kircher	concern for landscape										x																																						
Thomas Kirchner	extensive experience																																																
Jared Laucks	intensive digital exp																										x																						
Bevan Lawson	PE												x																																				
Morna Livingston***	fine artist	x																																															
Josh Lobel	computational scholarship																										x																						
Kestutis Lukas	specialty in lighting																x																																
Ali Mahjouri	varied interests	x																																															
Alisa McCann	historic preservationist																																																
Thomas McLaughlin	PE, extensive exp																	x																															
Diana Nicholas	architect/fine artist	x																																															
David O'Connell	civil engineer												x																																				

FALL 2010 Faculty Member (P/T alpha order)	Summary of expertis, recent research, or experience.	ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-212	ARCH-301	ARCH-302	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	ARCHDSN-210	VIS ELECTIVE*	ARCH-204	ARCH-321	ARCH-324	ARCH-326	ARCH-341	ARCH-401	ARCH-414	ARCH-415	ARCH-421	ARCH-424	ARCH-427	ARCH-591	ARCHDSN-381	STAUB-301				
Ashraf Osman	varied experience	x																																												
Joshua Otto	RA, exp with systems																								x																					
Amy Owen-Jones	sustainable design	x																																												
Lauren Patterson	MA, art history			x																																										
Giovanna Piga	ext teaching/prof exp in Rome																																													
Kasha Preston	civil engineer												x																																	
Alice Price	PhD cand, teaching exp					x																																								
David Quadrini	RA, concern with tectonics																				x																									
Michael Roden	ext digital experience																									x																				
Kenneth Rux	PE																	x																												
Jesse Saborsky	design experience																										x																			
Kurt Schlenbaker	interest in tectonics																											x																		
Bejamin Shermeta	RA, publications																																													
Jason Smith	ext managerial exp																																													
Michael Spain	extensive experience							x																																						
William Stanforth	design/build exp																											x																		
Adrienne Y. Stinger	varied interests							x																																						
Patrick Stinger	exp in comprehensive projects																									x																				
Chris Stromberg	RA, exp in sustainable design										x																																			
Sara Sweeney	exp in bldg tech and sustainability																											x																		
Brian Szymanik	RA, interest in tectonics											x																																		
Erika Tapp	arch/archaeological exp			x																																										
Ian Toner	digital experience																				x																									
Christine Tyreus	interest in tectonics							x																																						
Jesse Vaughn	intensive digital exp																																													

*Vis Elective Options (new curriculum): ADFND-104, 110, 112, INTD-106, LARCH-203 *** FT faculty in another program

SPRING 2011 Faculty Member (F/T alpha order, P/T alpha order)	Summary of expertise, recent research, or experience.	ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-212	ARCH-301	ARCH-302	ARCH-303	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	VIS ELECTIVE*	ARCH-320	ARCH-321	ARCH-326	ARCH-371	ARCH-401	ARCH-413	ARCH-415	ARCH-422	ARCH-423	ARCH-426	ARCH-427	ARCH-428	ARCH-430	ARCH-436	ARCH-466	ARCHDSN-381	STAUB-301				
David Breiner	PhD, arch history																																														x		
Gary Crowell	ext teaching experience	x																																															
Donald Dunham	RA, papers on utopias															x																																	
Susan Frosten	RA, sustainability																						x						x																				
Craig Griffen	publications on tectonics																																														x		
Christopher Harnish	community bldg, Africa									x	x																																						
Carol Hermann	ext teaching experience	x																										x																					
Kenneth Jacobs	professional exp, PhD						x	x																																									
David Kratzer	research in tectonics																x						x																										
Armando Plata	RA and PE												x																																				
Christina Amoroso	lighting design exp	x																																															
Jeremy Avellino	design/build exp	x																																															
Debabrata Bhaumik	PE															x																																	
Brian Billings	ext prof experience															x																																	
Gary Bolton	prof exp and drawing	x																																															
Robert Busser	internatl exp, Habitat																																																
Cara Carroccia	historic preservation																																																
James Cassidy	tectonics																x																																
Louis Chang	drawing skills																																																
Daniel Chung	RA and PE																		x																														
Aron Cohen	landscape/urban design						x																																										
Bennett Colesberry	ext construc mgmt exp																																																
Michael Cronomiz	passion for env systems																		x																														
Ivano D'Angella	RA, design/build exp																								x																								
Joseph Donohue	varied prof experience																																																
Concetta Dragani	PhD cand, teaching exp			x																																													

SPRING 2011 Faculty Member (P/T alpha order)	Summary of expertise, recent research, or experience.	ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-212	ARCH-301	ARCH-302	ARCH-303	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	VIS ELECTIVE*	ARCH-320	ARCH-321	ARCH-326	ARCH-371	ARCH-401	ARCH-413	ARCH-415	ARCH-422	ARCH-423	ARCH-426	ARCH-427	ARCH-428	ARCH-430	ARCH-436	ARCH-466	ARCHDSN-381	STAUB-301					
Carl Dress	RA, extensive profext	x																																																
Vincent Feldman	MFA photo, ext exp																																																	
Sara Gally	NCIDQ, ext digital exp																										x																							
Liz Goldberg	MFA painting/graphics																											x																						
Christopher Hall	extensive experience								x																																									
Andrew Hart	varied interests																											x																						
Charles Hemphill	intensive digital exp																										x																							
Alan Hoffmann	ext managerial exp																							x																										
Brian Johnston	RA, extensive exp										x																																							
Christian Jordan	extensive digital exp																						x																								x			
Spence Kass	RA, ext teaching exp											x																																						
Brian King	recent exp in firms																																														x			
Christopher Kircher	concern for landscape										x																																							
Thomas Kirchner	extensive experience															x																																		
Jared Laucks	intensive digital exp																										x																							
Bevan Lawson	PE														x																																			
Troy Leonard	RA, extensive exp								x																																									
Morna Livingston**	artist, vernacular scholar	x		x																																												x		
F. Greg Lucado**	construc mgmt, MBA																																																	
Kestutis Lukas	specialty in lighting																x																																	
Ali Mahjouri	varied interests	x																																																
Mark McCullen	MFA painting, ext exp																																																	
Thomas McLaughlin	PE, extensive exp																	x																																
Pablo Meninato	RA, ext exp, Argentine																							x																										
David O'Connell	civil engineer												x																																					
Ashraf Osman	varied experience	x																																																

SPRING 2011		ADFND-101	ADFND-102	AHIST-205	AHIST-206	AHIST-305	AHIST-306	ARCH-201	ARCH-202	ARCH-212	ARCH-301	ARCH-302	ARCH-303	ARCH-309	ARCH-310	ARCH-402	ARCH-403	ARCH-404	ARCH-405	ARCH-406	ARCH-408	ARCH-501	ARCH-502	ARCH-505	ARCH-506	ARCH-511	ARCHDSN-208	VIS ELECTIVE*	ARCH-320	ARCH-321	ARCH-326	ARCH-371	ARCH-401	ARCH-413	ARCH-415	ARCH-422	ARCH-423	ARCH-426	ARCH-427	ARCH-428	ARCH-430	ARCH-436	ARCH-466	ARCHDSN-381	STAUB-301						
Faculty Member (P/T alpha order)	Summary of expertise, recent research, or experience.																																																		
Amy Owen-Jones	sustainable design		x																																																
Lauren Patterson	MA, art history			x																																															
Giovanna Piga	RA in Rome																																																		
Kasha Preston	civil engineer														x																																				
Alice Price	PhD cand, teaching exp						x																																												
Jonathan Price	PE, extensive exp												x																																						
Michael Roden	ext digital experience																										x																								
Joseph Scheidly	MFA, exhibitions																																																		
Kurt Schlenbaker	interest in tectonics									x																																									
Lorraine Schnabel	historic preservationist																																																		
Andrew Simmons	intensive digital exp																										x																								
Suzanne Singletary**	PhD, art history, scholarship																																																		
George Skarmeas	historic preservationist																																																		
Jason Smith	ext managerial exp																								x																										
Michael Spain	extensive experience								x																																										
Adrienne Y. Stinger	varied interests, theory								x																																										
Chris Stromberg	exp in sustainable design										x																																								
Laura Strychalski	exp running AIE program																																																		
Sara Sweeney	exp in sustainability									x																																									
Brian Szymanik	RA, varied interests											x																																							
Ian Toner	digital experience																																																		
Christine Tyreus	interest in tectonics								x																																										
Jesse Vaughn	intensive digital exp																																																		

* Vis Elective Options (new curriculum): ADFND-104, 110, 112, INTD-106, LARCH-203 *** FT faculty in another program

Policies and Procedures Relative to EEO/AA

Philadelphia University, an Equal Opportunity Employer, is committed to providing equal opportunity with respect to employment and employment-related issues, for all employees. The full policy is articulated in the *Employee Handbook*, section 2.1.1.A and reiterated in the *Faculty Manual* section 1.4. The University is a covered employer under the Family and Medical Leave Act of 1993 as Amended (“FMLA”); see section 2.2.7. The University strives to create a work environment where all individuals are treated fairly, with respect, and where personnel decisions are made on the bases of job qualifications and merit. It is the policy of the University to employ, train, compensate, promote, and provide other conditions of employment without discrimination due to race, color, religion, national origin, sex, age, handicap, veteran status, sexual orientation, or other classification protected by federal, state or local law. See section 2.5.1.

Initiatives for Diversity

As stated in the *Employee Handbook*, section 2.1.1.B: “Where protected groups are under-represented among its employees, the University pledges aggressively to pursue means of remedying imbalances. The University will implement and administer this policy in accordance with all applicable federal, state and local laws and regulations.” One method of doing this is the assistance Human Resources staff have given to chairs of search committees, in particular referring them to the approximately 30 website links on its Advertising Options for Diversity portion of the Recruitment Resources for Hiring Managers webpage.

As part of academic planning, the Provost is working with a consultant, the educational consulting firm Educational Advisory Board, to analyze the current body of the faculty, its distribution, and faculty-student ratios, recognizing the pressing need to increase and diversify the number of FT faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. Recently hired FT Architecture Program faculty are testament to the goal of increased diversity: two of three new faculty are minority members. Also, when recruiting part-time faculty, the program similarly seeks to increase diversity in terms of race, ethnicity, and gender. See section I.3.1.

Human Resource Development Policy

Increasingly, the University has been formalizing and improving its mentoring procedures for new faculty and expanding options for faculty development. New employees, including administrators and faculty, attend a series of orientation sessions that cover topics from employee benefits to managing new technologies in the classroom. Furthermore, the *Faculty Handbook*, *Employee Handbook*, and other resources are posted on the University’s website for easy consultation. In the Architecture Program, new faculty are assigned a more experienced faculty mentor and typically meet with the PD at least once per semester to discuss progress in teaching, professional development, and service. All faculty submit a Faculty Activity Report (format available in the team room) which serves as the basis for a yearly evaluation by the Dean. Due to the University’s small size, more frequent meetings with the Dean and/or the PD are common for all faculty.

How faculty remain current in practice and licensure

The majority of FT faculty are registered architects and are thus subject to the same continuing education requirements as any professional architect. In addition, despite full-time teaching and service loads, many continue to practice architecture in some way: finding smaller projects, those that appeal to a particular niche, and/or design competitions. Faculty have access to the *Chronicle of Higher Education*, professional journals and the *Journal of Architectural Education*, attend lectures on campus and at other institutions, and network at conferences. These activities update their exposure to the field and usually impact what they bring to the classroom and studio. Adjunct faculty also tend to be licensed architects and/or engineers practicing in greater Philadelphia. They largely work full-time in design offices and bring that current experience into the classroom/studio with them. Professional currency is particularly important to our program because, with few exceptions, studios at years three through five are only taught by registered

architects. Faculty who are not registered architects are typically assigned to teaching the design studies courses at years one and two. Exceptions are made under unusual circumstances, for example a full-time faculty progressing through the ARE's.

Resources available to faculty

The University and Architecture Program value faculty members' professional development, as expressed in the *Faculty Manual* (3.8). "The goal of professional development is to improve instruction and to make the faculty member a more effective contributor to the discipline and to the vitality of the University. Professional development benefits both the individual faculty member and the institution as a whole." The University offers the highest salary and best benefits package it can, given the constraints of its budget, to reward faculty achievement, foster quality education, and remain competitive with similar institutions. Tenured, five-year, and seven-year contract faculty may apply to the Faculty Personnel Committee for a sabbatical leave every seven years. The committee's recommendation is forwarded to the Provost and from the Provost to the President, who then decides (*FM*, 4.3). Sabbaticals are awarded based on the capacity of the budget and the quality of a candidate's proposal. Faculty who have been granted a Fulbright Award are eligible to receive a leave of absence from the University contingent on the leave being consistent with the objectives and needs of the School and the University. Faculty may request a one-semester sabbatical leave at full salary or a two-semester leave at half salary. The University has funded travel to academic conferences for faculty presenting a paper; typically funds are sufficient for each faculty to take advantage of this once per academic year. New faculty have received similar funding even when they are not presenting, so as to acclimate them to the academic milieu they are entering. The University also sponsors Grants for Faculty Research, Scholarship and Design Projects, a competitive initial funding source for faculty work at its early stages. Other resources include The Teaching, Learning and Technology Roundtable, as well as digital technology workshops designed and conducted for staff and faculty by the Office of Information Resources' Instructional Technology Support and which are held every semester. The University's Patent Policy is found in the *EH*, 2.5.9. With its Patent Policy, the University attempts to ensure that any inventions resulting from the research and scholarship pursued at the University are developed, disseminated, marketed and commercialized for the mutual benefit of the inventor, the University and the public." The Intellectual Property committee overseeing this issue is comprised of administrators and faculty representing all academic units.

The following charts reveal the amount of funding invested in School of Architecture faculty. The first chart shows amounts budgeted for the last five years. The second chart indicates amounts actually spent for faculty to travel to conferences (typically to deliver papers), and to workshops (to update professional skills or acquire new skills, or participate in study abroad design critiques), but also to travel for other activities considered University business (typically to help develop new programs or courses, or for special professional development). For more detail on financial support to faculty 2009-12, see information available in the team room. The third and fourth charts reveal faculty awards specifically for Summer Research, Scholarship and Design Grants.

Fig. 10 Professional Development Budget (2007-11) - School of Architecture

2007	2008	2009	2010	2011
\$10,000	\$10,000	\$10,000	\$18,088	\$27,050

Fig. 11 Expenditures: Conferences, Workshops, and Business Travel (2009-11) – School of Architecture Details will be given in documents held in the team room.

FY 2009-10			FY 2010-11		
Number of faculty trips	Purpose of trips	Total amount	Number of faculty trips	Purpose of trips	Total amount
13	Conferences, etc	\$16,893	14	Conferences, etc	\$21,061
2	ACSA Annual Meeting		2	ACSA Annual Meeting	
2	ACSA Administrator's Conf		2	ACSA Administrator's Conf	
1	AIA Natl Convention		2	AIA Natl Convention	
2	AIA-IDP Conference		1	AIA-IDP Conference	
			1	CASE Conf for Deans	
6	Professional or Scholarly Conferences		5	Professional or Scholarly Conferences	
			1	Other	
4	Workshops, etc	\$7,857	3	Workshops, etc	\$8,421
1	Case Conf for Deans				
2	Study Abroad critiques		2	Study Abroad critiques	
1	Other		1	Other	
8	Business Travel	\$12,386	8	Business Travel	\$10,961
25	Grand Total AY 2009-10	\$37,136	25	Grand Total AY 2010-11	\$40,443

Fig. 12 Summer Research Grant Awards 2009-2012 including School of Architecture faculty

Faculty	Grant Award Year	Students Used
Wendy Krupnick/Mike Leonard/ David Kratzer	2009-10	Yes
Kimberlee Douglas	2010-11	Yes
Chris Harnish	2010-11	No
Wendy Krupnick/Mike Leonard/ David Kratzer	2010-11	Yes
Brian George/Alex Messinger / Diana Cundell	2010-11	Yes
Brian George/Alex Messinger / Diana Cundell	2011-12	Yes
Chris Harnish	2011-12	No

Architecture Program faculty names in **bold**

Fig. 13

Summer Research Grant Amounts, University-wide			
Year	Submitted	Funded	Total Funding Amount
2006-07	15	11	\$59,980
2007-08	9	6	\$32,980
2008-09	13	10	\$51,250
2009-10	11	5	\$39,583
2010-11	11	11	\$53,270
2011-12*	7	3	\$16,900

*The number of proposals was down due to the awarding and availability of Signature Learning Grants. \$18,000 in SL Grants were award in the 10-11 academic year.

Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit

The following text is a selected list of papers and presentations at professional meetings (travel and registration funded by the University), professional practice, sabbatical leaves of absence (one semester at full salary), and other activities funded by the University since the previous APR and accreditation visit.

David Breiner, sabbatical to complete a Getty-funded Campus Heritage Project, spring 2006.

---, "Building Campus on Residential Estates: Rehabilitation, Coherence, and Identity" paper, Society of Architectural Historians Annual Meeting, Pasadena, CA, 2009.

---, attendance at ACSA Administrators Conferences, Savannah, 2008; Washington, DC, 2010

---, attendance at ACSA Annual Meeting, New Orleans, 2010

Jane Cespuglio, ongoing association with Erdy McHenry Architecture, Philadelphia, as project architect, 2005-08.

Gary Crowell (Dean and PD emeritus since 2007), attendance at AIA National Convention, New Orleans, LA, 2011.

Donald Dunham, "A Torpedo Moving Through Time: The Battle for Utopia in Architecture" paper, presented at Society for Utopian Studies Annual Meeting, Wilmington, NC., 2009.

---, "Inclusivity, Objectivity, and Perfection: The Museum as Utopian Space" paper, the International Conference for the Inclusive Museum, Istanbul, Turkey, 2010 (winner of the *International Award for Excellence* in the inclusive museum field, by the *The International Journal of the Inclusive Museum*).

---, "Death of the Transhistorical City: Re-examining Lou Kahn's Utopian Vision," paper presented at 12th IASTE Conference, Beirut, Lebanon, 2010.

Susan Frostén, "Open Topic Session: Sustainability: Beyond the Technical to the Cultural," (co-chair and moderator) *Fresh Air: ACSA 95th Annual Meeting and Conference*, March 2007.

---, "How The Capstone Captures Learning: Three Institutions, Integrative Learning, and the Evolution of Education," (with Eynon, Martasian, Montminy-Danna, and Schrand) Annual Meeting and Conference, Association of American Colleges & Universities, New Orleans, LA, 2007.

---, "Building the Green Economy: University Research in Sustainable Systems", Design on the Delaware, Philadelphia Chapter of the AIA Annual Conference, 2008.
---, co-author, "Using a Multi-Criteria Decision Making Model to Incorporate Social, Economic and Environmental Variables in Assessing the Sustainability of Building Materials" paper, 5th International Conference on Environmental, Cultural, Economic, and Social Sustainability, University of Technology, Mauritius (presented by co-author), 2009.
---, LEED Accredited Professional, 2009.
---, collaborator, "The Dancing Fabric: A Micro-tectonic Environmentally Responsive System" paper and exhibit, *Input_Output* Symposium and Exhibit of Adaptive Materials and Mediated Environments, Temple University, 2010.
---, Biomimicry Training Workshop, Biomimicry Institute, Inverness, CA, July 2010.
---, interdisciplinary team of University representatives investigating state of sustainable practices and green technology in Hong Kong and Shanghai, China (co-funded by University and US Department of Education), 2011.

Craig Griffen, sabbatical to study tectonics in Renzo Piano's buildings, Genoa, Italy, spring 2007.
---, LEED Accredited Professional, 2009.
---, design for residential renovation, Montgomery County, PA, 2009.
---, "BIM as an Instructional Bridge Between Design and Technology," paper presentation and proceedings publication, Building Technology Educators Society Conference, University of New Mexico, Albuquerque, NM, 2009.
---, attendance at ACSA Administrators Conference, St. Louis, MO, 2009.
---, attendance at ULI Real Estate Summit, Boston, MA, Apr. 2010.
---, attendance at New Materials Symposium, Temple University, Philadelphia, 2010.

Christopher Harnish, lead architect for Youth with a Vision Children's Village, Dennilton, South Africa, 2008-present.
---, attendance at ASCA Conference, New Orleans, LA, 2010.
---, "Utopian Compounds in a Dystopic Community: The built pursuit of utopia in Dennilton, South Africa" paper, 12th IASTE Annual Meeting, Beirut, Lebanon, 2010.
---, research and future program planning, Accra, Ghana, and Johannesburg, South Africa, May-June 2011.
---, Faculty Research Grant, South Africa, July 2011

Carol Hermann, LEED Accredited Professional, 2009
---, sabbatical, included study tours of 20th-century and vernacular architecture in the Eastern US, spring 2009.
---, final review guest at the University of Applied Arts, Vienna, 2010.
---, IDP Educator Coordinators' Conference, Chicago, IL, 2010 (supplemental funding).

David Kratzer, principal, BAU Architecture, 2005-present.
---, Historic LaMott Community Center Renovation (National Register of Historic Places), Cheltenham Township, PA, 2009.
---, Norristown Farm Park Historic Building Renovations, Norristown, PA, 2009-10.
---, St. John Neumann Transitional Care Unit; Charettes and a Feasibility Study for the St. John Hospice Homeless Shelter, Philadelphia; BVM Visitation Campus Master Plan; Kensington Façade Design Guidelines; all for the Archdiocese of Philadelphia, 2009-present.
---, Drexel Smart House, professional advisor and collaborator with Drexel U faculty, 2008-present.
---, "Interdisciplinary Design-Build Summer Studio 2009," poster session at ACSA National Conference, New Orleans, LA, 2010.
---, "Dark Light," presenter (in collaboration) at Temple University's *Input_Output* Symposium, Philadelphia, PA, 2010.

Morna Livingston (in 2010, she shifted from FT Architecture to FT Architectural Studies faculty), "Temples for Water," article text and photography, *Natural History Magazine*, Special Issue: "The Water Planet," May 2009, pp. 52-7.

Armando Plata, architect and engineer at One design Office, Philadelphia, PA, 2004-present.
---, design and construction management of single-family residence, Medford, MA, 2009-present.
---, structural engineer consultant for artist Marcos Ramirez ERRE in the design and construction of a single-family residence, Mexico.
---, attended Bentley Conference "Be National Conference 2010" and study tour of architecture in Shanghai and Guanzhou, China, 2010.
---, attendance at AIA National Convention, New Orleans, LA, 2011.

Suzanne Singletary (in 2010, she shifted from FT Architecture to FT Architectural Studies faculty), "Americans in Paris 1860-1900," invited participant, Scholars' Colloquium, National Gallery, London, UK, 2006.
---, "Domesticity and Modernity" paper, Nineteenth-Century Domesticity Symposium, Columbia University, New York City, 2006.
---, completed Ph.D. in Art History, Temple University, 2007.
---, "La Danseuse: Modernity and Cinematic Time" paper, Interdisciplinary Nineteenth-Century Studies Conference at the University of Missouri, Kansas City, 2007.
---, "Le Chez-Soi: Men 'At Home' in Impressionist Interiors" catalogue essay, *Impressionist Interiors*, exhibition at the National Gallery of Ireland, Dublin, 2008.
---, "The Legacy of Cubism: History of Modern Architecture, 1905-1945," lecture in conjunction with exhibition, *Picasso and the Avant-garde in Paris*, Philadelphia Museum of Art, 2010.
---, "Music as Magic Architecture: Immersive Environments in Baudelaire and Whistler" paper, in *Music as a Paradigm for Modernism*, College Art Association Annual Meeting, New York City, 2011.

Faculty Appointment, Promotion, and Tenure/Renewable Contracts

To aid in the selection of candidates for faculty positions, officers of the University appoint advisory search committees, whose recommendations are not binding, but extremely helpful. When appointed by the President, subject to approval of the Board of Trustees, a new faculty's contract is one of the following four categories of full time faculty (see *Faculty Manual*, 2.1):

- Tenured or tenure-track faculty members holding one of the following academic ranks: Instructor, Assistant Professor, Associate Professor, and Professor. Tenured and tenure-track faculty focus on teaching, service and research.
- Renewable non-tenure ("renewable contract") track faculty holding one of the following academic ranks: Instructor, Assistant Professor, Associate Professor, and Professor. They focus on teaching, service and practice.
- Visiting faculty are appointed to fill special, short-term teaching needs, not to exceed one academic year. Visiting faculty may be appointed to a maximum of five consecutive one-year terms.
- Research faculty are appointed to fill special short-term research needs; however, they may carry a teaching load as well. All such contracts are limited to terms not to exceed one academic year.

The new faculty member typically has a probationary period of three two-year contracts, for a total of six years (*FM* 2.4). During this time, the Program Director observes his/her teaching and provides mentorship in all areas of faculty responsibilities. A formal review (*FM* 2.5) occurs of the faculty's application for a contract renewal during the year before a new contract is scheduled to begin (in other words, during the second and fourth years); the School Personnel Committee

considers the Program Director's recommendation letter, peer evaluations and vote by the School's senior faculty, student evaluations, and a portfolio of course materials and professional and service accomplishments before passing along a recommendation to the Dean. Subsequently the chair of the School committee and the Dean present the candidate's application to the University's Faculty Personnel Committee which votes on the matter. That committee's recommendation is added to the file presented to the Provost, who recommends renewal or dismissal. During the 6th-year dossier review, an additional step of soliciting appropriate assessors from outside the University is added. Tenure-track candidates may be awarded tenure by the University's Tenure Committee, while renewable-track candidates may be awarded a five-year contract by the University's Personnel Committee. During the last year of a five-year contract, the faculty is eligible to apply for a seven-year contract (and all subsequent contracts would be also for seven years.)

Criteria for new contracts, including tenure, and promotions are established by the *Faculty Manual*. The most significant factors measuring the excellence of a faculty member are judged to be:

- Academic attainment as measured by degrees earned, with faculty having earned the appropriate terminal degree in the professional field and those appointed to tenure typically having earned the highest degree in their field of competence.
- Experience relevant to the member's responsibilities.
- Consistently high performance in teaching (Faculty approved classroom visitation policy on March 19, 1991, see *FM*, Appendix C).
- Professional achievement and continuing growth in the faculty member's field of specialization, including research and publication; presentation of papers at professional or industrial meetings; leadership in professional organizations; consulting; other concrete contributions to one's profession; for design faculty, published research and juried exhibits demonstrating original contributions to the field.
- Contributions to the University, showing a continuing commitment to maintain and improve the intellectual and creative life of the institution. These include effective participation and leadership on committees of the school and the University, program development, involvement in campus activities, and representation of the University beyond the campus.

Although the majority of criteria is similar, the *Faculty Manual* differentiates between suitable achievements for tenure-track/tenured and renewable contract faculty in the following ways. For professional development, the former can contribute (among other ways) via published scholarly reviews of significant areas of advancement and/or original research demonstrated by publication, while the latter can contribute (among other ways) via published professional reviews of significant areas of advancement and/or regular and sustained practice in the field and/or maintenance of licensure. (see *FM*, 2.4.2.)

In addition, faculty are aided by the School of Architecture's Faculty Guidelines document (a copy will be provided in the team room) which was produced by faculty in 2004 (updated 2010) to be used by committees as they review candidates. The Guidelines parse out specific issues and examples of achievements in teaching, service (to the University and to one's profession), and professional development (scholarship and/or practice).

Recommendations for advancement in rank for full-time faculty originate with the schools and advance to either the Tenure Committee or Faculty Personnel Committee. Decisions are made by the Board of Trustees at the recommendation of the President and are intended to recognize

achievement in teaching, scholarship/practice and service. The criteria described in the *FM*, 2.4 are those adopted by the Faculty Personnel Committee.

Furthermore, there are four categories of part-time (adjunct) faculty (see *FM*, 2.1):

- Adjunct faculty are composed of unranked members who may teach no more than the equivalent of 11 credit hours each semester. Contracts and remuneration are established on and limited to a "per-course" basis
- Adjunct Professors serve the University's academic programs in advisory roles based on the distinction they have achieved in academic and/or industrial careers. They are appointed by the President, on the recommendation of the Provost, for terms not to exceed two years; they may be re-appointed.
- Clinical adjunct faculty serve the University's academic programs by providing practice-based instruction to students in medical and clinical settings.
- Emeritus faculty have a minimum of fifteen years of service at the University and have demonstrated an acceptable level of service, research/professional practice, and teaching effectiveness.

The total number of renewable contract faculty and full-time program directors together are not intended to exceed more than one-third of the total number of full-time faculty (tenured, tenure-track, renewable contract, visiting, and research faculty) plus full-time program directors.

Visiting Lecturers and Critics

The annual spring lecture series has helped earn the School of Architecture a regional reputation. Since its inception, the lecturers have been prominent design professionals; however, recent lecture series have expanded to include those working in less conventional settings, such as NGO's. The Architecture Program has also organized an annual fall lecture series, primarily based on technology. A list of recent fall lectures will be provided in the team room.

Spring 2006 Lecture Series, "Theory & Praxis"

Jaime Lerner, former president of International Union of Architects, Feb 6
Dr. Alfonso Corona-Martinez, Prof., Universidad de Buenos Aires, Feb 22
Thom Mayne, FAIA, Mar 15
Karen Daroff, IIDA, President, Daroff Design, Mar 22
Lars Spuybroek, NOX, Rotterdam, and Prof. Digital Design, University of Kassel, Mar 30
Laurie D. Olin, FASLA, Olin Partnership, Apr 4
John Zeisel, PhD, sociologist and author of "Inquiry by Design," Apr 25

Spring 2007 Lecture Series

Carlos Alberto Sallaberry, Dean of the Faculty of Architecture, Universidad de Palermo, Buenos Aires, Feb 28
John Brown, FRAIC, Architect, HouseBrand, Mar 21
Antoine Predock, FAIA, Mar 22
Carol R. Johnson, FASLA, Carol R. Johnson Associates, Landscape Architects – Environmental Planners, Mar 29
Brad Cloepfil, Allied Works Architecture, Apr 4
Carlton A. Brown, COO, Full Spectrum of NY, "Sustainable Community," Apr 5

Spring 2008 Lecture Series, "Interpreting Fabrication"

Van Jones, Co-Founder/Exec. Dir., Ella Baker Center for Human Rights, "Building the Green Economy," Feb 21
Andrew Zago, Architect, Mar 6
William Sharples, Principal, SHoP Architects, Mar 12
Scott Shall, Asst Prof., Temple U, and Director, International Design Clinic, Mar 27
Marguerite V. Rodgers, President, Marguerite Rodgers Interior Design, Apr 9

Ricardo Dumont and Peter Hedlund, Principals, Sasaki, Apr 17
Billie Tsien, Tod Williams Billie Tsien Architects, Apr 30

Spring 2009

Yavuz Taneli, Architecture and Environmental Behavior, Asst. Prof., Uludag University,
Bursa, Turkey, Jan 29
Wes Janz, Prof., Ball State University, Feb 12
Marlon Blackwell, FAIA, Prof., University of Arkansas, Mar 4
David Mohny, Prof., University of Kentucky, Mar 12
Lucinda Sanders and David Rubin, The Olin Studios, Apr 2
Petia Morozov, Architect, Apr 9
José Alminia, Andropogon Associates, Apr 21

Fall 2009 / Spring 2010 Lecture Series (collaboration with School of Design + Media)

Benjamin Pardo, Senior VP, Knoll, Nov 5
Tord Boontje, Studio Tord Boontje (in conjunction with *Lace in Translation* Exhibition), Nov 18
Alan Hedge, Cornell U, Mar 5
Dan Wheeler, Wheeler Kearns Architects, Mar 24
Kevin Daly, Principal, Daly Genik Architecture, Apr 7
Keith McPeters, Principal, Gustafson Guthrie Nichol, Apr 8
Steven N. Handel, Director, Center for Urban Restoration Ecology (CURE), Apr 15
Harris M. Steinberg, Executive Director, Penn Praxis, Apr 21
Peter Eisenman and Michael Graves, Architects, panel discussion, May 16

(Lectures sponsored by Digital Design + Animation, Graphic Design, and some by Industrial Design have been omitted from this list)

Spring 2011 Lecture Series, "FrameWorks"

Deborah Schneiderman, Principal deSc architecture/design/research; thesis coordinator,
MFAID, Parsons the New School for Design, Jan 24
Col. Christian F. Rees, Director of Installations, Oregon National Guard, Feb 3
Kristy Balliet, PhilaU alumna and Assist. Prof., University of Applied Arts Vienna, Feb 9
Anne Trumble, Director, Emerging Terrain, Omaha, NB, Feb 24
James Urban, FASLA, ISA, Principal, Urban Trees + Soil, Bethesda, MD, Mar 10
Calvin Tsao, FAIA, Principal, TsAO & McKown Architects, Mar 28
Sebastian Mariscal, Principal, Sebastian Mariscal Studio, Mar 30

Visiting Critics

Each semester studio faculty invite guest jurors for mid-term and final reviews. The following list indicates a selection of visiting professionals who participated in the review process during AY 2010-11. Adjunct faculty are only listed if they were not employed by the program at the time of the review.

Christine J. Kepko, NCIDQ, IIDA	CC Design, Inc.
Mathieu Turpault	Bressler Group
Michael Levin, AIA	Hillier Architecture
Nicole Morris Dress, AIA	BLT Architects
Thomas Beck, RA, principal	Thomas E. Beck, Architect
John C. Kohlhas, AIA	Environetics
Graham Kelman, designer	SchraderGroup
Joseph DiCicco, designer	C2 Architecture
Vincent Minieri, lighting designer	Stephan Copeland
Lisa Matthews, designer	Schrader Group
Scott Shall, professor	Temple University
Richard Pedranti, president	Richard Pedranti, Architect
Jim Rowe, principal	Agoos Lovera Architects

Thom Cross, principal
Ashley Spearman, principal
John Schmidt
Roberta Cancellier
Beth Lewis
Patricia Holland
Deborah Wagner
Mary Zagar-Brown
Brother Joe Dudek
Gena Ellis, professor
Melissa Van Slett
Rich Villa, architect
Ian Toner, architect
Ben Galbreath, architect
Jason Birl, Architect
Andrew Donaldson-Evans
Richard Meyer, principal
Mark Avelino, architect
Mark Belieki, director
Annette Giesecke, Ph.D.
Lynn Sawlivich, Ph.D.

Klein Cross Regan Design Build
Spearman Associates
Sony Pictures Computer Imaging Department
City of Philadelphia Office of Supportive Housing
Project H.O.M.E., Archdiocese of Philadelphia
Project H.O.M.E., Archdiocese of Philadelphia
Catholic Social Services, Archdio. of Phila.
Office of Community Dev., Archdio. of Phila.
Office of Community Dev., Archdio. of Phila.
Drexel University; principal, BAU Architecture
BAU Architecture
Michael Ryan Architects
Bolin, Cywinski, Jackson, Architects
Erdy McHenry Architecture
Jacobs Wyper Architects
Ewing Cole Architects
Richard Meyer Architects
Archer and Buchanan Architects
My Place, a housing/social services org in Phila.
Prof. of Classics, University of Delaware
Prof. of Classics, University of Delaware

Many faculty invite colleagues from other programs or departments of the University, such as: Gwynne Keathley, M.Arch, Vice Provost; Barbara Kimmelman, PhD, Professor of History; Patricia Thatcher, PhD, Asst. Dean, Learning and Advising Center. Also, fourth- and fifth-year students are sometimes invited to first-year reviews.

Public Exhibitions

At the A+D Center

Each spring, the University hosts an exhibition of all the finalists of the Stewardson Competition, an annual event in which all graduating students of the six NAAB-accredited programs in Pennsylvania are invited to compete for a traveling scholarship. Another regular exhibition is organized by Architecture students who have returned from a Study Abroad semester. The exhibition includes their design projects, sketches, and architectural photographs, as well as photos depicting the social aspect of their semester abroad. This helps all students, faculty, and staff to keep informed about the study abroad experience.

At the Design Center at Philadelphia University

“Collecting Cultures” (2007) highlighted selected extraordinary textiles, costumes and accessories from Asia, Europe and South America recently acquired by the University from the Philadelphia Commercial Museum, which was established in 1897 to investigate international cultures as a way to enhance trade opportunities for the city.

“Past Present: William Cromar Ten Years” (2008) featured works by the architect and sculptor, at that time a FT faculty member, whose work has been recognized by the National Endowment for the Arts and the Philadelphia Museum of Art.

“Rummage” (2008) juxtaposed the contemporary designs of nationally renowned textile artist Susie Brandt with historic textiles chosen from The Design Center’s expansive collection of more than 200,000 garments, accessories and other diverse artifacts.

“George Nakashima and Knoll: The Making of an Object” (2009) told the story of the Nakashima Straight Chair from a one-off hand-made piece, then as part of the Knoll product line in the 1940s and 50s, and finally as a modern production piece reintroduced to the Knoll catalogue in 2008.

“housing project” (2009) Philadelphia-based Candy Depew’s provocative and playful site-specific installation, reflected the cultural obsession of collecting objects and decorating living spaces.

“Lace in Translation” (2009-10) assembled a group of internationally- renowned artists and designers — Tord Boontje, Demakersvan, and Cal Lane — to explore the intersection of luxurious hand-craftsmanship with modern, mass production techniques through new, site-specific installations located throughout the Design Center’s grounds and galleries.

The Design Center also hosted the bi-annual faculty design exhibition and annual exhibitions of student work from various design programs. The Design Center discontinued its exhibition programming in 2010.

Since the University is located within easy access of the Philadelphia region’s museums and galleries and other universities, students have many opportunities to see public exhibitions throughout the academic year, in particular when it is part of a course or when work by faculty and/or students is displayed as part of a First Friday event in Old City (the neighborhood where the majority of galleries is located).

Students: Admissions Process

Philadelphia University subscribes to a "rolling admissions" policy, meaning that there is no set application deadline. The University’s Admissions Committee reviews applications for a given term until all seats are filled. However, some academic programs (such as Architecture), as well as on-campus housing, have limited capacity and may close prior to reaching total capacity. The Admissions Committee begins reviewing applications for fall terms in October and for spring terms in August.

Fig. 14 Applications Requirements	Freshman Applicants	Transfer Applicants
Formal application	x	x
\$40 application fee	x	x
Official college transcripts (all)		x
Official high school transcripts or GED	x	x
Personal essay/writing sample, min 250 words	x	x
One letter of recommendation	x	x
SAT/ACT scores	x	x
Portfolio of design or studio work		x

For freshmen, files are reviewed and written up by the applicant’s admissions counselor. The counselor makes a recommendation to admit, deny, or hold for further information. The file is then passed to the Director of Admissions for the final decision. Typically applicants that present an 1100 SAT (Critical Reading and Math) and a 3.0 or higher GPA are granted admission. Students between a 1050-1090 SAT will be considered if GPA and other factors are strong. The University considers an applicant’s highest section scores across all SAT test dates submitted. Only the highest section scores are considered as part of the final admissions decision. All applicants must have successfully completed Algebra II. For transfers, the file is first reviewed by the transfer counselor; if the student is academically qualified, the portfolio is sent for review by the Architecture PD. His recommendation and the file are sent back to the Admissions Director to make the final decision. Transfer admission to the 5-year Bachelor of Architecture program is competitive and transfer students with a cumulative grade point average of less than 3.5 (on a 4.0 scale) are rarely admitted. Students with a cumulative grade point average of 3.3 will be considered if other factors are strong.

Links:

Application: <http://www.philau.edu/Admissions/2010App.pdf>

Application Instructions: <http://www.philau.edu/admissions/materials.html>

The Financial Aid Office is committed to educating students and their families in the best ways to fund their college education. Over 85% of our students receive aid in the form of grants, loans, campus employment and/or scholarships. In order to apply for aid a Free Application for Federal Student Aid (FAFSA) must be completed. The FAFSA can be filed electronically at www.fafsa.gov. Philadelphia University's priority deadline for applying for financial aid is April 15. Once the student has been accepted to the University, the Office of Financial Aid determines his/her eligibility and awards the student accordingly. All students in a degree seeking program are evaluated for financial aid eligibility from the University, the Federal Government and the State Grant programs. Students receive a Financial Aid award letter approximately four weeks after filing the FAFSA that will detail aid eligibility. (See the Annual Reports in section I.3.2 for additional information on financial aid recipients.)

Philadelphia University does not offer a preparatory or pre-professional program. Students who have begun their education in another program, such as Architectural Studies (now Historic Preservation and Visual Studies) or Interior Design, may apply to transfer into the B. Arch program. Each year, in their second year, such students are informed in writing of a deadline by which they must submit an application to change majors. This includes a statement indicating their desire to transfer, a transcript of all courses, and a portfolio of design work; some choose to submit letters of recommendation from faculty. Students with a cumulative GPA of less than 2.75 are not encouraged to apply. A committee of three-to-five FT Architecture faculty reviews the applications and makes recommendations for acceptance. Based on the relative quality of the applications as judged by the committee and on the available spots in the program, the PD may admit the candidates, admit them provisionally, or reject their requests. Students are informed in writing in time for them to pre-register for the next semester. In recent years, 50% or fewer of applicants have been accepted. All applicants are then encouraged to meet with their academic advisor in order to plan appropriately for the next semester. Admitted students must successfully complete all requirements of the B. Arch curriculum.

The Disability Services Office (DSO) facilitates equal access opportunities to the education, programs, and activities of Philadelphia University for students with disabilities. DSO provides services and programs to students with physical impairments, as well as those with learning and psychological disabilities.

Student Support Services

Academic advising

First-year students receive academic advising at the Learning & Advising Center, from faculty under the supervision of the Director of Academic Advising. Although students are assigned one advisor, any student may go to the Center whenever it is open and speak to any available advisor. The Center attempts to strike a balance between coercive and laissez-faire advising. For example, first-year students are obliged to meet with an advisor each semester and they may not drop a course at any time without written approval of a first year advisor; however, they are not required to have an advisor sign off on pre-registration choices. Experience has shown that many first-year students' problems intertwine academic needs, time management skills, adjustment to college life, and/or uncertainty about choice of major. Through its Probationary and Dismissal Policies, the University upholds academic standards while giving struggling students a path toward success (see *Student Handbook*, sec 6).

As mentioned in section I.1.5, students in years two through five are advised through the Architecture Program. Starting in AY 2010-11, a new system was introduced that keeps students

with the same academic advisor for years two and three and then another advisor for years four and five. The expectation is that students will benefit from the greater consistency than changing advisors each year, yet faculty won't have to advise students at too many levels of the curriculum, thereby avoiding confusion. For the last few years, each FT faculty has been the academic advisor to 25-30 B. Arch students. Advising files are maintained in a central location near the administrative assistant's office. Advisors meet with students in groups and (often) individually, depending on students' needs and schedules.

Personal advising

Counseling for personal concerns, including misuse or abuse of alcohol or other drugs, is available to Philadelphia University students at no charge. Counseling is provided on a short-term basis by licensed professionals who understand the special needs of college students. Referrals to area agencies and practitioners are made for those who need more specialized or long-term care. Counseling sessions are by appointment, though students are also welcome to go to Drop-In Hour (4-5pm weekdays) for a brief meeting with a counselor and to arrange for a follow-up appointment. All information shared with counselors is held in strict confidence, as long as there is no clear and imminent danger to the student or others.

Career guidance/internship placement

The Career Services Center assists students and alumni with their career and professional development needs. From first year through graduation and beyond, Career Services views professional development as a process, involving both personal career-advising as well as group seminars. Career Services connects students to industry representatives, internship and job opportunities through employer networking events such as Corporate Connections and the Internship Fair (each semester) and Design Expo (each year, including portfolio reviews by industry reps); CareerLink (online database advertising job openings); Career Spotlights, (bringing industry speakers to campus to present career options); Career workshops and seminars (resume development, job search strategies, grad school prep, and others); Career assessment tests to assist with major selection and career direction; and the Career resource library and online research database (including Reference USA and Going Global).

In addition, since many sections of architecture studio are taught by adjunct faculty with full-time positions in nearby architectural firms, some students find formal (for academic credit) and informal (paid by employer) internships through this avenue. The Architecture curriculum allows students to earn up to six credits through two internship courses (ARCHDSN-493, 494). Those experiences are supervised by a FT faculty who is a registered architect. They occur during the academic year or more commonly during the summer, either locally in the Philadelphia region or wherever the student is living during the summer. Between fall 2007 and spring 2011, a total of 25 B. Arch students registered academic credit in either summer, fall, or spring. The average number of interns per cycle was 2.3. Of the 25 students, 72% were in paid positions, and the average hourly wage during this period was \$12.96. (Data predating 2007 is unavailable.) All informal internships are paid minimum wage or higher; the Architecture Program does not condone informal internships paying less than minimum wage. Prior to the Recession, many graduating students spoke of receiving FT job offers from the firms where they had been interns, either formally or informally.

Career Services publishes an annual survey of recent graduates regarding their post-graduation plans. The following chart, a summary of the survey from several years, illustrates the results of career guidance. For example, in 2006, 333 recent graduates of the University responded to the survey. Of those, 69 had graduated from the School of Architecture. In that group, of the B. Arch students who responded, 94% reported being employed (with an average salary of \$35,940) or entering a graduate program.

Fig. 15 Career Services Survey

see <http://www.philau.edu/career/seniorsurvey/>

Grad Year	Philadelphia University			SA	Architecture Program		
	Respon- dents	Total grads	Response rate	Respon- dents	Employed or Grad School	Av salary	Salary range
2006	333	499	67%	69	94%	\$35,940	\$31,000-45,000
2007	321	495	65%	82	92%	\$38,137	\$32,000-45,000
2008	335	493	69%	78	97%	\$37,366	\$32,000-43,000
2009	330	491	67%	55	78%	\$35,600	\$25,000-60,000
2010	319	498	64%	58	59%	NA	NA

Field trips and other off-campus activities

Students participate in trips organized through various University-affiliated organizations – some are voluntary trips sponsored by student groups, others are required by professors for a particular course. Since the last accreditation visit, course-mandated trips have included many and varied locations, including the following.

- Local manufacturers of architectural building materials:
Continental Cast Stone East plant, Berlin, NJ, fall 2010
- Construction sites:
La Meriden Hotel renovation, Philadelphia, led by PM from Blackney Hayes Architects, fall 2008
Tastykake Baking Facility, Philadelphia, led by PM from Penntex Construction, fall 2009
The Meadows at Pyne Poynt, new senior housing complex, North Camden, NJ, spring 2011
- Sites of architectural and/or cultural merit:
Beth Shalom Synagogue (1958-60, Frank Lloyd Wright)
The Woodlands (1787, William Hamilton)
Shofuso Japanese House and Garden (1953 recreation of trad. Japanese villa, J. Yoshimura)
Masonic Temple (1868-73, 1890s, J. Windrim/G. Herzog)
Philadelphia City Hall (1871-1901, John McArthur, Jr.)
Ebenezer Maxwell Mansion (1859, attrib to J.C.Hoxie or Samuel Sloan, restored 20th c)
- Exhibitions at local museums and galleries:
“Louis I. Kahn: The Making of a Room” at the Arthur Ross Gallery, UPenn, spring 2009
“Anne Tyng: Inhabiting Geometry,” at the Institute of Contemporary Art, spring 2011
“Models in the Making: The Design and Craft of Architectural Models” at the Architectural Archives, UPenn, spring 2009
Various permanent exhibitions at the Philadelphia Museum of Art, ongoing.

Professional societies, honor societies, and support to attend meetings

In fall 2010, the Alpha Lambda Delta national honorary society was inaugurated at the University with 140 students, including Architecture majors. The mission of Alpha Lambda Delta is to encourage superior academic achievement, to promote intelligent living and a high standard of learning, and to assist students in recognizing and developing meaningful goals in society.

Our chapter of the American Institute for Architecture Students (AIAS) organizes a variety of events for students annually, including tours to significant works of architecture (Fallingwater, New York City’s Highline, the Kimmel Center), tours of local architects’ offices, portfolio reviews, design contests, and other activities. Most significantly, the AIAS leadership spearheaded the

recent effort to revise the School's Studio Culture Policy. Since the last NAAB visit, AIAS members have routinely attended and occasionally played an important role in Northeast Quad Conference, the National Grassroots Leadership Conference, and other gatherings. (See list below.) Student Activities and the School of Architecture have helped defray the cost of attending meetings, and AIAS has supplemented this amount through fund-raising activities.

AIAS Activities and Leadership (2007-11):

Northeast Quad Conferences

Spring 2007, two PhilaU attendees

Fall 2007 hosted by PhilaU, Erike DeVeyra and Troy Hannigan, Co-Chairs; included portfolio review by representatives from local firms as well as rendering workshops, hand and computer, lectures, Beaux-Arts ball, tours, etc.

Fall 2008, Toronto, ten PhilaU attendees

Spring 2009, College Park, MD, three PhilaU attendees.

Fall 2009, Philadelphia (hosted by Drexel University), about 25-30 PhilaU attendees.

Spring 2010 Northeast Quad Conference, Boston, 15 PhilaU attendees.

Fall 2010, Syracuse, Sara Schmidt and 8 other attendees

National AIAS Grassroots Leadership Conference

Grassroots 2007: attendees Erike DeVeyra and Tony Gushanas (for AIAS chapter); Andrew Chaveas and David Guerriero (for FBD)

Grassroots 2008: attendees David Guerriero and Jessica Rotenberger (AIAS), Andrew Chaveas and Troy Hannigan (FBD).

Grassroots 2008: attendees David Guerriero (conference co-organizer), Meredith Evans and Ryan Conover (AIAS), and Joel Goncalves, Troy Hannigan and Andrew Chaveas (FBD)

Grassroots 2009: attendees David Guerriero, acting chapter delegate and outgoing director (AIAS) and Valerie Becker and Bonnie Netel (FBD)

Grassroots 2010: attendee Bonnie Netel

Other conferences

FORUM 2007 Conference, Milwaukee Dec 29-Jan 2; attendees Tony Gushanas, Jessica Rotenberger, Erike DeVeyra, Troy Hannigan, Andrew Chaveas, and David Guerriero

FORUM 2008 Conference, Denver, attendees Erike DeVeyra, Troy Hannigan, Meredith Evans, and David Guerriero. David Guerriero elected Northeast Quadrant Director.

FORUM 2009 Conference, Minneapolis, attendees Meredith Evans and David Guerriero.

FORUM 2010 Conference, Toronto, attendees Bonnie Netel, Jessica Rotenberger, and David Guerriero. Bonnie Netel did a presentation of the Skoog Projects for an FBD Workshop open to the entire conference.

FORUM 2011 Conference, Toronto, attendee Jessica Rotenberger

Firm tours

2007-08: Venturi Scott Brown; Re:Vision; Kieran Timberlake.

2008-09: Kieran Timberlake; Kling Stubbins; Venturi Scott Brown; Cubed

2010-11: Bohlin Cywinski Jackson; Agoos-Lovera; Kieran Timberlake

Trips

2007-08: New York City

2008-09: Fallingwater and Kentuck Knob

2010-11: Vanna Venturi House; Philadelphia City Hall; Longwood Gardens; New York City and the Highline

Design competitions

"I can't believe they let me make buildings" T-shirt design, 2006/07; "Cute architects make Cute buildings" T-shirt design, 2007/08; Gingerbread Architecture, 2007/08; "Small, Medium, Architect Coffee" T-shirt design, 2008/09; "Mine's Bigger T-Square" T-shirt design, 2009/10; "Philadelphia Barcode" T-shirt design, 2010/11.

Other events

2008-09: Portfolio Review; scavenger hunt and architectural walking tour of Philadelphia
2009-10: Spearheaded Studio Culture Discussion
2010-11: spearheaded Studio Culture Discussion; biweekly student-led workshop demonstrations on programs such as Sketchup, Photoshop, Revit; Portfolio Review Session for Architecture and Interior Design majors in collaboration with Career Services; with IIDA, co-hosted an Architectural film series; Capture the Architect; Homecoming/Family Weekend Spirit Fair Competition

Officers and faculty advisor

2007-2008: Tony Gushanas, President; Emily Ingram, Vice President; Chris Lee, Financial Advisor; Rob Lovmo, Secretary.
2008-2009: David Guerriero, President; Jessica Rotenberger, Vice President; Erike DeVeyra, Financial Advisor; Rachel Bills, Secretary.
2009-2010: Brittany Chapman, President; Ryan Conover, VP; Meredith Evans, Secretary; David Guerriero, Northeast Quad Director
2010-11: Sara Schmidt, President; Jessica Rotenberger, Vice President; Vanessa Stella, Public Relations; Kaitlin Shenk, Financial Advisor
The current faculty advisor is Prof. Donald Dunham, RA

Freedom By Design has had a chapter on campus since 2007. The highlight of this period was a project in which students designed and built ramps for the home of a wheelchair-bound young man. Students were mentored by internationally known architect Michael Graves, and *Architect* magazine published an article about the effort in December 2009.

Evidence of student research and other opportunities

Spring 2009: Vitetta Best and Brightest Award (competition for all local architecture students) went to Tim Smiroldo, for his chapel design done in Design VIII (Prof. Craig Griffen)

Spring 2009: three Architecture students (Daniel Mellon, Timothy Brennan, Vincent Sickles) were US National Champs in the Isover Multi-Comfort House Competition, and went on to Slovenia for International Competition (Profs. Christopher Pastore and Rob Fryer, advisors)

Summer 2009: one Architecture student (Dan Russoniello) completed a student internship at the University's Engineering and Design Institute (EDI), which focuses on interdisciplinary approaches to sustainable design. EDI has partnered with other local universities to obtain over \$1 million in grant funding.

Fall 2009: the Old City Business Collective attracted over 45 entries, from design students and professionals, to its first window-design competition. Three Architecture students (Christina Warhola, Kristina Castro, and Jenny Kellerhans) won top honors.

Fall 2009: SA supported four Architecture students (David Cremer, Henry Moll, Andrew Chaveas, and Tony Gushanas) so they could attend the Better World by Design Conference in Providence, RI.

2009-10: Several students (including Henry Moll, Amber Long, and Darpan Patel) received scholarships to attend Green Build in Arizona.

Spring 2010: Design V Architecture students (Sara Schmidt and Amanda Bardman) won an Honorable Mention Award from the Delaware Valley Green Building Council's Student Design Competition for their scheme for a Bike Transit Center. Entitled "Philly Love Bike Park," the project competed with 113 entries from 5 states and 5 countries. The project became part of a traveling exhibit for green building events.

Spring 2010: one Architecture student (David Cremer) and two others were US National Champs in the Isover Multi-Comfort House Competition, and went on to Austria for International Competition (Prof. Christopher Pastore, advisor)

Spring 2010, a team of 3 Architecture students (Bryan Strawley, Ryan McCann and Christian Didra) presented their research and design project "Regenerative Site Learning Laboratory: A Site Intervention for Sustainability Education" on the National Mall in Washington, DC, at the US Environmental Protection Agency's 6th Annual National Sustainable Design Expo and People, Prosperity, and the Planet (P3) Competition. The team's project was to design and build a zero-impact storm water run-off laboratory at a local public high school. There were 54 other teams, representing 47 institutions of higher ed (see EPA's P3 program: <http://www.epa.gov/ncer/p3/>).

Summer 2010: through the Urban Ecology Project, one Architecture student (Gelsey Hess), along with other students, completed an internship with the West Ward Neighborhood Partnership and Lafayette College, of Easton, PA, working to revitalize Easton's West Ward through affordable housing, social services, economic development, and neighborhood building according to sustainable practices.

Fall 2010: SA supported one Architecture student (David Cremer) and other students so they could attend the Better World by Design Conference in Providence, RI.

Spring 2011: one Architecture student (Lauren Printz) and two other students were US National Champions in the Isover Multi-Comfort House Competition, and went on to the Czech Republic, where they received a special jury award for innovative design for their sustainable skyscraper project (Prof. Christopher Pastore, advisor)

Additional efforts

The International Scholars Program (ISP) is a collaborative effort to increase the participation of students from moderate- to low-income families in international study. Since the last accreditation visit, programs have been to Brazil (2007) and Turkey and Tunisia (2008). Of 47 eligible PhilaU students, 26 followed this experience by studying abroad for a full semester.

The Student Development Office has submitted a grant to Campus Compact, a national coalition of more than 1,100 college and university presidents committed to fulfilling the civic purposes of higher education. Dedicated solely to campus-based civic engagement, it promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum (see www.campuscompact.org). The grant is to support a program that retrofits houses in the nearby Germantown neighborhood to enhance energy efficiency.

I.2.2. Administrative Structure & Governance

Administrative Structures

The Architecture Program is run by its Program Director, currently a tenured Associate Professor. He shares an administrative assistant with the Landscape Architecture Program Director. The Architecture Program along with four other undergraduate programs and three graduate programs comprise the School of Architecture (beginning July 2011, the College of Architecture and the Built Environment, or C-ABE). See the organizational charts at the end of this section.

School of Architecture

Undergraduate programs

- Architecture (5-year program leading to the B. Arch, accredited by NAAB)
- Architectural Studies/as of fall 2011, Historic Preservation and Visual Studies (4-year, B.S.)
- Construction Management (4-year, leading to the B.S. in Construction Management)
- Interior Design (4-year, leading to the B.S. in Interior Design, accredited by CIDA)
- Landscape Architecture (5-year, leading to the B. Landscape Arch., accredited by LAAB)

Graduate programs

- Construction Management (M.S. in Construction Management)
- Interior Architecture (first students enroll fall 2011; leading to the M.S. in Interior Architecture)
- Sustainable Design (M.S. in Sustainable Design)

The School of Architecture is headed by the Dean, assisted by an Associate Dean and an Assistant Dean for Graduate Programs (the latter is vacant during AY 2011-12). The two latter positions were created after the last NAAB visit in 2006. The Associate Dean's responsibilities for the School include coordinating course and critique schedules, maintaining the website, coordinating the lecture series and work-study students, supervising the fabrication lab staff, resolving grade disputes, and assisting with student opportunities. (Some of these will shift to the new M.A.O. person in AY 2011-12, see below.) The Program Director as a position distinct from the Dean has the following tasks: assessing the program and implementing changes; representing the program needs to the Dean; recruiting, mentoring, and helping to assess faculty; developing the curriculum and course scheduling; completing accreditation-related activities; and nurturing student opportunities, including scholarships. The Associate Dean and Program Director also teach (50%), perform University service, and pursue professional development. The Assistant Dean for Graduate Programs does not deal directly with the undergraduate program. More complete job descriptions for the administrators as well as for all faculty and staff will be provided in the team room.

In July 2011, as part of the larger reorganization of the University, the School was elevated to the College of Architecture and the Built Environment (C-ABE) and a new position, the Manager of Academic Operations (MAO) was created and hired. The new positions allow the Architecture PD (and other PDs) to focus more time on curriculum development and assessment, student opportunities, and other program-enhancing tasks. During AY 2011-12, the College will undergo an evaluation that may lead to additional administrative changes. However, the number of programs within the College should remain stable for the near future.

C-ABE, in conjunction with the College of Design, Engineering and Commerce (C-DEC) and the College of Science, Health, and the Liberal Arts (C-SHLA) fall under the direction of the Provost. Since the last NAAB visit, the University's academic leadership has been modified to implement the academic dimensions of the Strategic Plan. Among these changes are that the former Vice President of Academic Affairs and his Office of Academic Affairs have been elevated to Provost (the Chief Executive Officer of the University) and the Office of the Provost; new positions include Vice Provost, to focus on supporting faculty involved in curricular change, Executive Dean of Research, Director of Teaching Innovation and Nexus Learning, and Director of Institutional Research. The administrators who work under the direction of the Provost and their

responsibilities are listed in the *Faculty Manual* (under Academic Administration, section 1.3.2). Another recent improvement is the assignment of full-time faculty to serve as Academic Support Advocates (Nexus Learning, Assessment, and Academic Advising) to their own schools; this transformation is scheduled to begin in the fall 2011 semester.

The Architecture PD is also assisted by the AP Advisory Board, currently comprised of three professionals working in the community in diverse ways. Alan P. Hoffmann, Assoc. AIA (B.S. in Business Administration, Drexel University) is president of Vitetta Architects/Engineers, one of the city's largest design firms, and previously served as controller, director of marketing, executive vice president, and COO of that firm, beginning in 1995. Mr. Hoffmann is active on the board of several community organizations and has taught sections of our Professional Management courses since 2001. Anish Kumar, AIA, AICP (Diploma in Architecture, Ahmedabad School of Architecture, India; M. Arch, University of Pennsylvania), managing principal at tvsdesign, leads that firm's planning and urban design practice from studios in Atlanta, Chicago, Dubai, and Shanghai. A resident of Philadelphia, he is active in many community organizations and has been an adjunct professor of architecture at Drexel University since 1996. Janice Woodcock, AIA, LEED AP, BD+C (B.A. in Sociology and Economics, St. Lawrence University; M. Arch, University of Washington) is a principal at Buell Kratzer Powell in Philadelphia. Also active on many community boards, she is the former Executive Director of Philadelphia's City Planning Commission and former president of the AIA Philadelphia. Ms. Woodcock has taught as an adjunct instructor at Temple University, Philadelphia University, and the Moore College of Art.

Opportunities for Involvement in Governance

The University's "Organization of the Faculty" is based on the philosophy of governance presented in the AAUP *Joint Statement on Government of Colleges and Universities*. Shared governance is accomplished through joint faculty and administration service on most faculty standing committees and on the Advisory Board. Simultaneously, the work of the administration and faculty go forward through the Committee of Chairs, the President's Council, and the Provost's Council (*FM*, appendix B). Monthly faculty meetings provide a forum to disseminate relevant information and to debate current academic issues. They are run by the secretary of the faculty, who is elected by the faculty to a two-year term and may serve a maximum of two consecutive terms.

Full-time faculty are invited (indeed expected) to be involved in faculty governance by attending the monthly meetings of the University faculty and by serving on one of the standing committees. More than half the FT faculty serve on a University standing committee. Often a faculty member is also a member of one or more school and/or program committees and university task forces. Faculty have tried to organize these responsibilities by serving on related committees. For example, one faculty member may have served as the Architecture Program representative to the School Curriculum Committee and simultaneously as the School representative to the University's Undergraduate Education Committee, thus being able to follow issues from the grass roots level to final University approval. Faculty also participate in monthly meetings of the School and monthly (sometimes more frequent) meetings of the Program. The reorganization of the University has prompted the need to revise aspects of faculty governance and the procedures of its committees, so a comprehensive revision is scheduled to occur in AY 2011-12. Full-time faculty are required to attend Convocation at the onset of the academic year and Commencement at its conclusion, and typically attend at least one Open House event annually during which time they represent the Architecture Program to prospective students and their families.

Though not required to serve, adjunct faculty are represented on some task forces. For example, the School of Architecture's Studio Culture Task Force included a long-standing adjunct faculty member. The standing University-level Faculty Affairs and Development Committee includes a subcommittee for adjunct faculty, charged to review and recommend revisions of policies and procedures regarding adjunct faculty compensation, working conditions, review, and other issues.

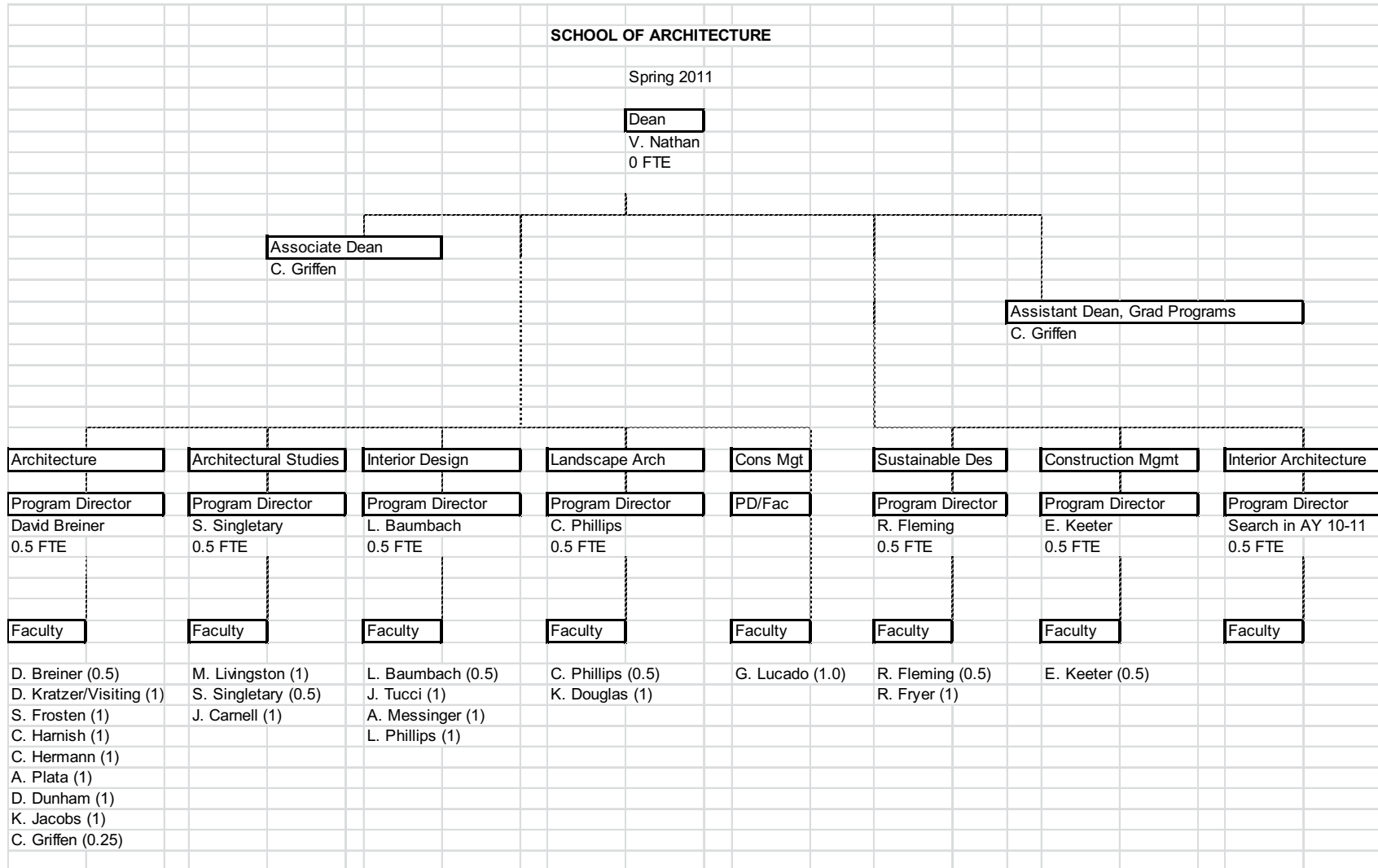


Fig. 16 School of Architecture, organizational structure in Spring 2011

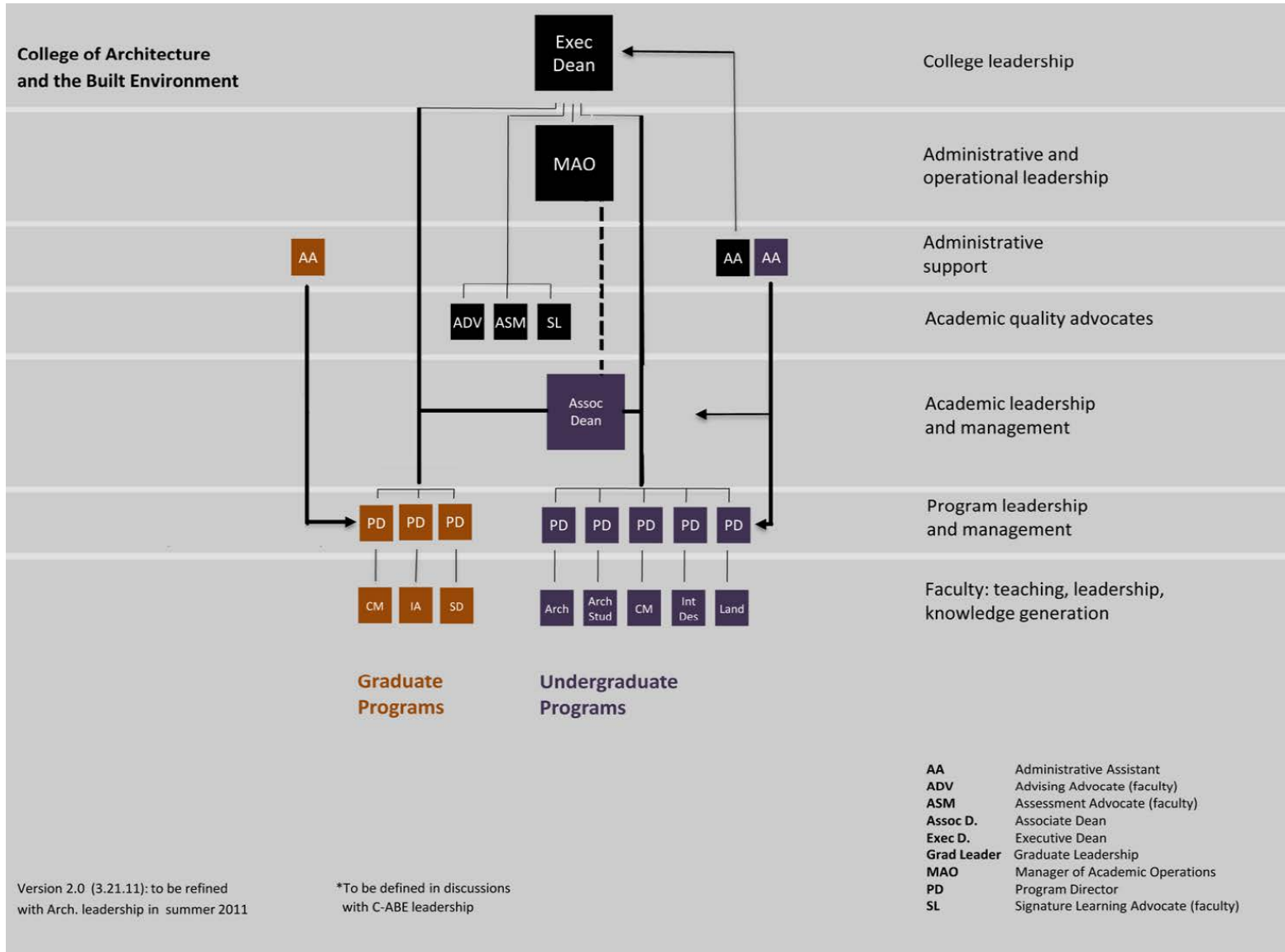


Fig. 17 College of Architecture and the Built Environment, organizational structure as of Summer 2011

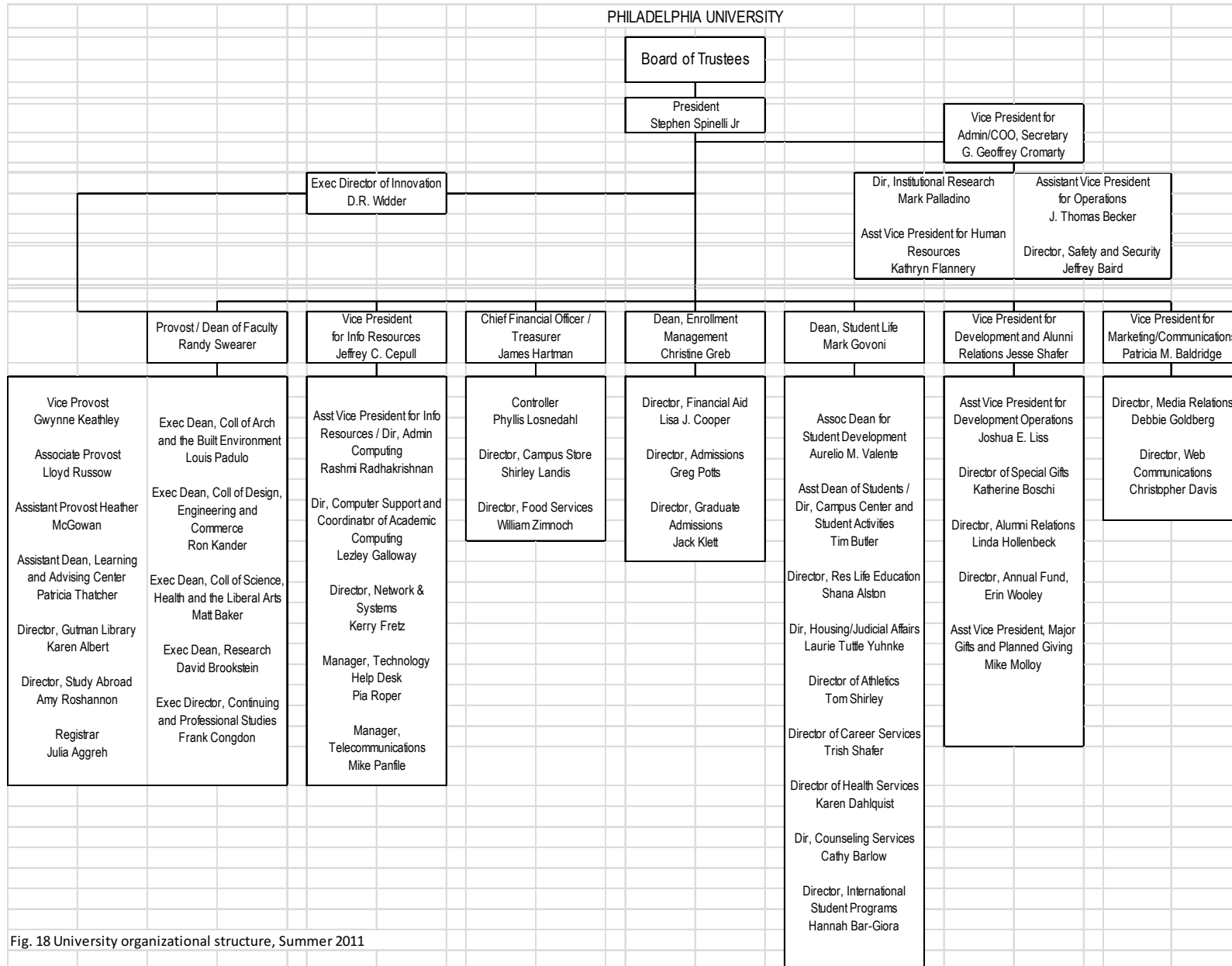


Fig. 18 University organizational structure, Summer 2011

I.2.3. Physical Resources

Architecture Program's Physical Plant

Since the last NAAB visit, the Architecture Program offices (PD and nine FT faculty) have been consolidated at Smith House, which is shared with the Landscape Architecture Program; one FT Architecture faculty member is also the Associate Dean so his office is at the A+D Center, next to the Dean's office. The PD's new office is at the front of the building, adjacent to the administrative assistant, work and meeting areas, and faculty mailboxes. Two faculty have private offices and the other seven faculty are accommodated in four double offices, with a pantry and conference room nearby. Adjunct faculty are invited to share office space in the mezzanine of the A+D Center, adjacent to the upper-level studios.

Fig. 19 Offices and support spaces for full-time faculty, beginning fall 2011

<i>Location</i>	<i>Occupancy</i>	<i>Size (sq ft)</i>
Smith 106	One Arch faculty/Program Director	120
Smith 105	Administrative Assistant and work space	463
Smith 116	Conference room (and crit space)	352
Smith 113	One Arch faculty	70
Smith 117	Two Arch faculty	330
Smith 118	One Arch (and one Larch) faculty	270
Smith 121	Two Arch faculty	270
Smith 208	Two Arch faculty	275
Smith 211	One Arch faculty	150
A+D Center	One Arch faculty/Associate Dean	156

Teaching spaces are located in a variety of buildings across campus. Studio and crit spaces for years one and two are located on the Ravenhill side of campus, in Ravenhill Design Studios, Weber Design Studios Building, and Smith House. The main fabrication lab, expanded since the last visit, is also in Weber (for a list of tools, see below). Dedicated studio spaces for years three through five are primarily located in the A+D Center, adjacent to the upper-level Interior Design studio courses. When enrollment exceeds the available space at the A+D Center, sections of studio courses have been moved: some Interior Design sections to the Chapel (fall 2009), and Architecture sections to the Chapel (Design VI, spring 2010) or SEED Center (fall 2010, Design IX and spring 2011, Design VIII). The SEED Center is the result of a 2010 renovation of a gymnasium structure recently used for storage. While intended as the home of the College's graduate programs, the building has been used for some upper-level Architecture studios and it also houses a satellite fabrication lab (see below) and computer lab, both used by the undergraduates. The University's Gutman Library is next to the A+D Center. The Instructional Space matrix which follows quantifies these facilities. There are several classrooms in A+D, Smith House, and SEED; but Architecture lecture and seminar courses are also scheduled for other spaces across campus, which are shared by the University at large.

Weber Hall Fabrication Lab

Stationary power tools

Table saw, 10"
 Jointer, 6"
 Band saws, 14", two
 Drill presses, 16", two
 Router, table
 Table saws, 3 ½" modelmakers, four
 Mitre/chop saw, 12"

Disc sanders, 12', three
 Sander, comb. 1" belt x 6" disc
 Sander, 3' x 36" belt
 Sander, spindle

Metal tools

Foot shear, 42"
 Bending break, 36"
 Band saw, 6" horizontal
 Bender, rod & bar

Hand power tools

Saw, 7 ½" circular
Drills, 3/8", two
Routers, two
Bisquit jointer
Heat guns, two

Sander, 4" belt
Sanders, 5" disc, two
Saw, jig
Grinder, 4" angle

Laser cutter

CNC laser cutter

Seed Center Fab Lab

Power tools

Saw, 14" band
Saw, 7 ½" circular
Drill press, 16"
Sander, 4" belt
Sander, 12" disc
Router

Sander, 1" belt x 6" disc
Saw, jig
Saw, 3 ½" modelmakers
Heat gun
Saw, 14" chop/mitre

Laser cutter

CNC laser cutter

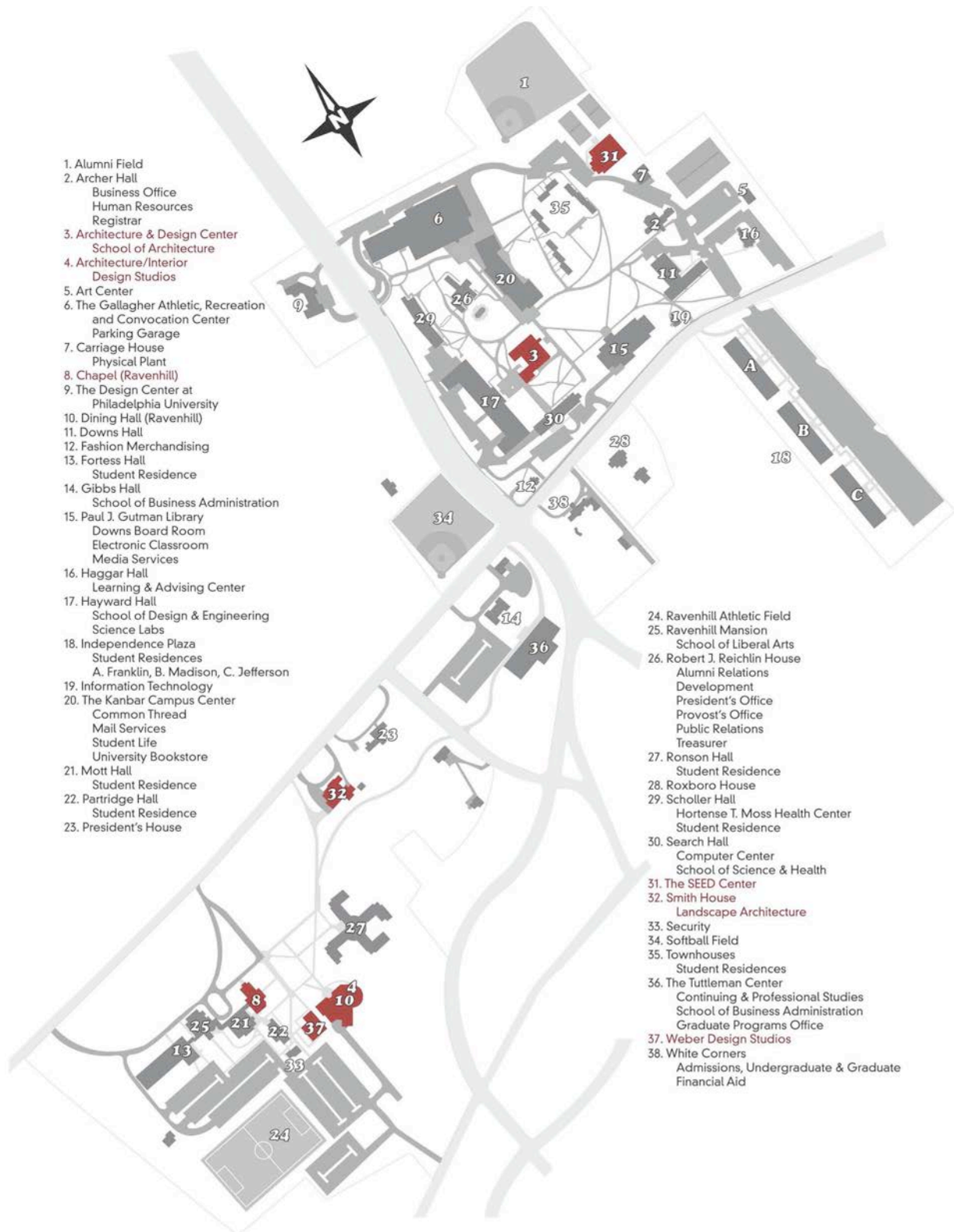
Both Labs have a complete compliment of hand tools, clamps and other necessary aids.

Rome Study Abroad Program

Students enrolled in the University of Arkansas Rome Center (UARC) are integrated with students from other American programs. Their dedicated shared studio space and other facilities, included in the plans that follow, are in the Palazzo Taverna, with entrances at Via di Monte Giordano 36 and Via dei Gabrielli 90 (students' entry). The Center includes design studios, classrooms for support courses, a library, offices for faculty and staff, and computer labs. The computer labs operate on a Windows network with PCs. Students have access to a wireless network as well as an internet connection through an HDSL line. There are laser printers, a plotter, and scanners. The Rome Center hours are from 9:00 am to 9:00 pm daily. UARC's website contains the semester's schedule of events and other helpful information: www.arkrome.it.

The following pages include plans of the:

- Philadelphia University Campus (Fig. 20)
- A+D (Architecture + Design) Center (Figs. 21-22)
- Chapel (Fig. 23)
- Ravenhill Design Studios (Fig. 24)
- SEED (Sustainability, Energy Efficiency and Design) Center (Fig. 25)
- Smith House (Figs. 26-27)
- Weber Design Studios (Fig. 28)
- UARC (University of Arkansas Rome Center) headquarters at Palazzo Taverna, Rome (Fig. 29)



- 1. Alumni Field
- 2. Archer Hall
Business Office
Human Resources
Registrar
- 3. Architecture & Design Center
School of Architecture
- 4. Architecture/Interior
Design Studios
- 5. Art Center
- 6. The Gallagher Athletic, Recreation
and Convocation Center
Parking Garage
- 7. Carriage House
Physical Plant
- 8. Chapel (Ravenhill)
- 9. The Design Center at
Philadelphia University
- 10. Dining Hall (Ravenhill)
- 11. Downs Hall
- 12. Fashion Merchandising
- 13. Fortress Hall
Student Residence
- 14. Gibbs Hall
School of Business Administration
- 15. Paul J. Gutman Library
Downs Board Room
Electronic Classroom
Media Services
- 16. Haggar Hall
Learning & Advising Center
- 17. Hayward Hall
School of Design & Engineering
Science Labs
- 18. Independence Plaza
Student Residences
A. Franklin, B. Madison, C. Jefferson
- 19. Information Technology
- 20. The Kanbar Campus Center
Common Thread
Mail Services
Student Life
University Bookstore
- 21. Mott Hall
Student Residence
- 22. Partridge Hall
Student Residence
- 23. President's House

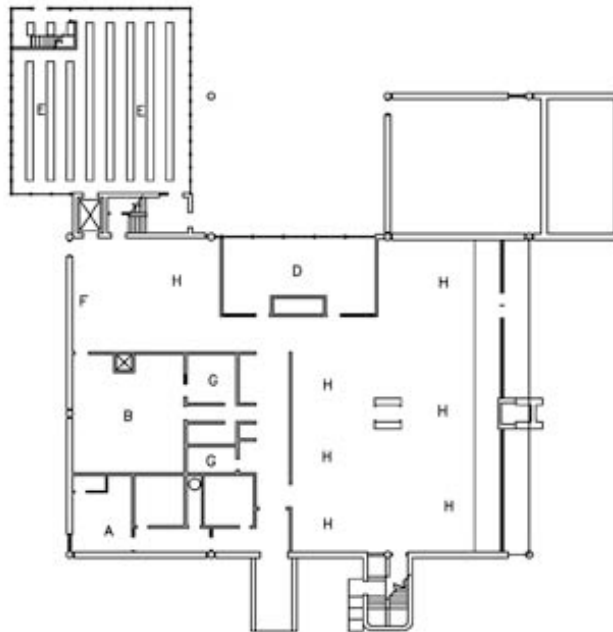
- 24. Ravenhill Athletic Field
- 25. Ravenhill Mansion
School of Liberal Arts
- 26. Robert J. Reichlin House
Alumni Relations
Development
President's Office
Provost's Office
Public Relations
Treasurer
- 27. Ronson Hall
Student Residence
- 28. Roxboro House
- 29. Scholler Hall
Hortense T. Moss Health Center
Student Residence
- 30. Search Hall
Computer Center
School of Science & Health
- 31. The SEED Center
- 32. Smith House
Landscape Architecture
- 33. Security
- 34. Softball Field
- 35. Townhouses
Student Residences
- 36. The Tuttleman Center
Continuing & Professional Studies
School of Business Administration
Graduate Programs Office
- 37. Weber Design Studios
- 38. White Corners
Admissions, Undergraduate & Graduate
Financial Aid

A&D Floor Plans

Scale: $\frac{1}{32}'' = 1'-0''$

GROUND FLOOR

- A. Faculty offices
- B. Faculty/ Admin. Area
- C. Faculty work room
- D. Instruction / Media
- E. Student lockers
- F. Review/ Critique Area
- G. Student computers/ Work Area
- H. Foundation Studies



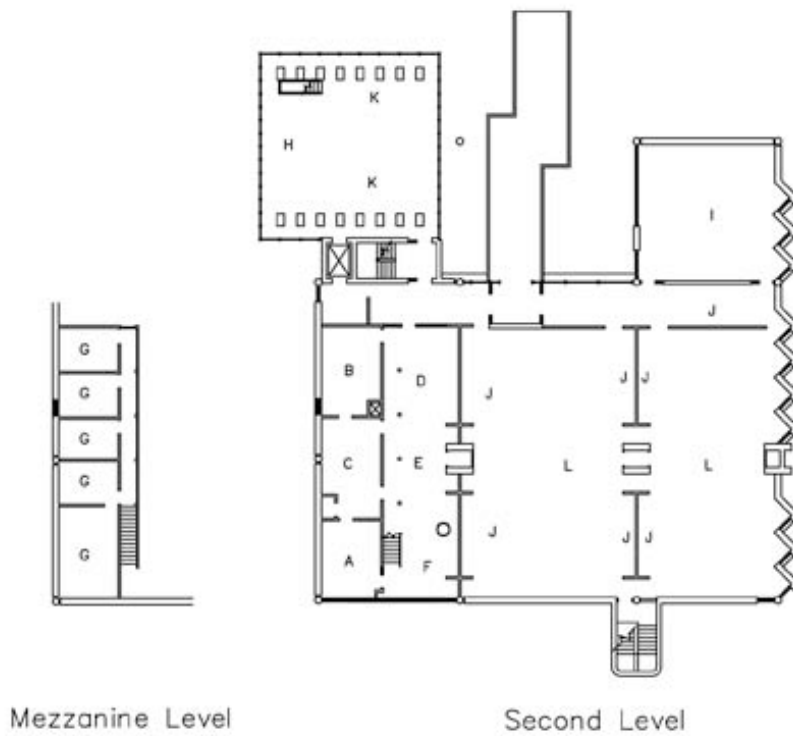
First Level

A&D Floor Plans
 Scale: $\frac{1}{32}''=1'-0''$

LOWER LEVEL

- A. Faculty Office
- B. Media/ Review Space
- C. Storage
- D. Computer Lab
- E. Archives
- F. Review/ Critique Area
- G. Storage
- H. Studios

195 +/- Total dedicated work stations A&D Center, Lower & Upper Levels

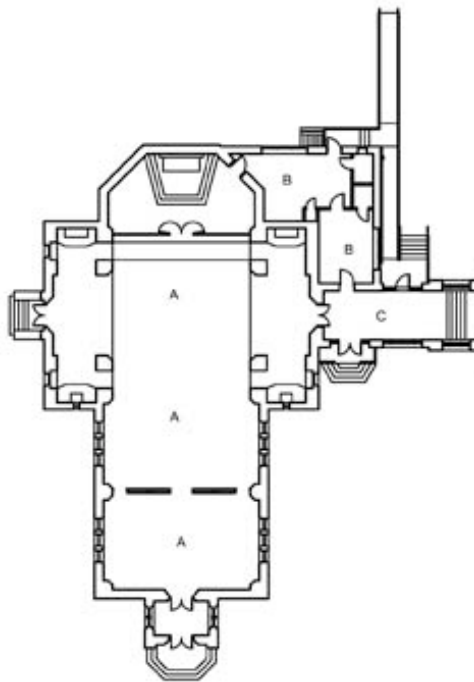


Chapel Floor Plans

Scale: $\frac{1}{32}'' = 1'-0''$

FOUNDATION DRAWING STUDIOS

- A. Exhibit/Gallery
- B. Office
- C. Corridor/ Gallery



First Level

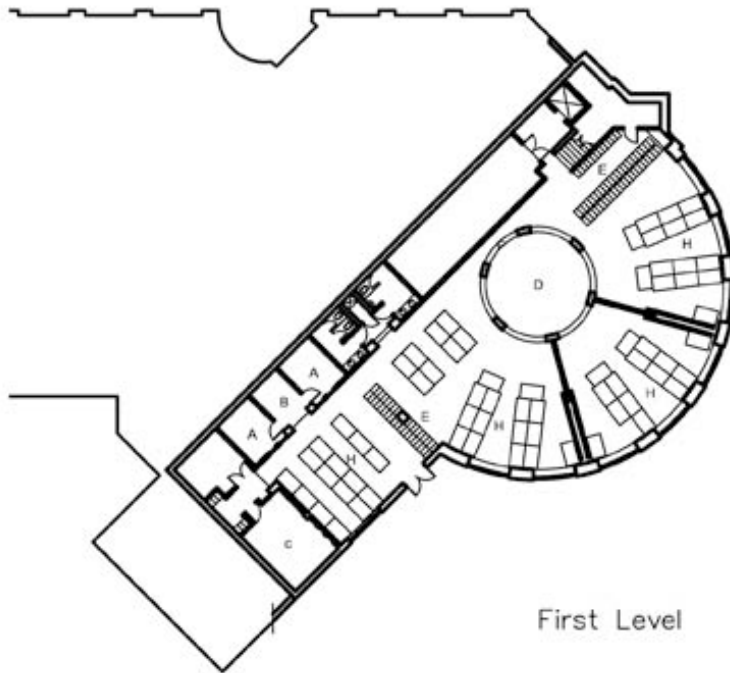
Ravenhill Floor Plans

Scale: $\frac{1}{32}'' = 1'-0''$

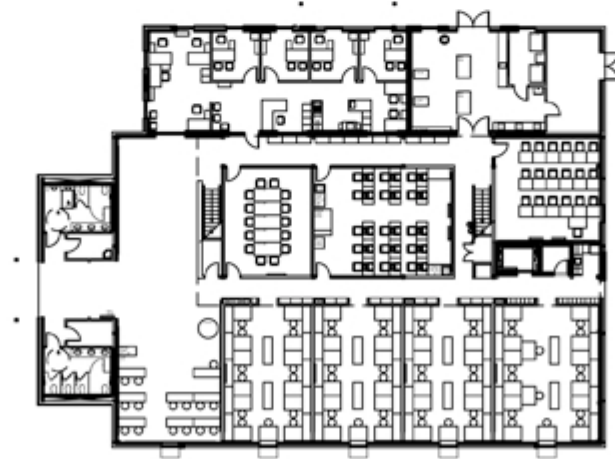
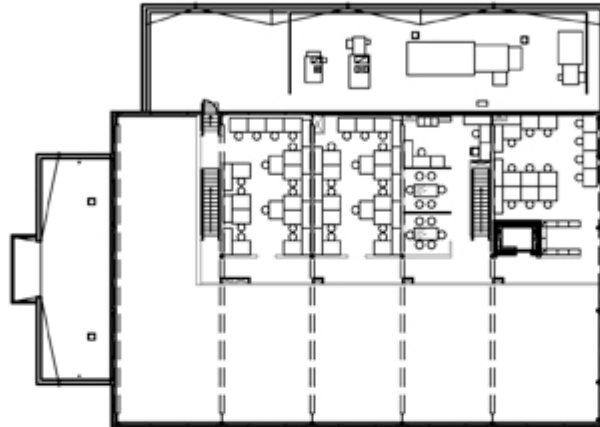
GROUND FLOOR

- A. Faculty offices
- B. Faculty/ Admin. Area
- C. Faculty work room
- D. Instruction / Media
- E. Student lockers
- F. Review/ Critique Area
- G. Student computers/ Work Area
- H. Foundation Studies

4 Teaching areas
80 Total desks: 60"W X 36"D
190 Lockers (Student)
12 Lockers (Faculty)

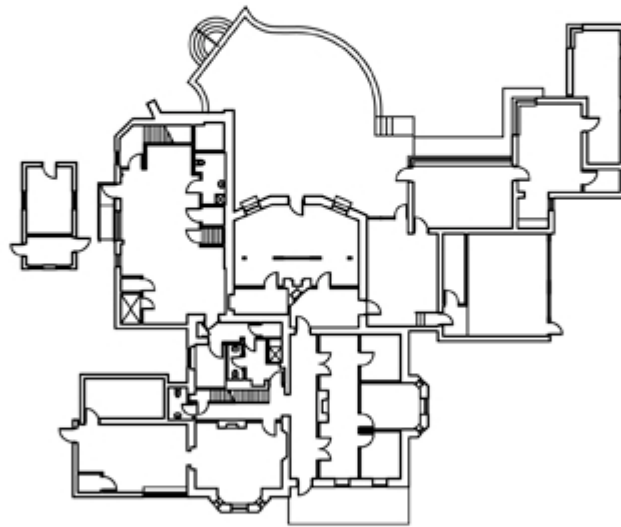


Seed Floor Plans
Scale: $\frac{1}{32}'' = 1'-0''$



Smith House Floor Plans

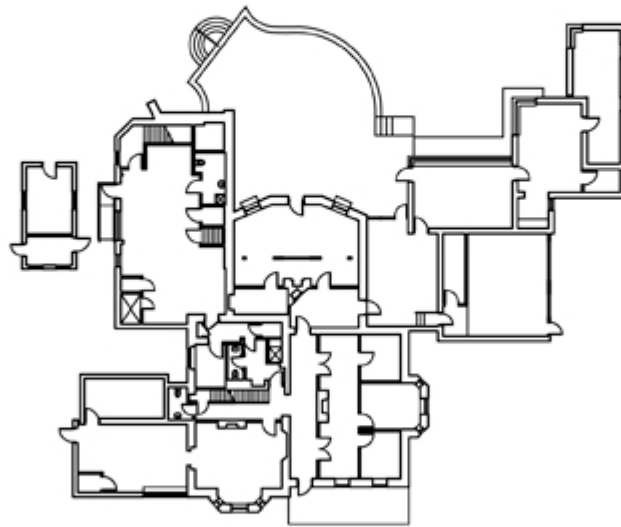
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First Level

Smith House Floor Plans

Scale: $\frac{1}{32}'' = 1'-0''$



First Level

Weber Hall Floor Plans

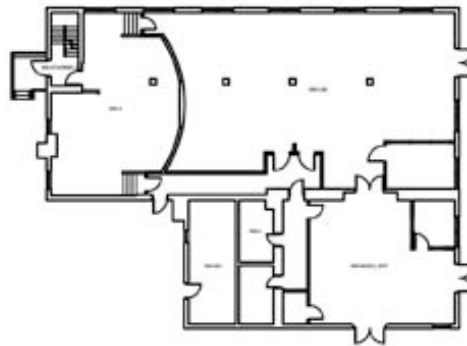
Scale: $\frac{1}{32}'' = 1'-0''$

FIRST FLOOR

- A. Technical Labs/ Studios
- B. Model Shop
- C. Mechanical

SECOND FLOOR

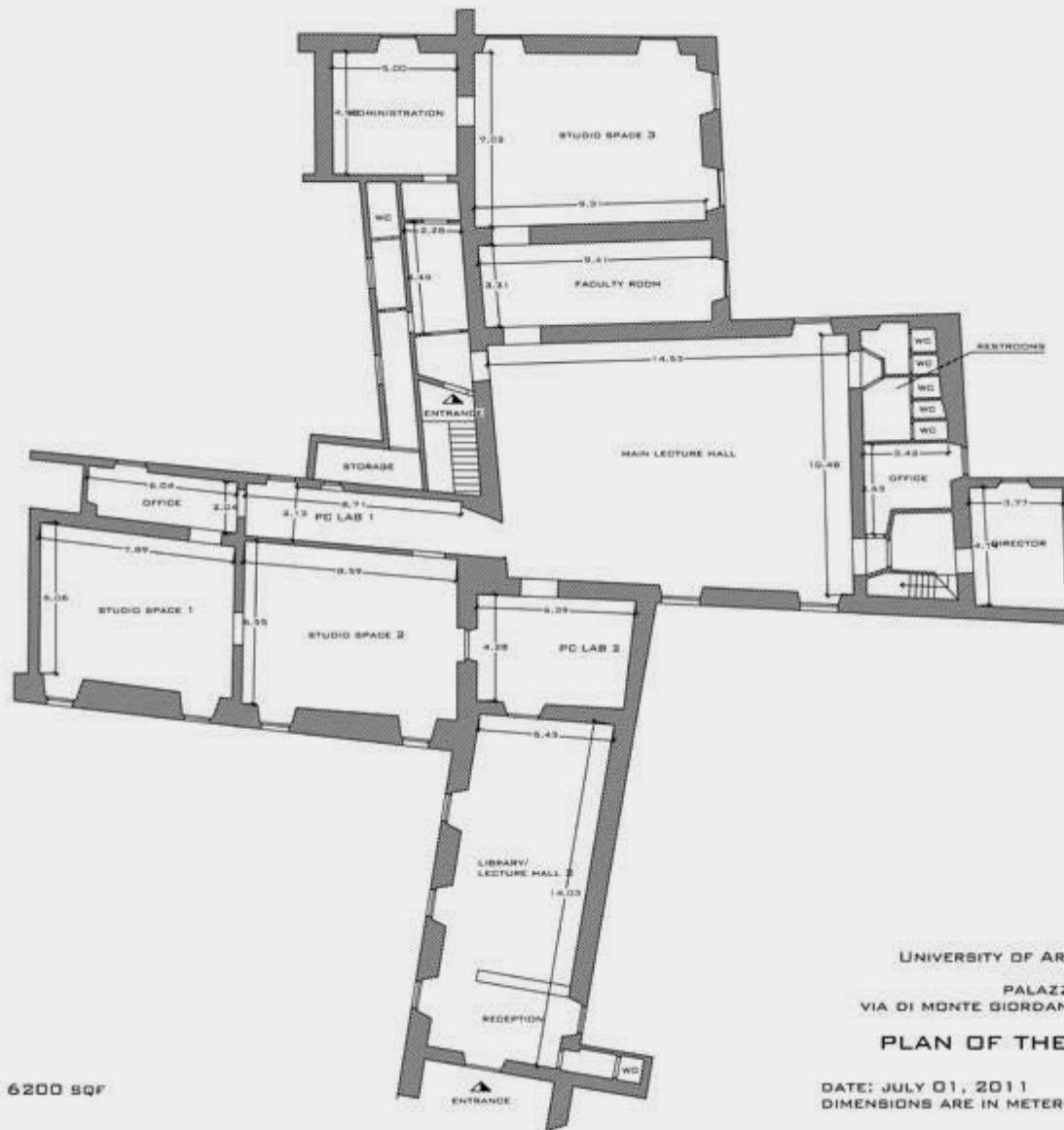
- D. Faculty Offices (non-Arch)
- E. Review/ Critique Room
- F. Storage/ Archives



Second Level



First Level



TOTAL SQUARE FOOTAGE: 6200 SQF
(620 SQM)

UNIVERSITY OF ARKANSAS ROME CENTER
PALAZZO TAVERNA
VIA DI MONTE GIORDANO, 36 00186 ROME ITALY

PLAN OF THE MAIN BUILDING

DATE: JULY 01, 2011
DIMENSIONS ARE IN METERS

Description of Additional Facilities

In addition to the six buildings illustrated in plan, students in the Architecture Program utilize other buildings for academic purposes: Ravenhill Mansion (classrooms and seminar rooms), Mott Hall (drawing studios), Tuttleman Center (classrooms, computer lab, and auditorium), Search Hall (computer labs and photo lab – photo equipment available to students will be listed in the team room), Hayward Hall (classrooms), Gutman Library (library work spaces, stacks, media services, one classroom, and computers), Downs Hall (classrooms and auditorium), Art Center Two (drawing studios), and The Design Center (exhibition space). Plans of these buildings will be provided in the team room during the visit.

Co- and extra-curricular activities are accommodated in several buildings on campus, including the Gallagher Athletic Center and the Kanbar Campus Center. The University sponsors a respectable athletic program, strengthened by its association with the Central Atlantic Collegiate Conference (CACC) and is a Division II member of the NCAA. It also sponsors 16 varsity sports and club teams, and four club sports. The current list of 61 additional student clubs and organizations that are registered can be found at <http://orgs.philau.edu/default.asp>.

Fig. 30 Instructional Space, Philadelphia Campus

	<i>Lecture/Seminar space</i>				<i>Studio space</i>		<i>Computer and photo labs</i>		<i>Fab Labs</i>
	<i>Rooms</i>	<i>Average sf/room</i>	<i>Av # students /room</i>	<i>Total sf</i>	<i>Total # students</i>	<i>Total sf</i>	<i>Total # students</i>	<i>Total sf</i>	<i>Total sf</i>
<i>School of Architecture Buildings (shown in attached plans)</i>									
A+D Center	2			1665	46	9894	203	1600	35
Chapel*						2980	45		5
Ravenhill Design Studios	1			670	15	2880	68		3
SEED Center *	2			1000	38	2460	54	738	15
Smith House	3	558	25	1675	74	680	15	420	15
Weber Design Studios	1			805	15	900	15		2910
<i>Other Buildings (Shared across campus)</i>									
Downs Hall	12	618	29	7420	347				
Gutman Library				54,000				**	80
Gutman Media Classroom	1			870	70				
Hayward Hall	12	824	33	9892	401				
Mott Hall Drawing Studios						2747	52		
Ravenhill Mansion	4	479	23	1915	91				
Search Hall comp labs								2380	77
Search Hall photo lab								1807	12
Tuttleman Center	12	885	36	10620	429			525	24

* Chapel was occupied in Spring 2010; SEED studios have been occupied since Fall 2010

** Computers are scattered throughout

Facilities Under Construction or Proposed

In June 2011, groundbreaking occurred for the new C-DEC Building, a 39,000 sq. ft. state-of-the-art academic building with, among other features, open multi-purpose collaboration spaces; it is expected to be open for the spring 2013 semester.

Digital Resources

The campus is wired with a network connecting directly to desktop computers, which provides campus-wide file-transfer capability, personal directories, email, and high-speed Internet access. Students have access to the computers, scanners, and printers in multiple locations across campus: computer labs (see table above), convenience locations, such as the Ravenhill Design Studios, Gutman Library (80 computers scattered around the building) and Kanbar Student Center (3). In addition, there are a total of six plotters at the following locations: Smith House (1), A+D Center (4), and SEED (1). Students also have access to two laser cutters (one in Weber and another in SEED), which are used with increasing frequency each semester and two scanners (Smith and Ravenhill). Almost every classroom is equipped with a networked computer (in the podium or on a wheeled cart); otherwise faculty bring their own laptop or borrow a University-owned laptop to connect to the classroom's digital projector. All academic facilities are now equipped with WiFi for laptops being used by students, faculty, and staff. The University is aware that it must accommodate the higher demand for electrical outlets and digital projection. A broad spectrum of software is available to students, as illustrated in this list:

Autodesk AutoCAD 2011	Ecotect Analysis 2011
Autodesk AutoCAD Architecture 2011	Google Sketchup 8
Autodesk AutoCAD Civil 2011	Adobe InDesign CS5
Autodesk AutoCAD Map 2011	Adobe Photoshop CS5
Autodesk AutoCAD Engineer 2011	Adobe Illustrator CS5
Autodesk Revit Architecture 2011	Adobe Flash Builder CS5
Autodesk Revit Structure 2011	ArcGlobe 10
Autodesk Maya 2011	ArcMap 10
Autodesk MatchMover 2011	ArcReader 10
Autodesk 3DS Max Design 2011	ArcScene 10
Microsoft Word	ArcCatalogue 10
Microsoft PowerPoint	SolidWorks 2010
Microsoft Excel	SolidWorks eDrawings 2010
Microsoft OneNote	Photoview 360
Microsoft Publisher	Rhinoceros

We have encountered a few technology problems. In advance of mid-term and final reviews, demand is extremely high for desk-top computers; a recently-instituted requirement for students to have laptops starting in second year will alleviate some of the pressure. There has been a similar demand on plotters; lately it has been addressed by staggering final project due dates, working with students on better time management, and encouraging digital projection of some images. In the near future we hope to better utilize RenderFarm to shorten the time for plotting.

I.2.4. Financial Resources

School of Architecture Undergraduate Operating Budget

The School of Architecture operating budgets for the current (2010-11) and previous five years reflect the administrative structure and budget planning processes of the institution. Historically, the University budgets for administrative units, not individual majors. Therefore, the current operating budget for the undergraduate programs in the School of Architecture provides funding to support the five degree programs (B. Arch., B.S. in Arch. Studies, B.S. in Construction Management, B.S. in Interior Design, and B. Landscape Architecture) housed within this administrative unit as one group. Since the five program curricula consist of courses and facilities which overlap majors, it is difficult to extract budget allocations for individual majors.

The budget figures that follow reflect the administrative unit within which the professional Architecture Program is housed, representing a funding plan for the School of Architecture. The charts and narrative are organized as follows:

- School operating budgets, 2010-11 and projected actual 2010-11 (Fig. 31)
- School operating budgets, 2005-06 through 2009-10 (the period since the last visit, Fig. 32)
- Narrative on expenditures for personnel (including a comparison of Architecture faculty salaries and University-wide faculty salaries), benefits, facilities, resources, and enrichment.
- Capital equipment expenditures, 2006-07 through 2010-11 (Fig. 33)
- Funding plan (through 2014-15) and School operating budgets projected for 2011-12 through 2014-15 (including comparative data for cost per student expenditures in different majors, Fig. 34)

PHILADELPHIA UNIVERSITY
SCHOOL OF ARCHITECTURE
OPERATING BUDGET

	<u>Budget</u> <u>2010-2011</u>	<u>Projected Actual</u> <u>2010-2011</u>
Personnel		
Instruction		
Teaching (full time)	\$1,435,007	\$1,435,007
Teaching (adjunct)	604,545	604,545
Administration	182,938	182,938
Support Staff		
Clerical	63,860	63,860
Technical Assistants	66,078	66,078
Student Assistants	19,130	19,130
Benefits	643,376	643,376
Facilities	623,457	719,374
Resources		
Supplies (office)	5,460	5,460
Supplies (instructional)	18,450	18,450
Equipment	10,755	10,755
Maintenance	4,900	4,900
Library	13,566	13,566
Postage	1,000	1,000
Telephone	10,258	10,258
Photocopying	7,500	7,500
Enrichment		
Travel	3,100	3,100
Membership/Dues	11,636	11,636
Professional Development	10,000	10,000
Entertainment	7,083	7,083
Lecture Series	8,000	8,000
Advisory Boards	2,065	2,065
Advertising/Printing	11,960	11,960
Accreditation Fees	18,200	18,200
Model Fees	5,200	5,200
Course Development/Programming	83,270	83,270
Total	<u>\$3,870,794</u>	<u>\$3,966,711</u>

PHILADELPHIA UNIVERSITY
SCHOOL OF ARCHITECTURE
OPERATING BUDGET

	<u>Actual</u> <u>2005-2006</u>	<u>Actual</u> <u>2006-2007</u>	<u>Actual</u> <u>2007-2008</u>	<u>Actual</u> <u>2008-2009</u>	<u>Actual</u> <u>2009-2010</u>
Personnel					
Instruction					
Teaching (full time)	\$904,376	\$1,005,499	\$1,209,574	\$1,417,202	\$1,407,372
Teaching (adjunct)	545,340	602,354	624,349	670,627	747,403
Administration	133,908	137,695	141,826	136,040	170,676
Support Staff					
Clerical	73,018	69,364	80,986	64,430	76,550
Technical Assistants	101,338	82,358	59,377	61,160	58,575
Student Assistants	24,708	25,832	24,618	32,230	41,028
Benefits	375,280	434,303	491,854	559,179	583,055
Facilities	526,150	535,624	595,461	721,092	534,190
Resources					
Supplies (office)	7,151	7,356	5,222	6,982	9,042
Supplies (instructional)	21,016	32,338	26,357	21,913	13,097
Equipment	7,272	9,625	62,109	28,883	14,580
Maintenance	2,117	2,557	1,360	3,825	1,320
Library	25,111	25,542	2,054	13,566	8,402
Postage	2,448	3,758	6,834	802	1,967
Telephone	9,694	9,444	7,959	8,913	8,748
Photocopying	8,033	7,994	9,436	7,055	8,323
Enrichment					
Travel	2,982	3,254	5,715	1,799	25,400
Membership/Dues	6,823	11,009	11,009	11,636	14,458
Professional Development	3,141	8,837	11,369	8,403	18,582
Entertainment	12,382	13,219	15,685	8,177	9,053
Lecture Series	9,495	9,327	16,244	7,303	8,938
Advisory Boards	3,782	2,775	2,876	2,065	1,738
Advertising/Printing	3,616	2,974	2,860	1,525	18,014
Accreditation Fees	12,515	43,708	14,671	8,997	4,398
Model Fees	5,870	5,215	5,326	5,230	7,688
Course Development/Programming	1,426	1,984	6,911	5,079	18,143
Total	<u>\$2,828,991</u>	<u>\$3,093,945</u>	<u>\$3,442,042</u>	<u>\$3,814,113</u>	<u>\$3,810,740</u>

Personnel: salaries and benefits

The School of Architecture (UG) personnel budget includes the School Dean and part-time administrators, (beginning summer 2011) FT manager of academic operations, full-time and part-time faculty, clerical positions, technical assistants, and student assistants. The Dean administers the School of Architecture. The Dean's salary is allocated for 100% to administrative responsibilities. Since the last accreditation visit, full-time faculty have been given stipends to serve as part-time Associate Dean and Assistant Dean. In addition, the School programs are administered by the program directors whose salaries are divided between 50% administrative and 50% instructional responsibilities. These percentages are reflected in the preceding operating budget tables. The current operating budget for the School reflects three full-time secretarial support positions (one of whom works directly with the PD and faculty of the Architecture Program), one full-time technical assistant who manages the fabrication lab and satellite lab, and one part-time technical assistant who manages the two laser cutters. Funds are also allocated for student assistants.

Aggregate data for full-time faculty salaries are provided below.

**AVERAGE FACULTY SALARIES
2010-2011**

Rank	Architecture Program	University-Wide
Professor	-----	\$102,300
Associate Professor	\$ 76,159	\$78,100
Assistant Professor	\$ 61,828	\$61,600

Faculty who also have administrative roles receive additional income beyond what is included in the averages shown above. The University's benefit package represents approximately 26% of full-time faculty salaries. Budget projections presented allow for the expected annual increase in University fringe benefit costs. Full-time employee benefits include: social security, unemployment insurance, worker's compensation, health insurance, life insurance, retirement, disability insurance, dental insurance, and tuition remission.

Facilities

Current facilities for the Architecture Program are described in detail in section I.2.4. Regarding one-time expenses, the University's commitment, since the inception of the B. Arch. Program, has included the addition of studio, lab, and office space to support the School of Architecture. Capital expenditures for the conversion of existing space are listed in the Capital Equipment Budget that follows. The annual expenses include contracted services, insurance, electric, gas, water, trash, building repair and maintenance, equipment repair and maintenance, custodial and cleaning, oil and depreciation reserve. Debt service payment for these facilities is not included in these numbers. Annual facilities costs are projected to increase at a rate of 2% over the next four years.

Resources

This budget category includes office supplies, instructional supplies, equipment, maintenance, library (the School of Architecture's contribution to the purchase of books and subscriptions), postage, telephone, and photocopying. The above section outlines one-time facilities and capital costs that were required to build our new and growing programs. Several of these costs include basic equipment and special supplies and instructional aids for the design studio space that supports the instructional programs in the School of Architecture.

Regarding annual expenses, see section I.2.5 for library collection expenditures.

Enrichment budget

This budget category includes school travel, membership/dues, professional development, entertainment, lecture series, advisory boards, advertising/printing, and accreditation fees, etc. See section I.2.1 for further information. The line items are budgeted annually within the School.

There are several types of annual expenses in this category. Faculty development for memberships in professional organizations and local travel expenditures is supported by the School's budget. Professional development, which includes travel costs and registration costs for faculty to attend regional and national conferences and association meetings, are supported by the University's budget (\$1,200 per full-time faculty member per year). Additional funds (School's professional development budget) are budgeted for the School's Dean and program directors. An entertainment budget line is also included for School use. These funds typically support School outreach efforts to involve the local design community in the educational programs of the School and to fund regular meetings between the full-time and part-time faculty, which typically occur in late afternoon or early evening hours. The School has successfully maintained its lecture series, originally launched in Spring 1993. Additional dollars to fund advertising and printing costs associated with the lecture series are also included in this line item budget. Finally, annual amounts to support the costs associated with the continuing accreditation process for the undergraduate programs are projected for fiscal years 2011-2012 through 2014-2015. Additional funds for the accreditation visits are supported from the general administrative budget of the University.

School of Architecture Capital Equipment Budget

During the annual budgeting process departments are asked to submit capital equipment requests which are then prioritized institutionally. Although the University does not prepare a formal capital budget by school or department, funds are pooled across the institution and expended as needed on a prioritized basis for capital improvements. As a result, the University budget does not reflect annual capital allocations or capital expenditures for the undergraduate programs in the School of Architecture.

The following summarizes recent capital expenditures for renovations, furnishings, and instructional equipment for support of the undergraduate programs:

PHILADELPHIA UNIVERSITY
SCHOOL OF ARCHITECTURE
CAPITAL EQUIPMENT EXPENDITURES
2006-2007 to 2010-2011

<u>Academic Year</u>	<u>Facilty/Item</u>	<u>Amount</u>
2010-2011	Software licensing - AutoCAD, Adobe, Microsoft	\$45,000
	Hughes Gym conversion to SEED Center	\$3,700,000
	Architecture + Design building roof replacement	\$133,000
2009-2010	Software licensing - AutoCAD, Adobe, Microsoft	\$45,000
	Temporary architecture studio - Ravenhill Chapel, Phase 1	\$164,000
	Temporary architecture studio - Ravenhill Chapel, Phase 2	\$146,000
	CNC Laser cutter ventilation system - Weber	\$31,650
	SEED Center Computing lab	25,000
	SEED Center Classroom Technology	50,000
2008-2009	Software licensing - AutoCAD, Adobe, Microsoft	\$45,000
	Smith House renovations (Architecture and Landscape Architecture)	\$621,000
	Computing lab and printers/plotters	24,000
	A+D Computer lab upgrades and printers	35,200
	Gutman Library upgrades (1/3 attrib. to Arch)	25,000
2007-2008	Software licensing - AutoCAD, Adobe, Microsoft	\$45,000
2006-2007	Software licensing - AutoCAD, Adobe, Microsoft	\$45,000
		<hr/>
		<u>\$5,179,850</u>

Funding Plan, 2011-15

A funding plan has been projected through the year 2014-2015. The following assumptions have been incorporated in the budget projections (based on the 2011-2012 budget):

Annual increase assumptions by line item:

Salaries and Wages	3%	Photocopying	1%
Benefits	5%	Travel	1%
Building expenses	2%	Membership/dues	1%
Office supplies	1%	Professional development	1%
Instructional supplies	1%	Entertainment	1%
Capital equipment	1%	Lecture series	1%
Minor equipment	1%	Advisory boards	1%
Equipment repair	3%	Printing	1%
Postage	1%	Advertising	1%
Telephone	1%		

The four-year budget model projects an increase from the 2011-2012 fiscal year budget of \$3,799,471 to \$4,223,543 in fiscal year 2014-2015. This represents an increase of 11.2% in the projected operating budget of the School.

PHILADELPHIA UNIVERSITY
SCHOOL OF ARCHITECTURE
OPERATING BUDGET

	Budget			
	2011-2012	2012-2013	2013-2014	2014-2015
Personnel				
Instruction				
Teaching (full time)	\$1,427,040	\$1,469,851	\$1,513,946	\$1,559,365
Teaching (adjunct)	613,613	632,021	650,982	670,511
Administration	191,230	196,966	202,875	208,962
Support Staff				
Clerical	67,676	69,706	71,797	73,951
Technical Assistants	67,069	69,081	71,154	73,288
Student Assistants	19,130	19,704	20,295	20,904
Benefits	673,864	707,557	742,935	780,082
Facilities	615,225	627,529	640,080	652,882
Resources				
Supplies (office)	5,460	5,515	5,570	5,625
Supplies (instructional)	14,392	14,536	14,681	14,828
Equipment	4,770	4,818	4,866	4,915
Maintenance	200	206	212	219
Library	7,056	63,841	65,006	66,206
Postage	1,000	1,010	1,020	1,030
Telephone	10,361	10,465	10,569	10,675
Photocopying	7,500	7,575	7,651	7,727
Enrichment				
Travel	2,480	2,505	2,530	2,555
Membership/Dues	10,323	10,426	10,530	10,636
Professional Development	10,000	10,100	10,201	10,303
Entertainment	3,583	3,619	3,655	3,692
Lecture Series	6,400	6,464	6,529	6,594
Advisory Boards	0	0	0	0
Advertising/Printing	11,710	11,827	11,945	12,065
Accreditation Fees	18,200	15,000	15,000	15,000
Model Fees	3,920	3,959	3,999	4,039
Course Development/Programming	7,270	7,343	7,416	7,490
Total	\$3,799,471	\$3,971,624	\$4,095,445	\$4,223,543

Endowments

The School of Architecture receives indirect support from the University's unrestricted endowment fund; there is no restricted endowment specifically earmarked for the direct benefit of the School at this time. The University and its Trustees fulfill their fiduciary responsibility by actively managing the endowment fund. The University is committed to preserving its restricted principal in perpetuity and invests these funds prudently to meet short- and long-run spending needs.

The University's investment policy provides a general framework for managing and investing endowment assets. Preservation of capital, from the effects of both depreciation and inflation (as measured by the CPI), is the primary objective of the Endowment. The secondary objective is to achieve a real annual rate of return (i.e. adjusted for inflation) of 5% as measured over a three-year period. The University administration, along with investment consultants, actively manages and oversees its endowment fund activities and reports on a regular basis to the Finance Committee of the Board. The University administration and the Finance Committee regularly review the investment policy and objectives and conduct a thorough review of its managers' performance on a semi-annual basis at a minimum.

Development and scholarships

With the new position of Executive Dean, one goal is to generate endowment funds (including scholarships) and support for academic program needs and enrichment through major gifts.

The Office of Development and Alumni Relations creates and fosters an effective fundraising model for the University. Acting in this capacity, that Office acquires external funding sufficient to assure the quality and continuity of institutional programs and services, and seeks to continually strengthen the ties between the University and alumni, friends and funding organizations. Currently, the Office of Development and Alumni Relations consists of ten professionals and two support staff. The Office concentrates its efforts in the following areas: 1) fundraising; 2) alumni programming and communications; and 3) government affairs.

Fundraising

The fundraising function focuses on the need to identify, inform, involve and solicit private support from alumni, friends, trustees, corporations and foundations. The development officers pursue private sources of support by means of the annual fund, periodic capital campaigns, major gift solicitations and planned gifts. The Board of Trustees, the University's strategic plan, the facilities master plan, the academic plan and the general operating budget, guide the development process. Meanwhile, more modest gifts continue to be received; for example, in spring 2011, through the efforts of an adjunct faculty, the Architecture Program received donated materials worth \$882 used to build the Haiti Design Challenge prototype house on campus.

Alumni relations

The programmatic activities of the alumni relations function are directed toward building stronger ties between the University and its alumni by means of effective communications and the systematic development of creative, informative and meaningful events and activities. The principal objective of this function is to encourage greater levels of involvement by alumni in the life of the University and greater levels of interest in supporting the University in the pursuit of its educational mission.

Government affairs.

The function of government affairs is to build lasting relationships with key government, agency and community leaders to advance the educational mission of the University. At the University level, the Office of Development and Alumni Relations concentrates its efforts in the following areas: 1) fundraising; 2) alumni programming and communications; and 3) government affairs.

Campaign

At the June 2009 meeting of the Board of Trustees, the Board voted to approve *Power to Innovate: The Campaign for Philadelphia University*. The Campaign has a goal to secure a minimum of \$40 million in gifts and gift commitments over five years. Target funding sources include individuals (both alumni and non-alumni), corporations, foundations and government agencies. Still in its “quiet phase”, the Campaign has raised more than \$26.1 million in cash and pledges to date.

The Campaign is comprehensive in scope, and funds raised are supporting major components of the University’s Strategic Plan. Chief among these components is construction of a 38,700 square-foot, \$20 million building to house the new College of Design, Engineering and Commerce (DEC). Other projects and initiatives to be supported by the Campaign include: scholarships; endowed chairs; applied research; academic programs; the renovation of an historic building on campus that will house documents and educational exhibits associated with the career of a former U.S. Senator; an endowment to support the long-term operation of this project; the renovation and conversion of a former gymnasium into a LEED-certified academic building; and the construction of a synthetic turf athletic field.

To date, nine volunteers (eight of whom are Trustees) have been assembled to assist in advancing the Campaign. Several more volunteers, each positioned strategically to perform outreach to specific constituencies of the University (e.g., alumni, parents of current and former students, corporations, foundations and government funding agencies) are being recruited and will be added in the near future.

To confirm the feasibility of the Campaign’s goal, two consulting organizations were retained to research and analyze our constituent database and make recommendations regarding the philanthropic capacity of the donor prospects within that database. The findings of both consulting organizations (one of which performed a meta-analysis of our entire constituent database, the other a more detailed analysis of our most highly rated donor prospects) indicated that there are sufficient donor prospects to reach and exceed the Campaign’s \$40 million goal.

In anticipation of increased cultivation and solicitation activity, the Office of Development and Alumni Relations is hiring an additional major gifts officer who will join two other professionals whose role it is to pursue campaign gift commitments of \$25,000 and above. *Power to Innovate* was launched two years following the successful completion of *The Campaign for Philadelphia University*, a three-and-a-half-year fundraising campaign that garnered \$21.9 million in pledges and gifts on its \$20 million goal. Of the funds committed, \$16.6 million was designated for construction of The Kanbar Campus Center and The Gallagher Athletic, Recreation and Convocation Center.

Comparative Data

Below is the cost per student (excluding capital and facilities) for some of the University’s comparable undergraduate design degree programs, keeping in mind that the University does not budget by individual major, but by administrative grouping. The administrative grouping for the School of Architecture supports students in five majors.

	<u>Cost per Student</u>
Industrial Design	\$5,352
Graphic Design	\$4,258
Architecture (and allied majors)	\$5,629

I.2.5. Information Resources

Institutional Context and Administrative Structure of the Library and Visual Resources

Offering a wide range of library services, the Paul J. Gutman Library houses approximately 150,000 print monographic and bound journal volumes, and provides access to more than 60 online database systems in support of teaching, study, and research for the University community. The modern, spacious building is centrally located on campus, adjacent to the upper-level studios in the Architecture + Design Center. Gutman Library staff members are strongly committed to offering services with as few barriers to access as possible. The Library Director, Karen Albert, is responsible for overseeing all operations, including supervising personnel, establishing and communicating a strategic plan, developing library services and programs, and handling the budget, as well as library collections. She reports to the Vice Provost, sits on the Provost's Council, and serves as an advisory member of both the Undergraduate and Graduate Education Committees. Five other professional librarians – including a School of Architecture liaison – manage the technical services, website design, reference, interlibrary loan, serials, instruction, and collection development functions of the library, overseeing the paraprofessional and student workers also employed in the library.

Library Collections

The architecture monograph and journal collection is integrated within the larger Gutman Library collection, which allows students to browse other design subject areas, including interior design, color, landscape architecture, industrial design, and textile design. This arrangement reinforces the Program's goal of fostering interdisciplinary interests.

Monographs

The architecture collection has been developed with guidance from the Dean and the teaching faculty of the School of Architecture, who actively recommend titles to be added to the collection. The size and quality of the architecture collection are constantly improving to meet the needs of faculty and students in the School. New courses and programs are supported with appropriate library resources after careful communication with faculty and administration charged with developing curricula. Two professional librarians keep up with new publications and select titles based on curricular needs. The Gutman Library collection is organized to facilitate easy access and full use by all library constituencies. The collection is cataloged using MARC and AACR2 national standards. Applying OCLC shared cataloging, records appear in the online catalog, which is accessible both on campus and remotely via the Web. Gutman Library's holdings in architecture-related materials now include approximately 30,500 monographs. Below is a breakdown of collection holdings by Dewey subject and LC categories.

Fig. 35 Paul J. Gutman Library's Architecture Monographs 9-22-10

Dewey(LC)	Subject	Total Vols	Dewey(LC)	Subject	Total Vols
307(HT)	City Planning	593	684(N)	Furniture	84
333.73(HD)	Land Use	39	690-699(TH)	Construction	591
333.77(HT)	Zoning	14	700-709(N)	Arts General	3000
343.078(TA)	Building Codes	10	710-719(NA)	Landscape	1044
363.5(HD)	Housing	40	720-729(NA)	Architecture	11645
363.6(SB)	Parks	49	730-739(N)	Sculpture	642
621.32(TH)	Lighting	37	740-749(N)	Decorative Arts	9140
630-635(SB)	Plant Culture	449	750-759(N)	Painting	1992
645 (N)	Furnishings	50	760-769(N)	Graphic Arts	424
			770-779(N)	Photography	664
			TOTAL		30,507

A list of the Architecture monographs (print materials) is added to the library's monthly [New Books web pages](#) that is organized by subject and includes links to each book's catalog entry. SA faculty are solicited for their purchase recommendations, and notified when their selections are added to the library's collection.

Reference Materials, Electronic Databases/Internet Resources

General reference books are located on the main floor of the Library. A sample of architecture reference books will be provided in the team room.

Gutman Library provides access to thousands of abstracted, indexed, and full-text journals through its collection of electronic library databases and individual journal subscriptions. These include database systems typically found in academic libraries, such as Lexis-Nexis, EBSCO's Academic Search Premier, ProQUEST, and WilsonWeb. These databases are accessible both on and off campus. Gutman Library subscribes to four architecture-related databases: Avery Index, Design & Applied Arts Index, Art Index, and JSTOR's Arts and Sciences III collection. The librarian liaison to the School of Architecture provides instructional sessions for students in the use of these databases (see chart below). In FY10 and FY11, the Library added access to MADCAD's Building Codes database, Environment Complete (EBSCO) and the SAGE Premier Journals collection, which includes architecture-related content. Gutman Library staff members also maintain research guide web pages which include links to [external websites](#) evaluated for quality. Of particular interest to students are [links about Philadelphia](#) and its architecture.

Periodicals and Journals

The library journals related to architecture and interior design represent a broad and comprehensive collection of trade, professional, popular, and academic publications. Current issues of all print periodicals are visibly displayed. E-journal acquisition and set-up have increased over the last few years to provide convenient, 24/7 access to important resources. Back copies of print journals are bound for preservation purposes. The journal collection is continually expanded in support of architecture-related programs. The following journal subscriptions were acquired as online-only titles in 2010: *Journal of Aesthetics and Art Criticism*, *Journal of Architectural Education*, and *Journal of Interior Design*. The following titles were added as new subscriptions in 2010: *Farbe und Lack* and *Journal of Green Building*. A list of 116 journals made available by the library for faculty and students will be provided in the team room.

Visual Media

The visual media collection at Gutman Library consists of DVDs, videotapes, and an online images database that has replaced the slide collection. Excluding the online images database, the media collection consists of approximately 2800 items with an emphasis on textiles, architecture, interior design, and business. Faculty and staff can sign out videos or DVD's for research or classroom use.

The extensive digital image collection is available online through the MDID (Madison Digital Image Database) system. The database currently contains approximately 32,000 images representing architecture, interiors, sculpture, painting, decorative arts, tapestries/textile design, fashion, furniture, art, costume/theater, and graphic design. The image library is continually being updated and expanded with new images added by a half-time visual resources staff person. Metadata and project oversight is provided by a Gutman professional librarian. As of June 2010, 56 faculty members (both full- and part-time) had MDID accounts. About half of this number regularly uses MDID or its images in the classroom.

Library Services

Professional librarians staff the Library Reference Desk approximately 35 hours per week. All the librarians have experience with resources in architecture, art history, and design. A trained graduate assistant provides additional Reference Desk support. A link on the library web page

allows users to submit questions by email, with responses usually provided the following business day.

Librarian Brynne Norton, who has an undergraduate degree in Art History, serves as the library liaison to the School of Architecture. In this role, she is charged with collection development, reference support, and providing instructional sessions within courses, as well as overall information literacy support for the architecture curriculum. The following summarizes Information Literacy in-class instruction statistics over the past few years:

Fig. 36 Literacy Instruction	Architecture Classes	Architecture Students
AY 2009-10	15	197
AY 2010-11	18	285
Fall 2010	12	333

The numbers are a little lower for AY09-10 because of the departure of the previous architecture liaison librarian, which left a gap of over six months, until a replacement was hired (January 2010). Once Ms. Norton came on board and began providing more instruction sessions, architecture students began to once again schedule appointments and seek research help from the librarian specialist. Total number of students involved is considerably higher in Fall 2010, when some in-class instructional sessions combined multiple sections of a studio course that met simultaneously.

Interlibrary Loan gives the University community access to books and journals beyond Gutman Library. OCLC's WorldCat connects Gutman Library to the holdings of thousands of libraries around the world. As a participant in interlibrary loan subsystems, we can generate requests and loan material electronically. The ILLiad system allows students, faculty, and staff to place, track, and receive articles electronically. Patrons can request books without library staff intervention, from over 70 area academic libraries, using the EZborrow system. Member libraries include: University of Pennsylvania, University of Pittsburgh, Drexel University, Rutgers University, and Penn State University. Books usually arrive within three to five business days.

Library Staff

The Gutman Library employs 11 full time staff, two graduate assistants and approximately 30 undergraduate student workers each employed from 5 to 15 hours per week. The staff includes six professional librarians, four paraprofessional/technical staff, one full-time administrative support staff member, and one part-time visual services supervisor. Five of the librarians provide direct reference assistance to students at the information desk. The Collection Development Librarian solicits staff and faculty recommendations and selects print resources. The professional librarians all have master's degrees from ALA-accredited institutions, as well as degrees in other disciplines. One librarian has an additional master's degree in information systems, and another librarian is working on an additional master's degree in instructional design. Three of the six librarians each have over 20 years of professional library work experience, and one has over 10 years of experience.

Library Facilities and Equipment

The Library is an attractive 54,000 square foot building, with over 80 computer workstations, each equipped with an assortment of software, including applications for design and architecture students, like AutoDesk programs and the Adobe Suite. The Library has six group study rooms, and a host of comfortable seating areas designed for quiet study or research. There are also scanners and printers available throughout the library for patron use.

In 2010, an LSTA (Library Services and Instruction Act) grant-funded Library Instruction Space was designed and installed to hold educational sessions that support the Information Literacy (IL) mission of the Library and University. The area includes a SMARTboard, a cart housing 19 laptop

computers, an instructor podium, and tables and seating for 20 students. The space was created to promote the principles of active learning and collaboration through hands-on class participation, and is reserved for library instruction sessions led by faculty or library staff. It was used approximately 60 times during the 2010-11 academic year.

Library Financial Support

Architecture resources are allocated within the general library budget, which is developed and administered by the Library Director. The first table approximates yearly amounts spent on the Architecture and Design collection, demonstrating the growth in financial support over time, while the second summarizes library collection expenditures overall for FY 09 through 11 (Figs. 37-38).

Fiscal Year	A+D Books - Expenditures	A+D Journals - Expenditures	Total
FY08	\$ 22,215	\$ 28,613	\$ 50,828
FY09	24,278	25,681	49,959
FY10	24,350	30,421	54,771
FY11	(projected total) \$ 33,367	\$ 30,272	\$ 63,639

Collection Type	No. vols/titles 2010	Budget – FY09	Budget – FY10	Budget – FY11
Books	103,400	\$ 91,000	\$ 97,000	\$ 98,940
Journal Subscriptions	872	172,383	176,997	181,997
Multimedia	N/A	5,000	5,000	5,000
Electronic Databases	61	174,056	187,935	199,126
TOTAL	N/A	\$ 442,439	\$ 466,932	\$ 485,063

Additional annual expenditures budgeted by the library for Architecture include approximately \$12,600 (80% of the salary for the Visual Resources Supervisor) and \$1,600 for software and supplies – which support the images database (MDID) used for instructional purposes by Architecture faculty. In addition, in FY11, over \$7,000 was expended from the library’s budget to purchase a new server dedicated to the support and upgrade of the MDID database.

Assessment of Library Resources and Services

Gutman Library has made it a priority to continuously build the collection of architecture books, journals, databases, and images. Architecture books are heavily used and currently account for approximately one-third of the total book sign-outs, while architecture students make up only 20% of the student population. The Collection Development Coordinator and the librarian liaison for the School of Architecture select and order materials in response to faculty recommendations and in support of the School curricula. See details below on the number of architecture and design books added to the collection, including the % of the total books this represents (Fig. 39).

Schools	# Books Purchased FY10	Change from FY09	Percentage of Total FY10	Percentage of Total FY09
Architecture	369	+43	18%	18%
Design + Media	180	+17	9%	9%

In fall 2010, the library administered a user satisfaction survey called LibQUAL, which is produced by the Association of Research Libraries. While results showed some faculty and student demand for additional architecture resources; the overall results demonstrated that user perceptions of the

library's resources, services, and space fell within the "zone of tolerance." This means that the average user's perception was either higher than minimal expectations, or just below the most desirable levels. Results overall did not show any area in which average perceptions fell below minimally acceptable levels.

Most of the demand for additional resources comes from affiliates of newer programs, like Construction Management and Sustainable Design. The Library has been purchasing materials relevant to these new academic initiatives, while continuing to make acquisitions supporting curricular needs in architecture overall. In addition, the Library Director is required to approve all new course and program proposals to ensure that they have adequate library and Information Literacy support.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Program Student Characteristics

The Program Student Characteristics matrices illustrate that the overall enrollment of the students in the Architecture Program has been stable for the last five years, and the percentage of minority students (including those indicating 2 or more races) has increased from 12% (with an additional 7% unknown) in 2006 to 15.5% (with an additional 7.5% unknown) in 2011. The overall student population is slightly more diverse, with 20% in 2006 and 21.5% in 2011. None of these groups takes non-resident aliens into consideration since the statistics do not indicate the ethnic background of those students.

Academic credentials for incoming students have changed little. While SAT scores have either remained level or decreased slightly for the 25th percentile, they have either increased slightly (reading and math) or decreased slightly (writing) for the 75th percentile group. In terms of time to graduation, a significant decline has occurred between those matriculating in 2001 (49%) and in 2005 (32%), the last class for which there are statistics. Since the University does not require a portfolio from high school applicants, students arrive with vastly different skill levels and different understandings of the required skills and dedication needed to succeed in a B. Arch program. Faculty made a concerted effort during this period to raise the standards for students progressing through the program, which helps to explain the attrition. However, another important factor is the clearer definition and improvements to the Architectural Studies (now HPVS) Program. Students not succeeding in or not passionate about the Architecture Program still can rely on faculty (particularly their academic advisors) to help them navigate the issues surrounding major and career path, but now the previously vague alternative of Architectural Studies has become a more attractive option, in which students must complete a meaningful minor in historic preservation, construction management, or photography. A large number of students change major with a plan to concentrate in one of those fields, or switch into Interior Design, Industrial Design, Business, or another major. The matrix reveals that in fact when you track B. Arch students (matriculating between 2001 and 2004) in the major plus those who changed majors, between 61% and 65% completed their degrees within ten semesters. The sudden drop in the 2005 incoming class to 51% may be the result of the Recession. Other students leave the University to pursue a major not offered here or decide that continuing in higher education is not a sound choice for them at the time. This is a national trend and requires more analysis than this report can provide.

Fig. 40 Total Enrollment of Architecture Students Compared to the Time of the Last Visit (full academic year)

Ethnicity	As Reported in the 2011 ARS									As reported for the last visit (2006)								
	FT	FT	FT	PT	PT	PT	Male	Fem	Grand	FT	FT	FT	PT	PT	PT	Male	Fem	Grand
	Male	Fem	Total	Male	Fem	Total	Total	Total	Total	Male	Fem	Total	Male	Fem	Total	Total	Total	Total
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	13	1	14	0	0	0	13	1	14	8	5	13	0	0	0	8	5	13
Native Hawaiian/ Pacific Islander	1	0	1	0	0	0	1	0	1									
Black or African American	6	10	16	2	0	2	8	10	18	9	7	16	0	1	1	9	8	17
Hispanic/Latino	8	10	18	0	0	0	8	10	18	7	8	15	0	0	0	7	8	15
White	179	94	273	3	2	5	182	96	278	173	114	287	4	1	5	177	115	292
Two or more races	2	4	6	0	0	0	2	4	6									
Nonresident alien	2	4	6	0	0	0	2	4	6	4	2	6	0	0	0	4	2	6
Race/eth unknown	18	8	26	0	0	0	18	8	26	11	17	28	0	0	0	11	17	28
TOTAL	229	131	360	5	2	7	234	133	367	212	153	365	4	2	6	216	155	371

II. Total Enrollment of University Students Compared to the Time of the Last Visit (full academic year)

Ethnicity	As Reported in the 2011 ARS (Fall 2010 TOTAL)									As reported for the last visit (2006 TOTAL)								
	FT	FT	FT	PT	PT	PT	Male	Fem	Grand	FT	FT	FT	PT	PT	PT	Male	Fem	Grand
	Male	Fem	Total	Male	Fem	Total	Total	Total	Total	Male	Fem	Total	Male	Fem	Total	Total	Total	Total
American Indian	1	7	8	1	0	1	2	7	9	0	5	5	0	0	0	0	5	5
Asian	46	81	127	6	11	17	52	92	144	34	73	107	2	13	15	36	86	122
Native Hawaiian/ Pacific Islander	3	3	6	0	0	0	3	3	6									
Black or African American	77	211	288	21	66	87	98	277	375	56	154	210	27	74	101	83	228	311
Hispanic/Latino	71	107	178	6	13	19	77	120	197	22	58	80	9	8	17	31	66	97
White	735	1429	2164	115	174	289	850	1603	2453	583	1401	1984	122	207	329	705	1608	2313
Two or more races	16	35	51	0	1	1	16	36	52									
Nonresident alien	41	57	98	5	3	8	46	60	106	54	51	105	5	8	13	59	59	118
Race/eth unknown	79	165	244	14	19	33	93	184	277	60	178	238	18	34	52	78	212	290
TOTAL	1069	2095	3164	168	287	455	1237	2382	3619	809	1920	2729	183	344	527	992	2264	3256

Fig. 41 Qualifications of Students Admitted

	As reported in the 2011 ARS	As reported for the last visit (2006)		As reported in the 2011 ARS	As reported for the last visit (2006)
SAT:			ACT:		
<i>Critical Reading</i>			25th percentile ACT score	23	na
25th percentile SAT score	500	500	75th percentile ACT score	25	na
75th percentile SAT score	590	580			
<i>Mathematics</i>			Graduate Record Examination		
25th percentile SAT score	560	570	Verbal (200-800)	na	na
75th percentile SAT score	640	630	Quantitative (200-800)	na	na
<i>Writing</i>			Analytical (0.0-6.0)	na	na
25th percentile SAT score	480	500			
75th percentile SAT score	570	580			

Fig. 42 Time to Graduation

	As reported in the 2011 ARS (2004 Cohort)				
	Begin in Arch and earn a B.Arch				
	2005	2004	2003	2002	2001
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	10	10	10	10	10
Percentage of students who completed in normal time	32%	28%	40%	44%	49%
Percentage of students who completed in 150% of normal time.	-	30%	40%	46%	49%
	Begin in Arch but earn another degree				
	2005	2004	2003	2002	2001
Normal Time to Completion: (number of quarters or semesters in which students are expected to complete all requirements for the NAAB-accredited degree)	10	10	10	10	10
Percentage of students who completed in normal time	51%	65%	61%	63%	61%
Percentage of students who completed in 150% of normal time.	-	67%	61%	67%	61%

Program Faculty Characteristics

Statistics for total number of full-time faculty in the program may be misleading, so a brief explanation is warranted. The development of two new programs has, since the last visit, caused the migration of five faculty from Architecture to either the Sustainable Design (MSSD) Program or to the Architectural Studies (now called Historic Preservation and Visual Studies) Program. New faculty have been hired to replace these faculty lines, so with three new hires in spring 2011, there will be 11 full-time faculty in the program, and they represent greater racial/ethnic diversity. See additional information in the team room documents. Furthermore, despite not being required to provide statistics for adjuncts, the matrix does so since our program relies on adjuncts to teach many courses.

Fig. 43 Architecture Program Faculty Compared to the Time of the Last Visit (full academic year)

Ethnicity	As reported in the 2011 ARS			As reported in 2006		
	AP FT Male Total	AP FT Fem Total	AP FT Total	AP FT Male Total	AP FT Fem Total	AP FT Total
	American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic/Latino	1	0	1	0	0	0
White	6	3	9	6	4	10
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
TOTAL	7	3	10	6	4	10

Fig. 44 Architecture Program Faculty, Part- and Full-Time, AY 2010-11

Ethnicity	AP PT Male Total	AP PT Fem Total	AP PT Total	AP Male Total	AP Fem Total	AP Grand Total
	American Indian or Alaska Native	0	0	0	0	0
Asian	3	0	3	3	0	3
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
Black or African American	2	0	2	2	0	2
Hispanic/Latino	2	0	2	3	0	3
White	66	33	99	72	36	108
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Race and ethnicity unknown	2	0	2	2	0	2
TOTAL	75	33	108	82	36	118

Fig. 45 Architecture Faculty Compared to the University Faculty (full academic year)

Ethnicity	As Reported in the 2011 ARS					
	AP FT Male Total	AP FT Fem Total	AP FT Total	Univ FT Male Total	Univ FT Fem Total	Univ FT Total
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	5	3	8
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	3	3
Hispanic/Latino	1	0	1	2	1	3
White	6	3	9	58	40	98
Two or more races	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
TOTAL	7	3	10	65	47	112

Fig. 46 Promotions, comparing the University and the Architecture Program 2006/07 - 2010/11

Action	2007		2008		2009		2010		2011	
	Univ	AP	Univ	AP	Univ	AP	Univ	AP	Univ	AP
Professor	0	0	1	0	0	0	0	0	1	0
Assoc. Prof.	7	1	3	0	2	2	0	0	4	0
Asst. Professor	0	0	1	0	0	0	0	0	0	0
TOTAL	7	1	5	0	2	2	0	0	5	0
Promotion w/ tenure	1	0	0	0	1	1	0	0	2	0
Promotion w/ 5-yr contract	4	1	2	0	1	1	0	0	2	0
Promotion w/ application	0	0	1	0	0	0	0	0	1	0
Presidential decision	2	0	2	0	0	0	0	0	0	0

Fig. 47 Full-time Faculty Licenses (RA) from US jurisdictions

AY	FT Fac with licenses	FT Fac without licenses	Jurisdictions (RA)
2007-08	5	6	PA (4), IL, NY
2008-09	5	6	PA (4), IL, NY
2009-10	7	3	PA (4), AZ, ID, IL, MA, NC, NY
2010-11	6	3	PA (3), AZ, ID, IL, MA, NC, NY

The statistics above do not include the Dean Emeritus, who taught for three of those years and was a Registered Architect in Colorado, Minnesota, and Pennsylvania. Nor do they include that several of the FT faculty were LEED APs, one was a Registered Professional Engineer, and several were NCARB certified. Finally since many of our courses are taught by adjunct faculty, it is important to note that in AY

2010-11, 34 (approximately half) of them had architectural licenses (CA, CT, DE, FL, KY, IL, MA, NC, NJ, NY, OH, PA, TX, VA), and several were Professional Engineers or maintained other credentials (NCARB, NCIDQ, Registered Landscape Architects, and LEED AP). Three faculty hold professional architectural licenses from other countries (Argentina, Italy, and Greece)

I.3.2. Annual Reports

See the following pages for:

- Verification statement signed by the Director of Institutional Research (Fig. 48)
- Architecture Program Annual Report, 2007 (Fig. 49)
- NAAB Responses, 2007 (Fig. 50)
- Focused Evaluation Program Report, 2009 (Fig. 51)
- Focused Evaluation Team Report, 2009 (Fig. 52)



August 26, 2011

Since 2006, I have assisted in the preparation of data submitted each year through the Annual Report Submission system. All data submitted to the NAAB through the ARS since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Mark Palladino

Director of Institutional Research

Philadelphia University

OFFICE OF THE PRESIDENT

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June 1, 2007

Ms. Cassandra Pair
Accreditation Manager
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms. Pair:

In reference to your request for annual reports, I have attached the completed “2006-07 NAAB Statistical Report” (part 1), “Response to NAAB 2007 VTR”--2006 visit (parts 2 & 3), and “Summary of Changes” (part 4). We are continuing to build on areas outlined in our School/Program 2004-09 Strategic Plan (see 2006 APR--Challenges, Goals, and Planning and 2004-09 Strategic Plan). We have also continued our School/Program faculty/staff “mini” retreats, focusing on program/curriculum development.

Again, we wish to thank the members of the NAAB visiting team for their encouragement, suggestions, and consideration in reviewing our program. Please let us know if you have questions or need additional material on progress in the School or Architecture Program.

Sincerely,

Gary J. Crowell, AIA
Dean, School of Architecture
Director, Architecture Program

Cc: James P. Gallagher, President
Jeffery D. Senese, Vice President for Academic Affairs

Attachment: 2006-07 NAAB Annual Report

2006-07 NAAB ANNUAL REPORT

June 1, 2007

Part 1
2006-07 NAAB STATISTICAL REPORT

Parts 2 & 3
RESPONSE TO NAAB VISITING TEAM 2007 REPORT
(November '06 Visit)

Part 4
SUMMARY OF CHANGES

Five-year Bachelor of Architecture Degree
Architecture Program
School of Architecture
Philadelphia University

SCHOOL: School of Architecture
Philadelphia University

Completed By: G. Crowell

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC OR PRIVATE (circle one)

STUDENT DATA For Accredited Programs Only

	<u>4 Year</u> **PreProf	<u>B.Arch</u> 5-year	<u>B.Arch</u> **PostPreProf	<u>B.Arch</u> ***PostNonProf	<u>M.Arch</u> 5-year	<u>M.Arch</u> **PostPreProf	<u>M.Arch</u> ***PostNonProf
Full-Time Students	61****	350	—	—	—	—	—
Part-Time Students	4	6	—	—	—	—	—
FTE Students	63****	353	—	—	—	—	—
Arch. Design Studio Students	0	157*	*(3rd, 4th, & 5th year students--with dedicated desks)				
Students Working Part-Time	15+	90+*	*(45± work study @ University & 45± @ professional offices)				
Outside Stud. Serv. by Dept.	0	30	—	—	—	—	—
African-American Students	6	17	—	—	—	—	—
American Indian Students*	0	0	—	—	—	—	—
Asian/Pacific Isle Students	1	13	—	—	—	—	—
Hispanic Origin Students	1	15	—	—	—	—	—
Women Students	23	155	—	—	—	—	—
Foreign Students	1	6	—	—	—	—	—
Total Degrees Awarded	15	51	—	—	—	—	—
Grads. Fin. Estab. No. Years	6	47	—	—	—	—	—
Degrees Awarded Women	5	26	—	—	—	—	—
Degrees Awarded Afro-Amer.	1	0	—	—	—	—	—
Degrees Awarded Amer. Ind.	0	0	—	—	—	—	—
Degrees Awarded Asi/Pac. Isl.	1	1	—	—	—	—	—
Degrees Awarded Hispanics	0	0	—	—	—	—	—
Min. Req. SAT/ACT/GRE Score	1000*	1100*	*(critical reading & math total only)				
Number of Applicants	55	611	—	—	—	—	—
Number Accepted	46*	384*	*(19 paid deposits, 4 yr. B.S. and 136 paid deposits, 5 yr. B.Arch)				
Enrollment Target/Goal	80	300	—	—	—	—	—
Arch. Studio Student/Faculty Ratio	15:1	15:1*	*(1:12 upper level studios)				

* Includes Eskimos and Aleuts

** Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M.Arch degree

*** Non Professional: baccalaureate degree that is not part of an accredited professional program

**** Includes transfer students from 2nd/3rd year of 5-year B.Arch and 4 year B.S. in Int. Des. Programs

FACILITY/RESOURCE DATA (Information for 5-yr. B.Arch., 4 yr. B.S., and 4 yr. B.S. in Int. Des. Programs--Total 500 +/- Students)

Departmental Library LCNA or 720-729 Collection	(See University Library below)*
Total Architecture Collection in departmental Library	(See University Library below)*
University Library LCNA or 720-729 Collection	11,569 titles (+ 1000 uncataloged +250 ordered)
Total Architecture Collection in University Library	30,000 catalogued (+ 200 ordered) (Includes 3,100 bound journal volumes)
Departmental Library Architecture Slides	(See University Library below)*
University Library Architecture Slides	53,150 (25,615 total architecture slides)
University Library Digital Images	36,016 (28,812 total architecture images)
Departmental Library Architecture Videos/DVDs	250 (University & School arch. related video collection)
Staff in Dept. Library (University Library)	14 FTE + 2 grad asst. + 20-25 work study (University Lib)
Number of Computer Stations	140 (includes 70 at University Library)
Amount Spent on Information Technology	\$230,000
Annual Budget for Library Resources	\$65,000
Per-Capita Financial Support Received from University	\$ 5,714

- *The Architecture Library is located within the University's general library collection. The Architecture Slide Library is integrated within the University's slide library collection. The Architecture Video/DVD Library is integrated within the University's video/DVD library collection with a small collection located in the School office.*

2006/2007 NAAB STATISTICAL REPORT

SCHOOL: School of Architecture
Philadelphia University

Completed By: G. Crowell

FACILITY/RESOURCE DATA (continued)

Private Outside Monies Received by Source (School/Architecture Program--grant support includes funding for collaborative research/design projects with other Philadelphia Univ. faculty/schools)	\$420,000	PA Dept. of Community and Economic Development (PADCED) Engineering and Design Institute (SA & SE&T--total '06-'07 & '07-'08) PA Green Growth Partnership (\$2,000,000 total--Philadelphia Univ. with Delaware Valley Green Building Council, Carnegie Mellon Univ., Penn State Univ., Univ. of Pittsburgh, Villanova Univ., Temple Univ., and the Green Building Alliance)
	\$300,000	National Textile Center (NTC) Breathing Walls and Environmental Fabrics Research Grant (SA, SE&T, & SSH--\$300,000/yr. for '06-'07)
Key: SA (Sch. of Architecture)	\$ 5,000	Sustainable Development Fund, Phila. PA Building Simulation Training Scholarships Grant (SA award--for '06)
SE&T (Sch. of Engineering & Textiles)	\$ 25,000	Dept. of Energy & PA Dept. of Environment Green Advantage Training for Contractors (SA award--for '06)
SSH (Sch. of Science & Health)	\$ 6,000	Design Resource Fund (grants for arch. student resources) Des./Const. Industry (SA gifts--'06-'07)
SBA (Sch. of Business Admin.)	\$ 10,000	School Lecture Series Des./Const. Industry & Asten Inc. (SA gifts--'06-'07)
SLA (Sch. of Liberal Arts)		
Studio Area (Net dedicated sq. ft.)	13,358	(3rd - 5th yr. B.Arch & B.S. in Int. Des. + 800 sq. ft. Rome) (Includes 3,500 sq. ft. Manayunk Urban Center -- dedicated studio space beginning '05-'06)
Total Area (Gross Sq. ft.)	37,958	(B.Arch, 4 yr. B.S., & B.S. in Int. Des. + 1,900 sq. ft. Rome) (Includes 5,000 sq. ft. Manayunk Urban Center -- dedicated studio, exhibit, and office space.) (+5,000 sq. ft. +/- Manayunk Engineering and Design Institute) (+10,000 sq. ft. +/- shared campus library, exhibit, computer lab, lecture and classroom space)

FULL-TIME FACULTY SALARIES

	<u>Number</u>	<u>Min.</u>	<u>Average</u>	<u>Max.</u>	<u>Univ. Avg.</u>
Professor (dean/prog. dir.)	1	NA	NA	NA	\$87,807
Associate Professor	6	\$59,578	\$63,228	\$69,246	\$67,081
Assistant Professor	4	\$50,862	\$55,196	\$57,920	\$58,471
Instructor					

FACULTY DATA

	<u>Department Total</u>	<u>NO. FULL-TIME FACULTY CREDENTIALS</u>
Full-Time Faculty	11 (10 FT faculty + 1 dean/prog. dir.)	Ph.D. 2
Part-Time Faculty	73 (many teach arch. & Int. des., & landscape arch. students)	D.Arch 0 M.A. or S. 1
Full-Time Equivalent (FTE) Faculty	38	Prof. M.Arch 3
Tenured Faculty	4	B.Arch 0
Tenure-Track Positions	1 (also 4 renewable contract positions & 1 visit'g position)	Post prof. Mas 3 Other (M.F.A.) 2
FTE Administrative Positions (staff)	3.75 (3.75 School/Arch. Prog. admin./staff positions--excludes dean/prog. dir.)	
Faculty Engaged in Service to Community	15+	
Faculty Engaged in Service to University	15+ (15+ @ "University" level and 25+ @ "School" level)	
FT Faculty--U.S. Lic. Registered Architects	7	
PT Faculty--U.S. Lic. Registered Architects	17 (+ 1 Italy & 1 Argentina lic./reg. arch. & 11 lic./reg. engineers)	
Practicing Architects (U.S.)	24 (+ 1 Italy & 1 Argentina lic./reg. arch. & 11 lic./reg. engineers)	
FTE Graduate Teaching Assistants	.5	
FT Faculty Avg. Contact Hrs/Wk	15	

PT Faculty Avg. Contact Hrs/Wk

6



2006/2007 NAAB STATISTICAL REPORT

3 of 3

SCHOOL: School of Architecture
Philadelphia University

Completed By: G. Crowell

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	2	0	0	0	0
Native American Faculty*	0	0	0	0	0	0
Asian/Pacific Island Faculty	0	0	0	0	0	0
Hispanic Origin Faculty	0	0	0	0	0	0
Women Faculty	5	14	2	0	3	2

* Includes Eskimos and Aleuts

6/1/07

NAAB RESPONSE TO PHILADELPHIA UNIVERSITY 2007 ANNUAL REPORT

Rec'd Date: 10/1/2007

Date of Visit: N/A

Section One: Checklist of required elements

1 Statistical Report	√Included	Not Included
2 Response to deficiencies identified in the most recent VTR	√Included	Not Included
3 Causes of Concern	√Included	Not Included
4 Changes in the accredited program	√Included	Not Included

Section Two (A): Assessment of response to deficiencies

Condition 3: Public Information

Satisfied, no further reporting required¹

Condition 6: Human Resources

Further information and/or evidence of progress are needed. Although the program makes their case for the value and contributions of a large, local, dedicated adjunct faculty pool, the program does not describe how this resources supports student learning and development overall. The program should continue to report with greater emphasis on how this framework sustains the institution's capacity for supporting its student body. Also, additional information is required on whether the two, additional, proposed faculty positions have been approved and filled as well as the impact of the new program director on the workload of other administrators and faculty.

Condition 8: Physical Resources

Further information and/or evidence of progress are needed. It would be helpful to have photographs or other evidence that clearly demonstrates the scope of the changes to the studios in Manayunk and in the Ravenhill facilities. It is also important for the school to describe the effect on the program of the new master plan that was completed earlier this year.

Condition 13/34: Ethics and Professional Judgment

Further information and/or evidence are needed. Providing students with a lecture on the eithical issues in the profession during a professional practice course is not sufficient to determine students' assimilation of the issues at the level of understanding. These need to be further supported by student work that demonstrates their understanding of the issues and their ability to make decisions in light of that understanding.

Condition 13/18 Structural Systems

Further information and/or evidence are needed once the additional faculty position is filled and the team working on the four-course structures sequence has had an opportunity to fully implement their work.

Condition 13/30 Architectural Practice

Further information and/or evidence are needed once the new course sequence is implemented.

¹ Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

**Section Two (B):
Assessment of response to causes of concern**

Financial Resources

Additional information required. The program's response does not provide sufficient information to determine whether the visiting team's concerns about per student expenditures and whether those resources provide sufficient capacity for the program to meet its obligations for student learning and development.

Administrative Structure

Additional information is required to document the impact of the new administrative structure of the program and its ability to support the mission.

**Section Three:
Changes to the accredited program**

Program Director

The university continues its search for a full-time director and has appointed an interim until the search is complete.

Faculty Position

The visiting faculty position may be converted to a full-time assistant professorship in the fall of 2007.

Architectural History/Theory Minor

The new minor in history and theory has great potential to assist students in guiding them through the curriculum outside the studio and for integrating students in related disciplines into one program. This type of cross-disciplinary experience will be helpful to students as they begin to consider career options and graduate studies.

Construction Management Concentration

The program being implemented during the 2007-2008 academic year offers students a significant opportunity to develop important skills and knowledge that will aid their development as architects and make them of great value to prospective employers. As Integrated Practice and the use of 3D building information models become the norm for projects, it will be critical for all architecture students to have a full understanding of the construction management process and its relationship to the other processes in the lifecycle of a single project.

M.S. in Sustainable Design

The university will implement a new degree program beginning in the fall of 2007.



School of Architecture
Bachelor of Architecture Program

**Focused Evaluation Report
Submitted to NAAB**

1 June 2009

PHILADELPHIA UNIVERSITY ARCHITECTURE PROGRAM

FOCUSED EVALUATION REPORT

1 JUNE 2009

Condition 6: Human Resources

Dr. Vini Nathan has been appointed Dean of the School of Architecture, effective 15 February 2008. Dean Nathan has been at Philadelphia University for twelve years, including nine years as Director of the Interior Design program. She served as Interim Dean for seven months before her appointment.

David Buege was appointed Director of the Architecture Program, effective 1 July 2008. He was interim director of Auburn's Rural Studio for the 2007-2008 fiscal year. Previously, he served as director of the School of Architecture's Jackson Center at Mississippi State University. He was director of the Architecture Program at the University of Arkansas for eight years.

Professor David Breiner of the Architecture Program has been appointed associate dean for the School of Architecture.

With these changes and for the first time in the fifteen-year history of our school, the Dean of the School of Architecture and the director of the Architecture Program are now separate. There are several significant implications for the NAAB-accredited program and for our faculty. Fewer administrative responsibilities will be trickling-down to those members of our faculty with fulltime appointments, allowing them to invest more time and energy, with increased effectiveness, into the teaching program. This will also ensure better and more efficient coordination of our human, and other, resources. Program implementation and assessment processes are greatly improved, and more direct mentoring, supervision and coordination of faculty has been accomplished, to a degree, with improvements continuing to be made.

In the "assessment of response to deficiencies" (NAAB May 28, 2008) it was suggested that we continue to report how our adjunct faculty pool contributes to support "student learning and development overall." We do believe that our location in this great city of Philadelphia offers many opportunities and benefits, including the availability of a well-qualified, energetic and inspired group from which to draw our faculty adjuncts. This pool is comprised of many strong architecture practitioners including many who work in a wide array of professional offices, including most of the best in Philadelphia. We must acknowledge, of course, that this is a resource that might be exploited in a casual sort of way and as a mere convenience. With a fulltime program director in place we now are better able to ensure that those who teach as adjunct and full time faculty members have similar access to mentoring and nurturing, and a

more significant degree of participation in our program. We are confident that we are able to demonstrate enrichment, not diminishment, as the outcome of our drawing on this great resource.

Our shop supervision position has been upgraded from part-time to fulltime, and from nine months to twelve months.

Through national searches, three individuals have been hired as full time faculty members and will assume their responsibilities in August 2009. Armando Plata will teach structures and will coordinate the structures class sequence. Donald Dunham will teach design studios and will teach in the building construction technology sequence. Christopher Harnish will also teach design studios, and in the building construction technology sequence.

Resumes for Donald Dunham, Christopher Harnish, and Armando Plata are attached.

Condition 8: Physical Resources

After much renovation work in the summer of 2008 we see several improvements to our physical resources. “Smith House,” which was previously home to the industrial design program, has been substantially renovated. Improvements include additional classroom space and several new faculty offices exclusively for the School of Architecture. Smith House is a short walk from the Architecture & Design Building.

The shop (or “Fabrication Lab”) in Weber Hall has been renovated and significantly expanded, to increase safety and to accommodate new, recently purchased metalworking equipment. A laser cutter has been installed and will be available for use in August 2009.

Plans (showing before and after conditions) and images (after renovations) for these facilities are attached.

Donald Dunham P.O. Box 188 Landenberg PA 19350 MERZBAUarchitecture@yahoo.com 610.274.1421

EDUCATION & PROFESSIONAL CREDENTIALS

M.Arch. September 1996, Victoria University of Wellington, New Zealand
B.S. Architecture, June 1973, University of Southern California, Los Angeles
A.I.A. Institute Scholar, 1973
Registered Professional Architect, State of Arizona #49376

TEACHING EXPERIENCE

2009 1st year and 2nd year Design Studio, Coordinator and Adjunct Professor;
5th year Architecture Thesis Studio, Academic Advisor and Critic, Philadelphia
University, School of Architecture

2008-2005 2nd year Design Studio, Adjunct Professor and 5th year Architecture
Thesis Studio, Academic Advisor and Critic, Philadelphia University
School of Architecture; 2008 Distinguished Adjunct Faculty Award

2008-2002 1st year Design Studio, Adjunct Professor, Philadelphia University
School of Architecture and Design

2005-2003 5th year Architecture Thesis Studio, Professional Advisor and Critic,
Philadelphia University School of Architecture and Design; Architecture
Studio Critic, Temple University and Drexel University

2002 2nd year Architectural Design Studio, Critic, Philadelphia University
School of Architecture and Design

1996 2nd year Design Studio, Critic, Wellington Polytechnic School of Design

1995 2nd year Architectural Design Studio, Instructor, Victoria University of
Wellington, New Zealand, School of Architecture and Design

PROFESSIONAL EXPERIENCE

PRESENT-1998 MERZBAUarchitecture, principal.
Projects: Giesecke+Dunham Residence, Landenberg, PA, completed
2001; Smith Residence Addition/Renovation, West Chester, PA,
2003(unbuilt); Heck Residence Addition/Renovation, West Chester, PA,
completed 2005; Private Residence Renovation, Landenberg PA, 2006-09

2005-2004 Project Designer, Michael Ryan Architects, Philadelphia, PA
Projects: Taladouris Residence, Cape May Point, NJ, 2005(in
construction); Joynes Residence, East Falls, Philadelphia, PA,
2005(in construction); Byrnes Residence, Barnegat Light NJ, completed 2005

2003-2000 Project Manager, Archer & Buchanan Architecture, West Chester PA.
Projects: Production of construction documents for residential scale
projects and coordination of these projects through construction.

1998-1996 Principal Preparator, the J. Paul Getty Museum, Los Angeles, California.
Project: Team leader responsible for planning, coordinating,
documenting, and participating in the de-installation, packing, moving,
and re-installation and/or storage of the entire museum collection in the
move from the Villa in Malibu to the new Getty Museum at the Getty
Center in Brentwood, California. Coordination with museum director,
curatorial staff, exhibition design, office of architect Richard Meier, and GC.

- 1996-1992 Preparator (2-year limited term and consultant), Museum of New Zealand Te Papa Tongarewa, Wellington, New Zealand.
Projects: Head mount maker and installer "Voices" – a major historical and didactic exhibition of New Zealand from pre-history till present, exhibited for 4 years; crating and packing general museum collection for traveling shows; packing preparation for moving the museum collection totaling more than one million objects; training and supervising a team of packers crating the museum's sizable Waka and Vaka (canoes) collection; working closely with museum conservation designing seismic mitigating storage systems, object exhibition and storage mounts, and packing for art in transit.
- 1992-1988 Senior Preparator, the J. Paul Getty Museum, Malibu, California.
Projects: Design and fabrication of traveling cases for museum artifacts; materials research and case testing for shock, vibration, temperature, humidity; installation of art works; design of seismic resistant storage systems; packing of the museum's collection for travel. Design of storage systems, preparations facilities, and exhibitions for the new Getty Center.
- 1992-1982 Architectural Design Practice, Los Angeles, California.
Projects: Design and construction of artists' lofts in existing industrial buildings in Downtown Los Angeles; Crowe House (1988), Los Angeles; Kelley House (completed 1996), Los Angeles.
- 1988-1983 Packer and crate builder, L.A. Packing and Crating, Culver City, California.
Projects: Design and fabrication of traveling cases for art works; transport, rigging and installation of monumental art works.
- 1982-1981 Project Designer, EDC Architects, Los Angeles, California.
Projects: Bel Age Hotel, West Hollywood; Heritage Life Insurance Building, Agoura CA; Pacific Palisades CA Planning Study; Greenleaf Plaza Landscaping, Whittier, CA.
- 1980-1978 Planner and Project Designer, Peter Munselle Architecture, Los Angeles
Projects: Strategy for Optimum Land Use and Development at Caltech; HUD-CFA low income housing.
- 1978-1976 Project Designer, Louis de Soissons Partnership, London, England
Projects: Thames Dockland Redevelopment, London; Millbank Housing Competition, London (Max Gordon, Partner in Charge)
- 1976-1974 Architectural Designer, Halpern and Partners, London, England and Paris, France
Projects: Konrad Adenauer Platz, Omni Center, Duesseldorf; Urban and regional shopping centers, London; Sebanice Entertainment Complex, Nice; Guy's Hospital, London; Gl. Kongeve Office Building, Copenhagen.
- 1974-1973 Architectural Designer, Louis de Soissons Partnership, London, England
Projects: Brighton Marina, Brighton, England
(Eva Jiricna, Head of Design)
-

RECENT PUBLICATIONS and MEDIA

Elder, Nina. "To Live and Farm in L.A." Photographs of the Kelley House by Brigitte Sire. *Bon Appétit* August 2008: 90-97.

Gauer, James. "Modularity: Wing, Giesecke-Dunham Residence." In *The New American Dream: Living Well in Small Homes*. Photographs by Catherine Tighe. New York: Monacelli Press, 2004. 65-77.

West, Judy. "The Mellow Modernist." Photographs by Catherine Tighe. *Philadelphia Magazine: Home and Garden* 2 no.1 (2004): 72-79.

FoxNews.com. "MIT Sues Frank Gehry...." Article by Katherine Donaldson-Evans. Interview. November 12, 2007

OTHER PROJECTS AND EXPERIENCE

"*Decoding the Crate: Packing Strategies for Transporting Art Work*" A publication initiated by the Auckland City Art Gallery and the Museum of New Zealand Te Papa Tongarewa, 1996.

"*A Plan for Wellington Until the Destruction*", Lecture, Victoria University of Wellington, School of Architecture and Design, Wellington, New Zealand, May 1995.

"*Crate Perfect*", Lecture, Exhibition Group of Aotearoa, Wellington City Art Gallery, Wellington, New Zealand, May 1995.

"*New Techniques in Packing and Crating for Art Works in Transit*", Lecture and Workshop, Auckland City Art Gallery, Auckland, New Zealand, July 1994.

"*New Techniques in Storage, Packing, and Crating*", Seminar Presenter (with Rose Evans), Museum of New Zealand Te Papa Tongarewa, Wellington, New Zealand, February 1994.

Guest Lecturer, "*Art Above the Law*", MFA Seminar, University of California, Irvine, October, 1991.

"*Red Zone*", (with Rick Underwood) Performance and Installation, Los Angeles, Munich, Vienna, 1989-1991.

"*Insertion*", (with Rick Underwood and Liz Young) Installation, American Gallery, Los Angeles, 1988.

"*Las Vegas Tapes*", (with Marnie Weber), Sound Installation, Las Vegas, Nevada, January 1986.

"*Party Boys*", Performance, Los Angeles, New York, London, San Francisco, 1979-1986.

"*Meet the Artist*", (with James Duck) Performance and Installation, Central Produce Market, Los Angeles, March 1979.

"*In Search of Absolutely Nothing*", Architectural Drawings, Peter Cook's ART NET, London, June 1978.

Actor, Derek Jarman's "*Jubilee*" (1977) and "*Sebastiane*" (1975).

REFERENCES

Michael Ryan AIA
Michael Ryan Architects
221 Chestnut Street 5th floor
Philadelphia, PA
215-928-3800

Peter Archer AIA
Archer and Buchanan Architecture LTD
125 West Miner St. West Chester, PA
610-692-9112

Bruce Metro
Head of Preparation
J. Paul Getty Museum, Los Angeles, CA
310-440-7036

Gillian Andreae
Manager of Conservation
Museum of New Zealand Te Papa Tongarewa
Wellington, New Zealand
64-4-385-9609

Dr. Paul Walker
Deputy Dean and Associate Professor of Architecture
Faculty of Architecture, Building, and Planning
University of Melbourne
Melbourne, Australia
walkp@unimelb.edu.au

Professor Morna Livingston
Assistant Professor of Architecture
Philadelphia University School of Architecture
Philadelphia, PA
livingstonm@philau.edu

Christopher J.E. Harnish

182 Hoyt Street #2
Brooklyn
New York 11217
917 402 2391
chris.harnish@gmail.com

Education	1999-2002	University of Oregon Eugene OR <i>Master of Architecture: School of Architecture and Allied Arts</i> Lyle P. Bartholomew Scholar
	2001	Denmark International Studies Program Copenhagen DK
	1990-1994	Denison University Granville OH <i>Bachelor of Arts: Environmental Studies and English Literature</i> Shorney Scholar
Academy	2000-2002	University of Oregon Eugene OR <i>Graduate Teaching Fellow</i> Assisted in teaching undergraduate and graduate courses in the Technical Sequence. Lectured on topics ranging from statics to traditional and emerging enclosure details, reviewing precedent and encouraging student design development. Taught two sessions per week per course and held standard office hours. Graded written work, drawings and examinations. Course Curricula: Arch 561: Structural Behavior Arch 565: Structural Planning Arch 570: Building Construction Arch 571: Building Enclosure
	1999	Africa University Mutare Zimbabwe <i>Assistant Instructor</i> Assisted in teaching of intensive English courses for incoming students from a variety of African countries. Five sessions per week included conversation and written proficiency. English 101: Beginning Conversation English 201: Intermediate Conversation
Criticism and Lecture	2008	University of Oregon Eugene OR <i>Guest Critic</i> Thesis Studio: Master plan for Eugene Riverfront Development Intermediate Studio: Development in Historic Communities <i>Guest Lecturer</i> Lecture: "Community Building and Sustainability in South Africa"
Profession	2007-2008	Architecture for Humanity Dennilton Limpopo South Africa <i>Design Fellow: Design and Construction Management</i> Led international and local organizations through design and construction of sustainable children's village and community center. 10 acre, 20 building project's environmentally conscious solutions: Permaculture based site design Rainwater-harvesting systems Graywater filtration systems Passive heating and cooling building design Solar/PV systems Eco-materials: low-cement bricks, earthbag walls, composting toilets

Christopher J.E. Harnish

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Profession (continued)

- 2004-2007 **Deborah Berke and Partners Architects** New York NY
Project Designer and Construction Administration Manager
Project Design and Documentation:
21c Hotel and Museum, Austin TX (LEED consideration)
Maryanne Boesky Gallery, New York NY
West Woods Road House, Ellsworth CT
21c Hotel and Museum, Louisville TN
Project Management and Construction Administration:
Soho Residence, New York NY \$12 million project
Jay St. Residence and Gallery, New York NY \$6 million project
project review: www.dberke.com
- 2003 **Wyant Architecture** Philadelphia PA
Intern Architect
Design development and construction documentation:
Holy Trinity Greek Orthodox Cathedral, Harrisburg PA
Outdoor Living Room, Wayne PA
House in the Woods, Lancaster PA
Rowhouse Addition, Philadelphia PA
Benecon Inc., Harrisburg PA
project review: www.wyantarch.com
- 2000 **Treehouse Workshop Design Build** Seattle WA
Designer + Project Manager
Design and project management of highly detailed and meticulously
crafted treehouses using reclaimed and resource efficient materials.
Balmer Treehouse, Redmond WA
PlumbTree Treehouse, Seattle WA
project review: www.treehouseworkshop.com
- 1997-1998 **Resource Woodworks** Tacoma WA
Yard Manager and Systems Analyst
Demolition site salvage timber mill resawing salvaged timber into
timberframe packages. Coordinated all cut lists and deliveries.
Designed and implemented a material efficiency program resulting
in 35% savings and a secondary production of flooring packages.
- 1995-1996 **Center for Resourceful Building Technology** Missoula MT
Consultant and Project Analyst
Reviewed design drawings and specifications focusing on resource
efficient building materials and construction techniques for
architects and builders.
Research and documentation for two Demonstration Homes:
'TimberTech' Missoula MT
965 ft² single family home focusing on affordability, off-the-shelf
'green' materials and overall efficiency.
'Recraft' Missoula MT
2,400 ft² single family home emphasizing resource efficiency,
particularly in areas of wood consumption.

Christopher J.E. Harnish

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Service	2006-2007	Hale County Housing Resource Center Greensboro AL <i>Project Designer (from NYC)</i> Site planning and design of 'green' 3-BR YouthBuild homes for a local housing initiative. Affordable design built by local organization.
	2006	StreetWise Partnership New York NY <i>Design Consultant</i> Programming and planning for office space of a growing non-profit.
Publications	2007-2008	Architectural Record: In The Trenches <i>Architectural Blog</i> Writing on design, construction and experiences in South Africa. http://archrecord.construction.com/community/blogs/AFHBlog.asp
	2006	Open Architecture Network: Youth With A Vision Village <i>Project Analysis</i> Construction and material research, analysis and file-sharing. http://www.openarchitecturenetwork.org/node/660
	2000	Fine Homebuilding <i>PlumbTree Treehouse</i> Feature article in October 2000 issue covering THW projects.
	1997	Guide to Resource Efficient Building Elements <i>Research Assistance</i> Research and analysis of resource efficient building materials with an emphasis on seven critical environmental factors: Resource consumption, embodied energy, manufacture process, transport costs, material efficiency, lifecycle and recyclability.
	1996	Jobsite Recycling and Demolition Waste <i>Technical Document</i> Document studies and proposes systems for improved resource efficiency on residential and small commercial jobsites.
Membership and Certification	1996	Building Our Children's Future <i>Assistant Editor</i> K-12 curriculum introducing resource and energy efficient buildings to students through 15 interdisciplinary topical 'building blocks'.
	2009	LEED Accredited Professional (pending) <i>Certification anticipated March 2009</i>
		NCARB Professional Registration (pending) <i>Certification anticipated August 2009</i>
	2006	Green Roofs For Health Cities <i>Training Course For Design Professionals</i>
	1998	North American Timberframer's Guild <i>Former member</i>

ARMANDO PLATA

Curriculum Vitae.

one design office architecture 7R Joseph Street Somerville MA 02143 (646) 241 7707 plataa@wit.edu**Education**

- 1994- 1996 University of California, UCLA. Los Angeles, CA
Master of Architecture
- 1992-1993 University of California, San Diego UCSD. San Diego, CA
Graduate Studies in Architecture
- 1983-1985 California Polytechnic State University CAL POLY. San Luis Obispo, CA
Bachelor of Science in Architectural Engineering

Academic Experience

- 8/07- Present Wentworth Institute of Technology. Boston. MA
Assistant Professor Department of Architecture
BArch & BAET Coursework:
Junior core studio: Tectonics
Senior core studio: Comprehensive Design
Lecturer Structures 1
- 9/06- 6/07 Wentworth Institute of Technology. Boston. MA
Adjunct Faculty.
BArch & BAET Coursework:
Sophmore core studio: Architectural Design
Senior core studio: Adaptive Reuse of Historic Industrial Structures
- 1/06- 6/08 Boston Architecture College. Boston. MA
Adjunct Faculty.
BArch & MArch Coursework:
Lecturer Structures 1 and 3
- 6/07-Present Wentworth Institute of Technology. Boston. MA
Master Thesis Advisor
- 1/06-Present Boston Architecture College. Boston. MA
Master Thesis Advisor
- 1998-2002 Woodbury University. San Diego. CA
Adjunct Faculty
BArch Coursework:
Junior core studio: Architectural Design Long Span Structures
Lecturer structures 2 and 3
- Summer 96 Instituto Tecnologico de Estudios Superiores de Monterrey. Mexico
Adjunct Faculty
BArch Coursework:
Annual Experimental Design Workshop

Visiting Critic

- Harvard Graduate School of Design 2008
University of Texas at Austin 2008
Massachusetts Institute of Technology 2006-2007
Boston Architecture College 2006-2007
Philadelphia University 2007
Rhode Island School of Design 2006
Southern California Institute of Architecture 1994-1996
New School of Architecture 1998-2001

Registration

- Registered Architect, Massachusetts
National Council of Architectural Registration Board, **NCARB** Certification
Registered Professional Engineer, California
National Council of Examiners for Engineer and Surveying, **NCEES** Certification
Leadership in Energy and Environmental Design, **LEED** Accredited Professional

ARMANDO PLATA

Curriculum Vitae.

**Professional
Membership**

American Institute of Architects, **AIA**
Boston Society Of Architects, **BSA**
United States Green Building Council, **USGBC**
Building Technology Educators Society, **BTES**
American Society of Civil Engineers, **ASCE**

Lectures and Design Workshops

- 2008 "Sports Architecture - Long Span Structures". Lecture Philadelphia University. Philadelphia, PA
- 1998 "Tendencias de Fin de Siglo". Conference at Instituto Tecnologico de Tijuana. Mexico.
- 1996 "San Diego Public Library Design Charrette". Rob Quigley Architects. San Diego, CA
- 1996 "A Greener Barrio" Annual Homefront Lanscape Program, Sherman Elementary. San Diego, CA

Professional Experience

01/04-Present one design office. architecture, Boston MA
Principal Architect and Structural Engineer

Residential

- 2008 S House, Medford MA
New Residential Construction
- 2007 Union Park Residence, Boston MA
Renovation
- 2006 7R Residence, Somerville MA
Renovation and addition for new kitchen
Hill Residence, Medford MA
New residential construction
Levin Residence, Boston MA
Renovation

Institutional

- 2005 Odwin Learning Center, Boston MA
Renovation and addition for new offices
Dorchester Community Center, Boston MA
Renovation (1500 sf) and new construction (4000 sf)

Commercial

- 2004 Perfect Curve Inc, Boston MA
Tenant improvement. Corporate office (3000 sf)
AIOEU An Immediate Occupancy Equipment Unit, Boston MA
Portable kitchen and bathroom models

01/93-12/03 Tekhne Studio. Mexico- San Diego CA
Principal Architect and Structural Engineer

Residential

- 2003 SUS Residence, Mexico
New Residential Construction
S&L Residence, Mexico
New Residential Construction
- 2001 San Antonio Residence, Mexico
New Residential Construction
- 2000 VOID Residence, Mexico
New Residential Construction
- 1998 Tree House, Mexico
New Office and Residential Construction
- 1997 BRIDGE. Laguna Beach.CA
New 100 ft pedestrian bridge

ARMANDO PLATA

Curriculum Vitae.

Residential

- 1996 LEFIM Residence, Mexico
New Residential Construction
- 1994 LAS GRADAS Residence, Mexico
New Residential Construction
- 1993 DEL BOSQUE Residence, Mexico
Renovation and Addition

Institutional

- 2002 COLEF LIBRARY, Mexico
New construction
- 2001 OUR LADY OF MOUNT CARMEL RECTORY, San Diego. CA
New construction

Commercial

- 2001 AUGEN Corporate Office, Mexico
Interior Design
HOUSE OF CARS, San Diego. CA
Renovation Warehouse Building
- 2000 AUTOPRO Warehouse, Mexico
New commercial construction
WELCH'S Building San Diego. CA
New Commercial Construction
- 1999 AEROPRO Building, Mexico
New Commercial Construction
VEC Mixed Use Building. Mexico
Renovation and Addition for a new loft and commercial space
- 1997 El Chapulin Office Building, Mexico
New Office Space construction.

11/05-11/06 Le Messurier Consultants. Cambridge. MA
Project Structural Engineer.
Responsibilities included preparation and coordination of structural calculations and drawings for institutional and commercial projects in all phases of construction.
Kenyon College. Dinning Hall Building, Gambier. OH
501 Boylston. Renovation Elevators and Electric Stairs, Boston. MA
MBTA North Station Lobby Expansion, Boston MA
University of Chicago. New Residential Halls, Chicago, IL
Clarendon Condominium Tower. New 35 stories Building, Boston, MA
Bank North Garden. Executive Club Renovation, Boston MA

1988-1992 Building Inspection Department. San Diego. CA
Structural Engineer Associate
Reviewed projects to comply with Building Code requirements (UBC)
Analyzed and calculated structural members, connections and overall adequacy for gravity and lateral design. (Steel, concrete, wood and masonry)
Reviewed adequacy of residential, commercial, multifamily and industrial Architectural projects for building use, height, fire protection and exit requirements.

ARMANDO PLATA

Curriculum Vitae.

1985-1988 Integrated Structural Design. San Diego. CA
Structural Designer
Established design criteria for Structural Design and analysis.
(Gravity and lateral Loads)
Designed structural members and connections in steel, concrete, wood and masonry.

Exhibitions/Design Competitions

2008 "99K house" Houston, Texas, Somerville MA
2007 "Project SUM- Sculpture Under McGrath" Lia's Quilt, Somerville MA
1996 "Site Seeing: Architectural Mappings", Simaypace. San Diego CA
1995 "Un Cuarto, Fragmento espacio total", Galeria Nina Moreno. Tijuana Mexico
1994 "Ceci n'est pas une maison / This is not a House", The Athenaeum. La Jolla, CA

Collaboration

2006 Studio Luz Architects Boston MA. Union Square Urban Intervention, Somerville MA
1998 Ted Smith Architects San Diego CA. Merrimac Housing, San Diego CA
1997 Daly Genik Architects Los Angeles CA. Valley Center House, Valley Center CA
1996 Rhinehart-Herbst Studio San Diego CA. Herbst Residence Albuquerque, NM

Publications/Articles

08/1996 CASAS Internacional. Pablo Bransburg.
"Rubalcaba- Klink House", San Diego CA, Pgs.6-9
"Casa Las Gradass", Mexico, pgs 10-13
"Herbst House", Albuquerque NM, pgs 22-27

08/1994 Ann Jarmusch, "Taking Concept of Home to New Level". The San Diego Union.

Skills

Native Spanish speaker and fluent in written and spoken English
Skilled in Auto Cad, Photoshop CS3, Rhino, Revit and Structural Engineering Software

References

Edward Allen FAIA.
Visiting Professor of Architecture. M.I.T.
Visiting Professor of Architecture. University of Oregon
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508-653-3852
allenshaping@verizon.net

Dana Cuff PhD
Director CityLAB
UCLA Department of Architecture + Urban Design
1317 Perloff Hall, Room B315a Box 951467
Los Angeles CA 90095-1467
310-206-5517
dcuff@aud.ucla.edu

Adele Santos FAIA
Dean School of Architecture and Planning. M.I.T.
77 Massachusetts Avenue, room 7-231
Cambridge, MA 02139-4307, USA
617-253-4402
ansantos@mit.edu



PHILADELPHIA
UNIVERSITY

Smith House Renovation

3460 West School House Lane
Philadelphia, PA

ARCHITECT

The Hillier Group Architecture of Pennsylvania Inc.
The Widener Building, Suite 1500
One South Penn Square
Philadelphia, PA 19107-3502
(215) 636-9999 (phone)
(215) 636-9989 (fax)
www.rmjmhillier.com

MEP ENGINEER

Vinskur-Pace Engineering Services
135 Old York Road
P.O. Box 2158
Jenkintown, PA 19046
(215) 885-5900 (phone)
(215) 885-2642 (fax)

STRUCTURAL ENGINEER

A. W. Lookup Corporation
10 East 6th Avenue
Suite 300
Conshohocken, PA 19428
(610) 825-2800 (phone)
(610) 825-2781 (fax)

GREENHOUSE SUPPLIER

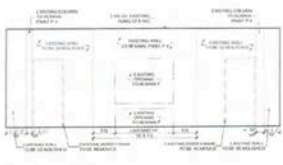
Florian Solar Products
549 Aviation Boulevard
Georgetown, SC 29440
(800) 356-7426 (phone)
(843) 520-4805 (fax)
www.floriangreenhouse.com

04.30.2008 Issue for Permit
04.25.2008 Issue for Bid
04.18.2008 Issue for Review - Not for Construction
ISSUES:

PROJECT: P01.07820.003

State License No. AX003556L





10 Elevation of Proposed Caf Lett.
Scale: 1/8" = 1'-0"



7 Existing Woodwork Area
AD2.1



11 Existing CND Area
AD2.1



8 Existing Display Shelving
AD2.1



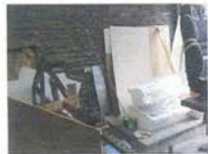
14 Existing Light Switch & Electrical Outlet
AD2.1



10 Existing Door
AD2.1



5 Existing Board Against Window
AD2.1



13 Existing Spaced Concrete Foundation Structure
AD2.1



9 Existing Shelving
AD2.1



4 Existing Cap/Faces
AD2.1



12 Existing HVAC in Greenhouse below window
AD2.1



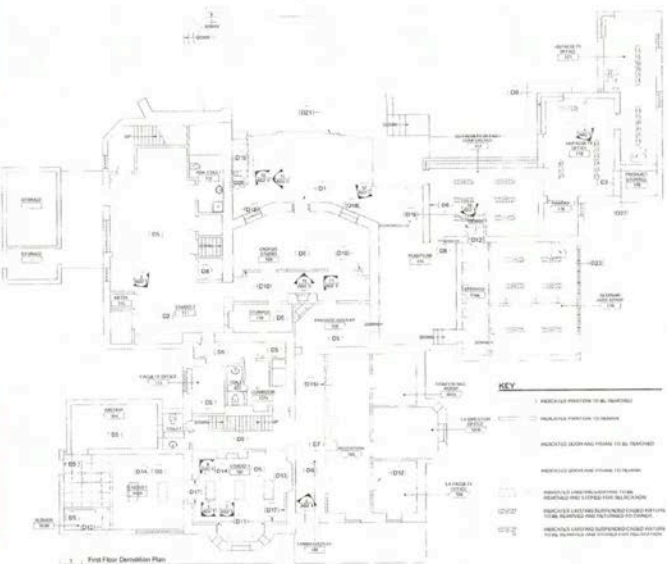
8 Existing Shelving
AD2.1



3 Existing Lockers/Cubbies
AD2.1



2 Second Floor Demolition Plan
Scale: 1/8" = 1'-0"



1 First Floor Demolition Plan
Scale: 1/8" = 1'-0"

GENERAL DEMOLITION NOTES

1. ALL REMOVED WALL MOUNTED HEATER ENCLOSED TO REMAIN
 2. REMOVE ALL KEROSINE TACK BOARD WALL PANELS 3'-0"
 3. CONTRACTOR TO REMOVE AND DISPOSE OF ALL EXISTING PROFESSIONAL
 4. REMOVE ALL EXISTING IMPULSER BASE AND IMPULSER BASE TO REMAIN
 5. OWNER TO REMOVE AND STORE ALL PLUMBING AND EQUIPMENT FOR RELOCATION
- SELECTIVE DEMOLITION NOTES**
01. REMOVE EXISTING BENCHTOP, EXISTING SHOUTERS AND ELD-FRAME TO REMAIN
 02. REMOVE EXISTING LOCKERS, HALL AND BATHY
 03. REMOVE CASE FROM OPENING
 04. REMOVE BOARD FROM EXISTING WINDOW
 05. REMOVE EXISTING FLOOR FINISH
 06. CAREFULLY REMOVE 2" BALANCE BEARING ELECTRICAL PANEL AND STORE FOR RELOCATION TO HARTMAN HALL
 07. REMOVE EXISTING DISPLAY SHELVING
 08. REMOVE EXISTING BENCHTOP FROM THE HALLWAY AND RETURN TO OWNER
 09. REMOVE EXISTING LOCKER, COORDINATE WITH CHAIRING #21 TO REMOVE THE WALL
 10. REMOVE EXISTING BULLSEYE AT BASE OF WINDOW (BRANDS SLIT) AFTER REMOVE WALL WINDOW. OWNER WILL BE MADE TO RELOCATE CHAIRING
 11. CAREFULLY REMOVE DOOR AND FRAME FOR RELOCATION
 12. CAREFULLY REMOVE IMPULSER/IMPULSER TACK STORE FOR RELOCATION TO HARTMAN HALL
 13. CAREFULLY REMOVE 2" BALANCE BEARING ELECTRICAL PANEL AND STORE FOR RELOCATION TO HARTMAN HALL
 14. REMOVE EXISTING LOW WALLS AND STEPS. SEE A/E
 15. CAREFULLY REMOVE EXISTING MOUNTING BRACKET FROM WINDOW CASTER DOOR FRAME TO ALLOW ACCESS THROUGH COURTYARD
 16. REMOVE EXISTING LOW WALLS AND STEPS. SEE A/E
 17. CAREFULLY REMOVE EXISTING MULTIPLE BUSHING AND KEROSINE BOARD ABOVE
 18. REMOVE EXISTING WALL PANELS & SERVICE
 19. REMOVE EXISTING BASED CONCRETE FLOORING STRUCTURE
 20. REMOVE EXISTING LIGHT SWITCHING ELECTRICAL OUTLET
 21. REMOVE AND STORAGE OF EXISTING CASES AND WOOD CASES TO STRUCTURE. REMOVE EXISTING PLUMBING AND PIPING. REMOVE LOCK AS REQUIRED BY GENERAL PLAN
 22. REMOVE CLUSTERS UP TO 1" BELOW EXISTING PLASTER CEILING. REMOVE PRESERVE. REMOVE AND STORE FOR RELOCATION
 23. REMOVE EXISTING DRYWALL IMPULSER FROM CEILING AND STORE FOR RELOCATION

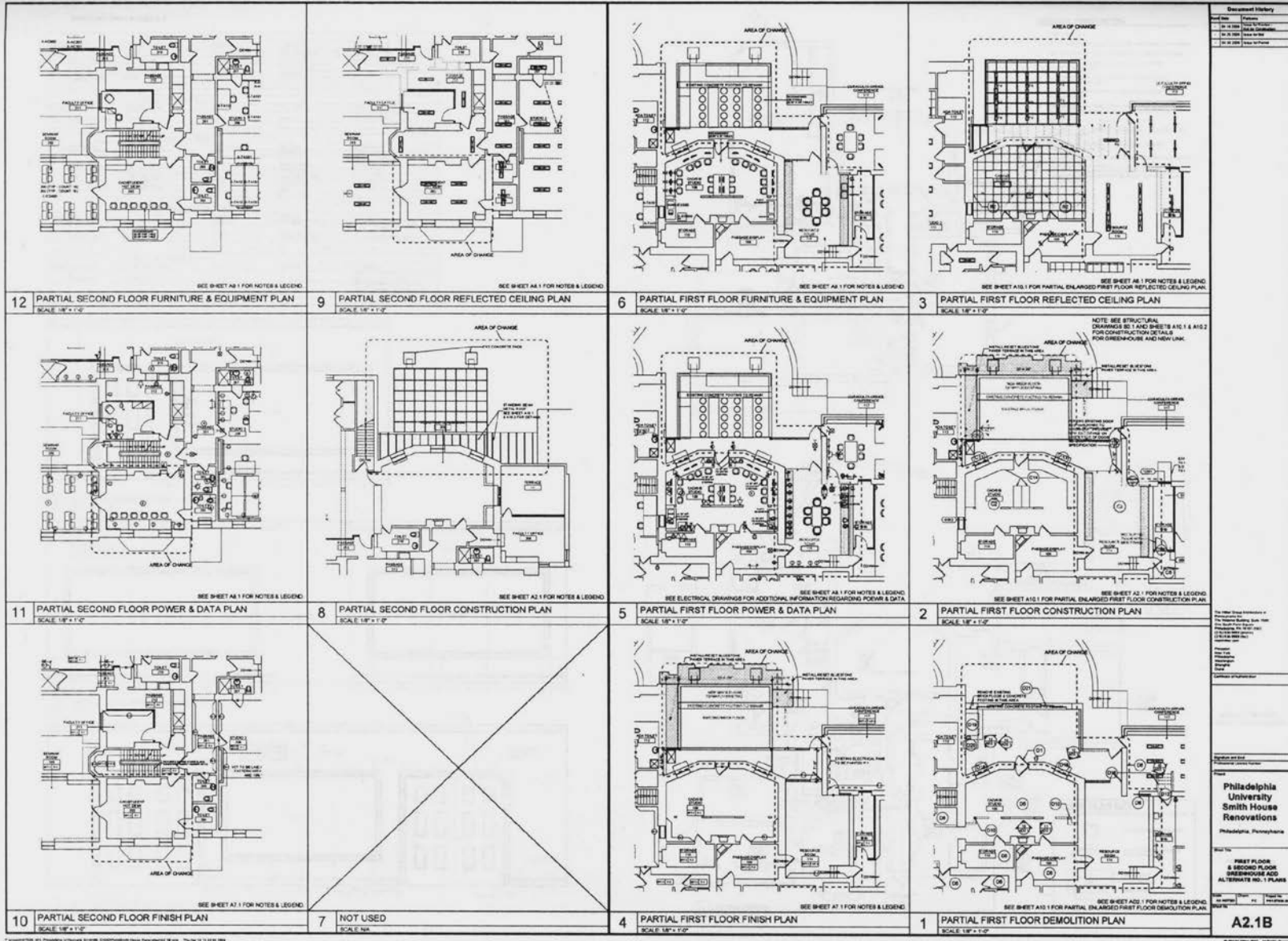
KEY

- REMOVED PORTION OF WALL FINISHES
- REMOVED PORTION TO REMAIN
- REMOVED EXISTING FINISH TO BE REFINISHED
- REMOVED EXISTING FINISH TO REMAIN
- REMOVED EXISTING PORTION TO BE REFINISHED
- REMOVED EXISTING PORTION TO BE REFINISHED
- REMOVED EXISTING PORTION TO BE REFINISHED
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- REMOVED EXISTING PORTION TO BE REFINISHED

Document History	
Rev	Description
01	Issue for Review
02	Issue for Review
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07	Issue for Review
08	Issue for Review
09	Issue for Review
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100	Issue for Review

Philadelphia University
Smith House
Renovations
Philadelphia, Pennsylvania

AD2.1



Document History	
Rev	Description
01	Issue for Review
02	Issue for Review
03	Issue for Review
04	Issue for Review
05	Issue for Review

The Owner: Philadelphia University The Architect: [Firm Name] The Designer: [Firm Name] The Engineer: [Firm Name] The Contractor: [Firm Name]	Philadelphia University Smith House Renovations Philadelphia, Pennsylvania
Sheet No: A2.1B Project No: [Number] Date: [Date]	A2.1B

INTERIOR FINISH SCHEDULE

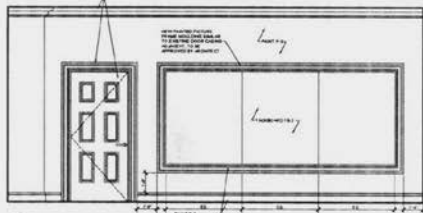
FLOOR SCHEDULE KEY				
FLOOR MATERIAL	BASIC NAME	MANUFACTURER	COLOR	REMARKS
010	CONCRETE SLAB	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
020	WOOD FLOORING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
030	PAINT	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
040	PLASTER	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
050	CEILING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES

BASE SCHEDULE KEY				
FLOOR MATERIAL	BASIC NAME	MANUFACTURER	COLOR	REMARKS
010	CONCRETE SLAB	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
020	WOOD FLOORING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
030	PAINT	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
040	PLASTER	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
050	CEILING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES

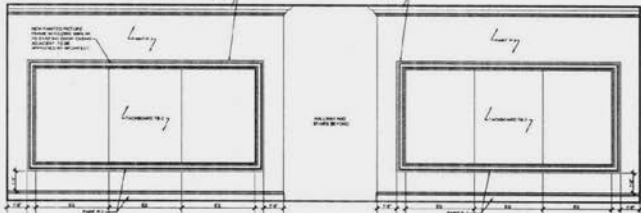
PART SCHEDULE KEY				
FLOOR MATERIAL	BASIC NAME	MANUFACTURER	COLOR	REMARKS
010	CONCRETE SLAB	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
020	WOOD FLOORING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
030	PAINT	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
040	PLASTER	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
050	CEILING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES

PLASTIC LAMINATE SCHEDULE KEY				
FLOOR MATERIAL	BASIC NAME	MANUFACTURER	COLOR	REMARKS
010	CONCRETE SLAB	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
020	WOOD FLOORING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
030	PAINT	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
040	PLASTER	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
050	CEILING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES

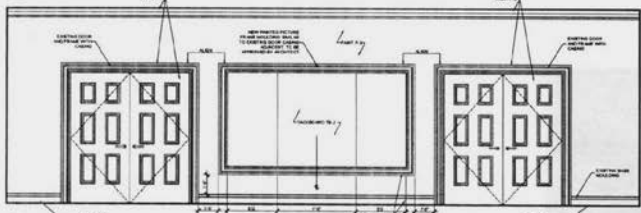
MISC. SCHEDULE KEY				
FLOOR MATERIAL	BASIC NAME	MANUFACTURER	COLOR	REMARKS
010	CONCRETE SLAB	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
020	WOOD FLOORING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
030	PAINT	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
040	PLASTER	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES
050	CEILING	AS MANUFACTURED	AS MANUFACTURED	SEE SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES



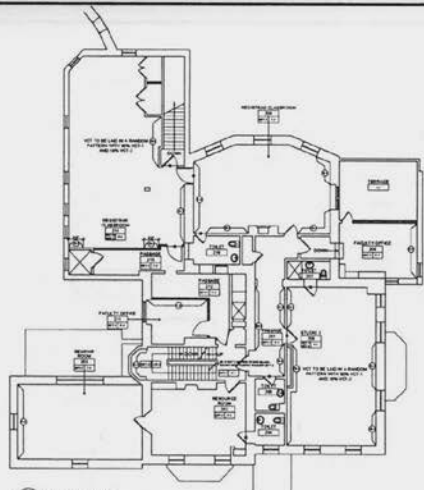
21-1 FIRST FLOOR CORRIDOR ELEVATION - SOUTH
Scale: 1/2" = 1'-0"



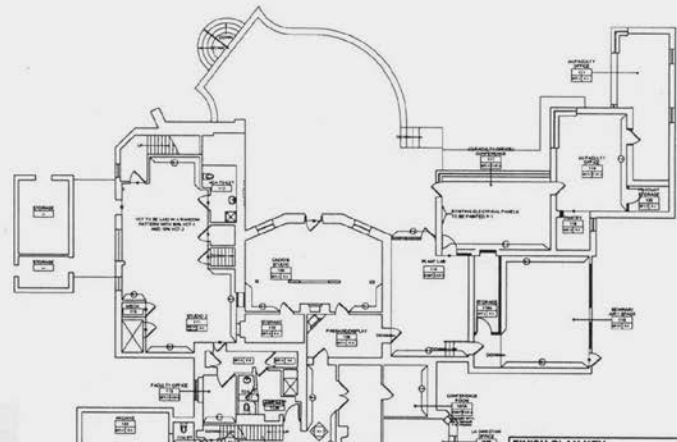
21-2 FIRST FLOOR ENTRY CORRIDOR ELEVATION - WEST
Scale: 1/2" = 1'-0"



21-3 FIRST FLOOR ENTRY CORRIDOR ELEVATION - EAST
Scale: 1/2" = 1'-0"



21-4 Second Floor Finish Plan
Scale: 1/8" = 1'-0"

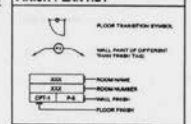


21-5 First Floor Finish Plan
Scale: 1/8" = 1'-0"

GENERAL FINISH NOTES

1. REFER TO GENERAL NOTES FOR ADDITIONAL INFORMATION.
2. REFER TO FINISH SCHEDULE FOR FINISHES ON JOISTS AND TRUSSES.
3. SEE REFLECTED CEILING PLAN FOR SPECIAL BOARDING AND PANELING.
4. ALL PLUMBING MATERIAL FINISHES TO OCCUR AT THE CENTERLINE OF THE FLOOR.
5. FINISHES TO BE SELECTED TO BE MATCHED TO THE FINISHES ON ADJACENT AREAS.
6. COORDINATE WITH GENERAL CONTRACTOR'S FOR FINISHES TO BE PREPARED FOR NEW WORK.
7. SEE FINISH SCHEDULE FOR MORE INFORMATION.
8. LOCATE ALL WALL AREAS WHERE WALLS HAVE BEEN REMOVED OR CORRECTED.
9. PAINT ALL EXPOSED UNEXPOSED BASE CASING, INCLUDING THE WALLS.
10. ALL OPENING CASINGS TO BE PATCHED AND PAINTED.
11. SEE TO VERIFY ANY AREAS OF LOOSE OR CRACKED PLASTER. CORRECTLY REMOVE AND REPAIR ALL LOOSE PLASTER. PATCH AND PAINT WITH SCHEDULED PAINT. SEE FINISH PLAN AND SCHEDULE.

FINISH PLAN KEY



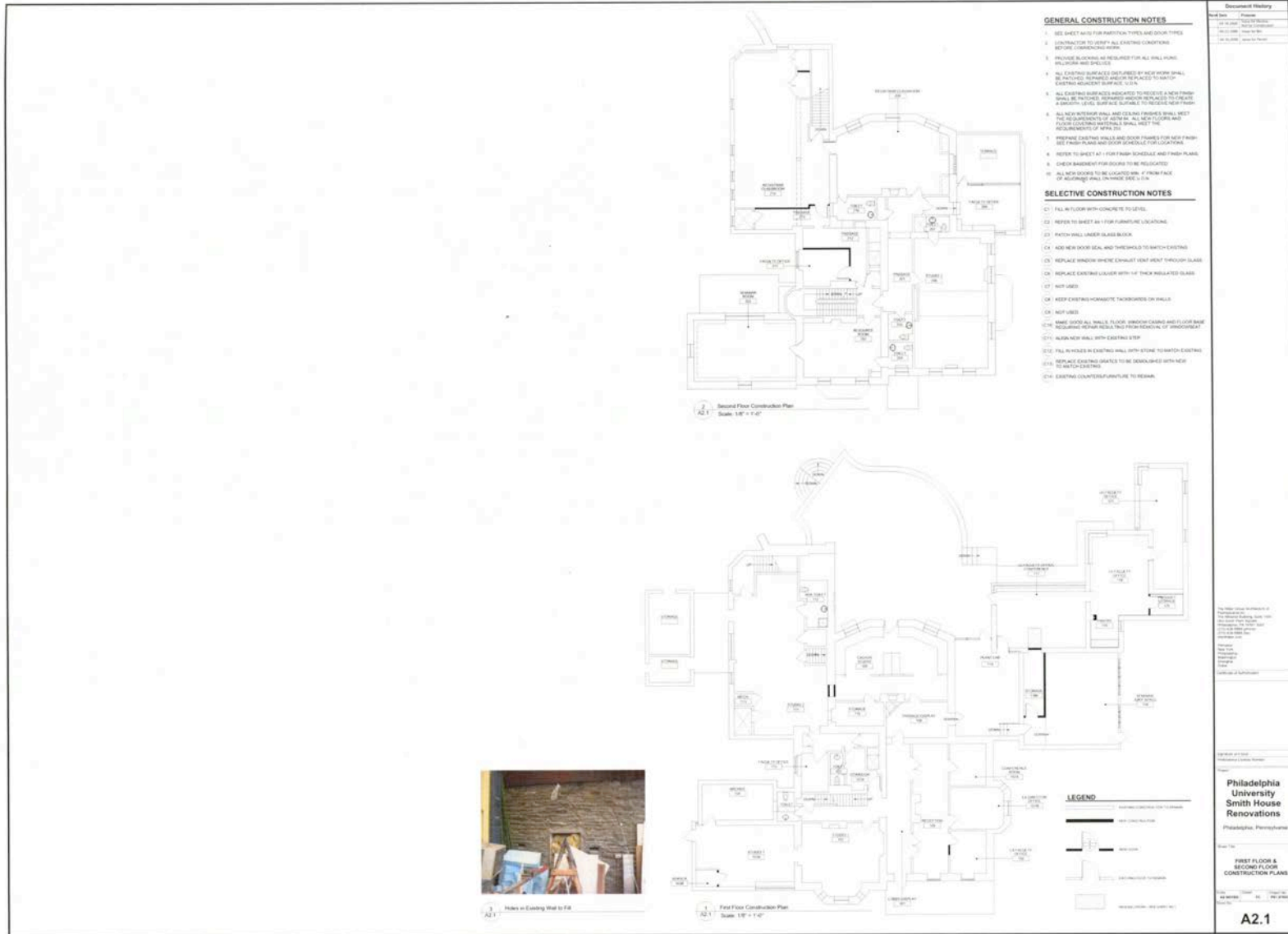
Document History	
Rev. No.	Description
1	ISSUE FOR REVIEW
2	ISSUE FOR CONSTRUCTION
3	ISSUE FOR CONSTRUCTION

Issue for Review - Not for Construction

Philadelphia University Smith House Renovations
Philadelphia, Pennsylvania

PHILADELPHIA UNIVERSITY
SMITH HOUSE RENOVATIONS
FIRST FLOOR, FIRST FLOOR & SECOND FLOOR
FINISH PLAN

A7.1



GENERAL CONSTRUCTION NOTES

1. SEE SHEET A101 FOR PARTITION TYPES AND DOOR TYPES
2. CONTRACTOR TO VERIFY ALL EXISTING CONDITIONS BEFORE COMMENCING WORK
3. PROVIDE BLANKING AS REQUIRED FOR ALL WALL HANGS, MOUNTING AND BRACKETS
4. ALL EXISTING SURFACES OBTAINED BY NEW WORK SHALL BE PROTECTED, DEMOLISHED AND/OR REPAIRED TO MATCH EXISTING ADJACENT SURFACE, 1/2 IN.
5. ALL EXISTING SURFACES REPAIRED THROUGHOUT NEW WORK SHALL BE PROTECTED, DEMOLISHED AND/OR REPAIRED TO CREATE A UNIFORM LEVEL SURFACE SUITABLE TO RECEIVE NEW FINISH
6. ALL NEW INTERIOR WALL AND CEILING FINISHES SHALL MEET THE REQUIREMENTS OF AIA 901. ALL NEW FLOOR AND FLOOR COVERING MATERIALS SHALL MEET THE REQUIREMENTS OF AIA 901
7. PREPARE EXISTING WALLS AND DOOR FRAMES FOR NEW FINISHES. FINISHING AND DOOR SCHEDULES TO BE LOCATED
8. REFER TO SHEET A101 FOR FINISH SCHEDULE AND FINISH PLANS
9. CHECK BASEMENT FLOOR GOINS TO BE RELOCATED
10. ALL NEW DOORS TO BE LOCATED AND FINISH FACE OF HINGING SHALL IN FRAME SEE 1/2 IN.

SELECTIVE CONSTRUCTION NOTES

- (1) FILL IN FLOOR WITH CONCRETE TO LEVEL
- (2) REFER TO SHEET A101 FOR FURNITURE LOCATIONS
- (3) PATCH WALL UNDER GLASS BLOCK
- (4) ADD NEW DOOR SEAL AND THRESHOLD TO MATCH EXISTING
- (5) REPLACE WINDOW WHERE EXHAUST VENT HEAT THROUGH GLASS
- (6) REPLACE EXISTING GLAZER WITH 1/4" THICK INSULATED GLASS
- (7) NOT USED
- (8) KEEP EXISTING HOMANOTE TAGS/BRICKS ON WALLS
- (9) NOT USED
- (10) NOT USED
- (11) PATCH DOOR ALL WALLS, FLOOR, WINDOW CASING AND FLOOR BASE TO MATCH EXISTING. REPAIR WALLS TO MATCH FINISH OF ADJACENT
- (12) ALTERNATE WALL WITH EXISTING STONE
- (13) FILL REWORKS IN EXISTING WALL WITH STONE TO MATCH EXISTING
- (14) REPLACE EXISTING GRATES TO BE DEMOLISHED WITH NEW TO MATCH EXISTING
- (15) EXISTING COMMERCE FURNITURE TO REMAIN

Document History	
Rev	Description
01	ISSUE FOR PERMIT
02	ISSUE FOR BIDDING
03	ISSUE FOR CONSTRUCTION
04	ISSUE FOR AS-BUILT
05	ISSUE FOR RECORD

PHILADELPHIA UNIVERSITY
 UNIVERSITY OF THE CITY OF PHILADELPHIA
 38th and Locust Streets
 Philadelphia, PA 19104
 (215) 261-2000
 www.phila.edu

**Philadelphia University
 Smith House
 Renovations**
 Philadelphia, Pennsylvania

Scale: 1/8" = 1'-0"

A2.1



Notes in Existing Plan to FA

PHILADELPHIA UNIVERSITY, UNIVERSITY OF THE CITY OF PHILADELPHIA, 38th and Locust Streets, Philadelphia, PA 19104



Smith House
Entrance



Administrative Area



Computer Lab



Smith House Studio



Classroom



Classroom



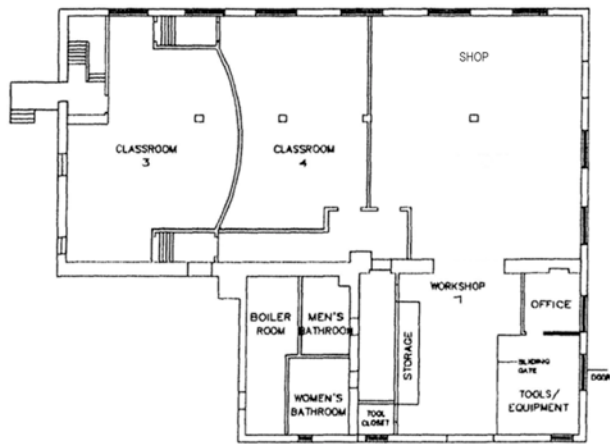
Resource Room



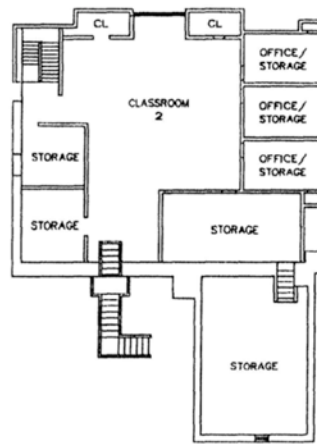
Smith House
Private Office



Shared Office



FIRST FLOOR



SECOND FLOOR

AREA IN SQUARE FEET	
FLOOR NET TOTAL	
	Architecture Planning Interior Design 200 N. 3rd Street Philadelphia, PA 19106
Project	
PHILADELPHIA COLLEGE OF TEXTILES & SCIENCE	
WEBER-HANDWEAVING LAB (DESIGN STUDIOS)	
Date	6/20/96
Job No.	41-3401
Scale	1/8"=1'-0"
File	Sheet No. 51-1
AREA1-51	

WEBER HALL PRE-2008



**Weber
Studio**



**New Metal Working
Equipment**



Laser Cutter



Weber Fabrication Lab



**Expanded
Fabrication Lab**

Focused Evaluation Materials (2009) follow

National Architectural Accrediting Board, Inc.

November 2, 2009

NAAB Focused
Eval. Find
Report

Stephen Spinelli, Jr., Ph.D., President
Office of the President
Philadelphia University
4201 Henry Avenue
Philadelphia, PA 19144-5497



Dear President Spinelli:

After reviewing the *Focused Evaluation Program Report* submitted by the Philadelphia University Department of Architecture and Interiors as part of the focused evaluation of its Bachelor of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822


email info@naab.org

The program will not be required to report on these deficiencies as part of its Annual Report (AR) to the NAAB; however, the program should continue to include a response to any other deficiencies listed in the most recent *Visiting Team Report*, as well as report on any modifications made in the program that may affect its adherence to the conditions for accreditation.

The next comprehensive visit for the Philadelphia University Bachelor of Architecture program is scheduled for 2012 and will be subject to the *2009 Conditions for Accreditation*.

If you have any questions regarding this matter, please contact the NAAB office.

Sincerely,


Douglas L. Steidl, FAIA
President

cc: Vini Nathan, Ph.D., Dean
H. Carleton Godsey, FAIA, Lead Reviewer
Gregory S. Palermo, FAIA, Secondary Reviewer

Enc.

**Philadelphia University
School of Architecture**

Focus Evaluation Report

Bachelor of Architecture (166 undergraduate credit hours)

The National Architectural Accrediting Board
October 2009

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

CONTITION 6: HUMAN RESOURCES

The University has addressed the issues for the Focused Evaluation, Human Resources and Physical Resources. There are now full-time Dean, Associate Dean and a Director of the Architecture Program. There are now an additional three full-time faculty members. In addition, the shop supervision position has been shifted to full time, year-round.

While the university has addressed the major concerns of administrative leadership and has added new full-time faculty, we encourage the school to continue to address the other human resource related concerns noted in the previous VTR regarding mentoring, service obligations including advising, and faculty development.

CONDITION 8: PHYSICAL RESOURCES

Through some building renovations, electrical upgrades and movement of programs into other facilities, the Physical Resources concerns have been addressed with respect to the size of the shop, additional faculty offices, classrooms.

We encourage the school to continue to address two other concerns noted in the previous VTR: separate 'cold desk' studios for the first and second year, and accessibility.

II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Criteria

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met Not Met
[X] []

The concerns in the 2006 VTR appears to have been met by several actions taken by the school. The appointment of Vini Nathan as Dean and David Buege as Director of the Architectural Program was accomplished in July 2008. Furthermore, there is also an Associate Dean for the School of Architecture. There have been three full-time faculty appointments. The shop supervisor is now full-time rather than part-time. These steps address the issues of teaching/advising roles as well as the relationship between the architecture, interior design and landscape architecture programs.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met Not Met
[X] []

The Focused Evaluation Report didn't address the issues raised in the 2006 VTR. However, in e-mail and telephone communication with Dean Vini Nathan, much additional information was received.

The SmithHouse has undergone a major renovation and houses faculty offices and lecture space. It is a short walk from the Architecture & Design Building and houses no architecture studios. The Smith House serves the landscape studios.

There are no longer any BARCH programs on Manayunk, which addresses the transportation concerns.

Interior Design has moved out of the A&D Building as well as landscape, so this frees up space for the architecture program, addressing the crowded studios and the “review space.”

Capital projects over the last two summers have increased electrical supply and power strips for student laptops in studio and lecture.

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III. Appendices

Appendix A: The Visiting Team

Lead Reviewer, Representing the Profession
H. Carleton Godsey, FAIA
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207 West Market Street
Louisville, KY 40202-1333
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(502) 584-4537 fax
cgodsey@godseyassociates.com

Secondary Reviewer, Representing the Academy
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Department of Architecture
College of Design, Room 156
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(515) 294-1440 fax
gpalermo@iastate.edu

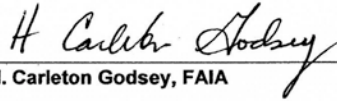
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Appendix B: The Visit Agenda

No visit required.

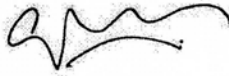
IV. Report Signatures

Respectfully submitted,



H. Carleton Godsey, FAIA

Representing the Profession



Gregory S. Palermo, FAIA

Representing the Academy

I.3.3. Faculty Credentials

Faculty qualifications for courses (see also SPC matrix and faculty resumes)

Assoc. Prof. **David Breiner** (B.Arch, Univ. of Notre Dame; Ph.D, History of Architecture and Urbanism, Cornell Univ.) teaches and coordinates history and theory of architecture courses. He worked as an architectural historian for the NYC Landmarks Preservation Commission for many years, and more recently has researched the architectural history of Philadelphia.

Prof. **Gary Crowell**, AIA (B.Arch, Univ. of Minnesota; M.Arch, MIT), founding director of the Architecture Program and Dean Emeritus, has many years of teaching to draw upon. He teaches first-year Design Foundation Studies with much effectiveness to fulfill his 25% teaching load.

Asst. Prof. **Jane Cespuglio**, RA (B. Arch, Catholic Univ.; M. Arch, Architectural Association School of Architecture) taught and coordinated digital methods courses. As a graduate student at the AA, she focused on a variety of relevant topics. Ms. Cespuglio resigned from the faculty at the end of AY 2009-10.

Asst. Prof. **Donald Dunham**, AIA (B.S. Architecture, USC; M.Arch, Victoria Univ. of Wellington, NZ) teaches and coordinates fourth-year studios. His many years of practice with diverse firms helps him focus on tectonic issues in studio as well as the several electives he teaches. He has pursued a research agenda dealing with architectural design and theory topics.

Assoc. Prof. **Susan Frostén**, RA (B.A., Architecture, Barnard College; M.Arch, Columbia Univ.) teaches and coordinates fifth-year studio and the thesis sequence. Her span of practice from computer coordinator at SOM to her own small firm has made her attuned to what graduating students must be prepared to do as well as enabling her to track the many different projects pursued by thesis students. Her continued research in sustainable design has also led her to teach an elective seminar in that field.

Assoc. Prof. **Craig Griffen**, RA (B.Environmental Design, Miami Univ; M.Arch, Washington Univ.) His research on tectonic topics (weaving, digital technology) and experience in the professional world has prepared to teach varied courses recently, from Experimental Structures to Design/Build.

Assoc. Prof. **Chris Harnish** (B.A. Environmental Studies and English Literature, Denison University; M.Arch, Univ of Oregon) teaches and coordinates the third-year social issues and programming studio as well as technology courses. He has worked in the sustainable sector of the economy as well as had extensive experience with building in disadvantaged communities in South Africa. He is currently completing his ARE's.

Assoc. Prof. **Carol Hermann**, AIA (B.S. Design of the Environment, Univ of Pennsylvania; M.Arch, Harvard GSD) teaches and coordinates the first-year design foundation studies courses and drawing courses. Her qualifications include a wide variety of professional experiences, a university-wide teaching award, and substantial involvement in many first-year initiatives, including the ePortfolio, First Year Experience Service Learning Program, and first-year academic advising.

Visiting Asst. Prof. **Kenneth Jacobs** (B.Arch, Temple U and PhD. In Architecture, Univ of Pennsylvania) teaches second-year design foundation studies courses and history of architecture courses. His long experience in Philadelphia's historic preservation scene has prepared him for the Design 4 "dwelling in the city" semester and his B. Arch/PhD combination and many research projects have allowed him to teach history in a way that is most valuable to design students.

Visiting Asst. Prof. **David Kratzer**, AIA (B.Arch, Univ of North Carolina-Charlotte and M.Arch, Univ of Pennsylvania) teaches and coordinates studios from years two through five, as well as

technology courses. He has broad professional experience, including many hands-on projects, has collaborated on funded research in the field of architectural technologies, and maintains a small practice with connections to local not-for-profit organizations.

Assoc. Prof. **Morna Livingston** (B.A. Art and Art History, Brown Univ.; M.F.A., Univ. of Wisconsin) teaches foundation design studies, history of architecture, and elective courses. Her recent research activities involve the architecture of water systems in the ancient world. In AY 2010-11, she became part of the Architectural Studies Program faculty.

Assoc. Prof. **Armando Plata**, AIA and PE (B.S. Architectural Engineering, Cal Poly State U; M.Arch, UCLA) teaches and coordinates structures courses. He also teaches fifth-year studio, including the comprehensive studio. His professional work continues to explore structural challenges in architectural projects.

Assoc. Prof. **Suzanne Singletary** (B.A. Fine Arts, Temple Univ.; PhD in Art History, Temple Univ.) teaches foundation design studies, history of architecture, and elective courses. In AY 2010-11, she became part of the Architectural Studies Program faculty. Her scholarship focuses on 19th-century European art and architecture.

I.4. Policy Review / Documents to be Provided in Team Room During Visit

Studio Culture Policy (2006 and 2011)

Self-Assessment Policies and Objectives

- Middle States Self-Study Report (2006)
- Middle States Periodic Review Report (2011)
- Career Services Surveys

Personnel Policies

- Position descriptions for all faculty and staff
- Rank, Tenure and Promotion, including C-ABE Faculty Guidelines
- Reappointment, including Faculty Activity Reports
- EEO/AA
- Diversity
- Faculty Development, including Financial Support for FT Faculty Development

Student-to-Faculty ratios (studio, classroom/lecture, seminar)

Square feet per student designated for studio-based learning

Square feet per faculty member designated for faculty activities and responsibilities

Admissions Requirements

Advising Policies

Policies on use and integration of digital media, including photographic equipment available

Policies on academic integrity for students

Policies on library and information resources collection development, including journals list

Information literacy program and its integration into the curriculum

- Software available to students on campus network
- Fall lecture series (for the Spring lecture series, 2006-11, see sect I.2.1)

Course notebooks for all required courses in the major, all elective courses in the major, and all categories of College Studies courses

Part Two (II). Educational Outcomes and Curriculum

II.1.1. Student Performance Criteria

Narrative overview

The five-year B. Arch curriculum aims to prepare students to enter the professional world of architecture through a process that relies on increasingly independent work and iterative exercises. Students arrive in the first-year of the program (as well as transfers arriving at other levels) with varying skill sets, so faculty start there and work to bring them to meet certain standards.

- By the end of 1st year: basic architectural vocabulary and principles; basic architectural drawing and model-building skills; basic time-management skills; basic understanding that design involves concept, development, and craft
- By the end of 2nd year: increased architectural vocabulary, principles, and strategies; intermediate drawing and model-building skills; improved time management; basic ability to site a building and relate interior and exterior spaces; basic ability to relate architectural form, program, and materiality; basic understanding of historical, cultural, and physical contexts
- By the end of 3rd year: design buildings that try to be sustainable in their social and environmental settings; incorporate analog and digital methods of design and representation; basic understanding of the theoretical underpinnings of recent and contemporary practice
- By the end of 4th year: show a more sophisticated tectonic approach to design, including the incorporation of BIM; show an advanced understanding of many technical aspects of design; show an awareness of global issues in architecture
- By the end of 5th year: show the ability to collaborate in teams to produce a comprehensive design for a building; show an understanding of professional practice and its issues; approach architectural design in a holistic way, either in a thesis studio or in a faculty-led capstone studio

In AY 2010-11, a revised curriculum was initiated to facilitate the following issues.

- Make 5th year a more independent and energized experience. Following a 4th-year position paper in an approved theory seminar, all students work with faculty to choose a two-semester sequence of research studios (which replaces the thesis/capstone experience mentioned above). Therefore, in the future, all graduating students will have had the opportunity to work more independently and in a field of their interest.
- Make technology courses better integrated with studios. Structures and building technology courses are taken earlier in the curriculum and culminate in a capstone course (ARCH-314) that prepares the students for the subsequent comprehensive studio. Multiple 2-credit courses are streamlined into fewer 3-credit courses, allowing students to focus on them better.
- Make sustainable practices pervasive throughout the curriculum. Sustainable lessons of now retired ARCH-301 Design V are dispersed among all new studios from Design 3 to 10, and building tech courses are altered to strengthen sustainable topics.
- Replacing the former multidisciplinary foundation design studies courses, Program Directors have begun running pilot interdisciplinary studios at the upper levels in the expectation that students will be able to contribute to this type of learning experience more fruitfully after gaining a strong background in their own professional area.

Fig. 53 Student Performance Criteria Matrix - Old Curriculum (in effect until spring 2014)

		Realm A: Critical Thinking/Representation										Realm B: Integrated Bldg Practices, Tech Skills, Knowledge												Realm C: Leadership and Practice											
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9		
Design	Archdsn-101								x																										
	Archdsn-102						x		x																	x									
	Arch-201						x									x																			
	Arch-202	x					x	x		x	x																x								
	Arch-301					x						x				x	x																		
	Arch-302	x	x	x								x		x														x							x
	Arch-402													x				x				x	x		x										
	Arch-501		▪		▪	▪		x	▪	▪			x	▪	▪	▪	▪	x		▪		x	x	x	x	x									
	Arch-502	x				x		x				x	x															x							
Visualization	Draw-101																																		
	Vis Elective*			x																															
	Archdsn-208			x																															
	Archdsn-408				x														x		x	x		x											
History/Theory	Ahist-205									x	x																x								
	Ahist-206									x																	x								
	Ahist-305		x			x			x																										
	Ahist-306		x								x																								
	H/Th Elect**	x				x																													
Technology	Archdsn-210																								x										
	Arch-211				x																		x												
	Arch-403														x					x															
	Arch-404																			x				x											
	Arch-511							x				x			▪		x		▪	x	x	x	x	x	x	x									
	Arch-309																						x												
	Arch-310																						x												
	Arch-405																						x												
Arch-406																						x													
PM	Arch-505	x																	x								x	x	x	x	x	x	x		
	Arch-506	x																										x	x	x	x	x	x	x	

* Vis Elective Options: Adfnd-104, 110, 112, Draw-201, 206, Intd-106, Larch-203 ** Hist/Theory Elective Options: Arch-321, 341, 371, 409, 410, 420, 421, 425, 434, Intd-428

x = course addresses SPC ▪ = part of B.6 Comprehensive Design bundle

I.2. Curricular Framework

II.2.1. Regional Accreditation (Fig. 55)



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

STATEMENT OF ACCREDITATION STATUS

PHILADELPHIA UNIVERSITY
School House Lane & Henry Avenue
Philadelphia, PA 19144
Phone: (215) 951-2700; Fax: (215) 951-2569
www.philau.edu

Chief Executive Officer: Dr. Stephen Spinelli, Jr, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 2999 Undergraduate; 620 Graduate
Control: Private (Non-Profit)
Affiliation: n/a
Carnegie Classification: Master's - Medium Programs
Degrees Offered: Associate's, Bachelor's, Postbaccalaureate Certificate, Master's, Post-Master's Certificate, Doctor's - Research/Scholarship;
Distance Education Programs: Yes
Accreditors Approved by U.S. Secretary of Education: Accreditation Commission for Midwifery Education; American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education; National Association of Schools of Art and Design, Commission on Accreditation

Instructional Locations

Branch Campuses: None
Additional Locations: Bucks County Campus, Trevoise, PA
Other Instructional Sites: Lancaster-Lebanon Intermediate Unit, Lancaster, PA

ACCREDITATION INFORMATION

Status: Member since 1955
Last Reaffirmed: June 22, 2006

Most Recent Commission Action:

June 22, 2006: To reaffirm accreditation. The Periodic Review Report is due June 1, 2011.

Brief History Since Last Comprehensive Evaluation:

- November 20, 2001: To accept the Periodic Review Report, to reaffirm accreditation, and to commend the institution for the quality of the report. The next evaluation visit is scheduled for 2005-06.
- August 21, 2003: Substantive Change Committee - to accept the substantive change report submitted by Philadelphia University and to include the Ph.D. in Textile Engineering and Science within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2005-2006.

Next Self-Study Evaluation: 2015 - 2016

Next Periodic Review Report: 2011

Date Printed: July 5, 2011

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

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

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

EXPLANATION OF COMMISSION ACTIONS

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

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

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II.2.2. Professional Degrees and Curriculum

Bachelor of Architecture degree, requires 166-68 credits (through class of 2014)

Bachelor of Architecture degree, will require 165 credits (beginning with class of 2015)

Curriculum checklists and charts

These documents follow starting on the next page, first the checklist for the old curriculum (which will retire with the class of 2014, Fig. 57) and a second for the new curriculum (in effect beginning with the class of 2015, Fig. 58). Then charts for the old (Fig. 59) and new (Fig. 60).

Fig. 56 Minimum credit distribution

Old Curriculum (retires with class of 2014)		New Curriculum (starts with class of 2015)	
College Studies	46-48	College Studies	43
Professional Studies	98	Professional Studies	100
Electives	15	Electives	18
Prof Studies or Electives	6	College Studies or Electives	3
Phys Ed or Service	1	Phys Ed or Service	1
TOTAL	166-168		165

Minors or concentrations

B. Arch students have a minimum of 15 credits of free electives, and the Program encourages them to enrich their education by investigating from a selection of fields housed beyond our School, including graphic design, digital design, industrial design, textile design, business, and engineering. Many students use some of their free electives to fulfill the requirements of a minor and in an unusual instance (particularly if s/he enters the program with AP credits) a student is able to complete the requirements for two minors. The list of possible minors (with required number of credits), current to Spring 2011, is included below.

Accounting	12	Landscape Design	12-15
Architectural History/Theory	12	Landscape Planning	12
Business for Non-Business Major	12	Management	12
Construction Management	12	Marketing	12
Custom	12	Multimedia and Visualization	12
E-Commerce	12	Organizational Behavior	12
Economics	12	Photography	12
Environmental & Conservation Biology	12-16	Pre-MBA for Non-Business Major	27
Environmental Sustainability	12	Pre-Occupational Therapy	21
Fashion Industry Management	12-13	Professional Communication	12
Finance	12	Psychology	12
Historic Preservation	12	Public Health	12
Human Resource Management	12	Social Sciences	12
Information Systems	12	Textiles Materials Technology	12-16
International Business	12		

PHILADELPHIA UNIVERSITY
BACHELOR OF ARCHITECTURE (2009-2010)
5-Year Program

Name		ID#	Cr	Sem.	Grade	TR Equiv.
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LEVEL I (FIRST YEAR) – 33-35 credits *(Prerequisite)*

College Studies Courses – 18-20 credits

WRTG-101	Writing Seminar I		3			
HIST-114	Historical Understanding: American Transitions		3			
SCI-101	Science I: Environmental Science (Fall)		3			
PHYS-101	Science II: General Physics (Spring) <i>(Quantitative Reasoning I)</i>		3			
MATH-1()	Quantitative Reasoning I (select one, 2-course option below)		3-4			
()	Quantitative Reasoning II or Free Elective (select below)		3-4			

Students must receive credit for either introduction to Calculus or Calculus I. If a student places into, and passes, Intro to Calculus or Calculus I, the student will have an additional Free Elective.

	MATH-102 Pre-calculus (3 cr.)
	MAIH-111 Calculus I (4 cr.)
MATH-102 Pre-calculus (3 cr.)	MATH-111 Calculus I (4 cr.)
MAIH-103 Introduction to Calculus (3 cr.)	MAIH-112 Calculus II (4 cr.)
MATH-103 Introduction to Calculus (3 cr.)	MATH-111 Calculus I (4 cr.)
() Free Elective (3 cr.)	() Free Elective (3 cr.)

Physical Education...OR...Community Service - 1 credit *(select one, 1 credit option below)*

PE-()	Physical Education (.5 cr)	SERV-101 Community Service (1 cr.)				
PE-()	Physical Education (.5 cr)					

Students with 54 or more transfer credits are exempt from this requirement.

Major Courses – 14 credits

Fall	ADFND-101	Design I		4		
		DRAW-101 Drawing I		3		
Spring	ADFND-102	Design II <i>(ADFND-101*)</i>		4		
		Designated Visualization Elective <i>(Select one: ADFND-12, ADFND-104, INTD-106, ADFND-110, LARCH-203, DRAW-201, DRAW-206)</i>		3		
	()			3		

The School of Architecture requires the purchase of a laptop computer before entering the second year of this program. The University bookstore makes every effort to offer the lowest possible prices of the required software for coursework. Visit www.philau.edu/oit for hardware and software recommendations.

LEVEL II (SECOND YEAR) – 32 credits *(Prerequisite)*

College Studies Courses – 12 credits

AHIST-205	History I: Ancient to Medieval (Fall) <i>(WRTG-101)</i>		3			
SOC-2()	Social Sciences I <i>(WRTG-101, HIST-114)</i>		3			
WRTG-2()	Writing Seminar II <i>(WRTG-101, HIST-114)</i>		3			
()	Language or Area Studies <i>(WRTG-101, HIST-114 for Area Studies only)</i>		3			

Major Courses – 20 credits

Fall	ARCH-201	Design III for Arch & LA <i>(ADFND-102*)</i>		4		
		ARCHDSN-210 Technology I: Materials & Methods <i>(ADFND-102*)</i>		3		
		ARCHDSN-208 Vis. I: Digital Modeling (Fall or Spring) <i>(ADFND-102*)</i>		3		
Spring	ARCH-202	Design IV for Architecture <i>(ARCH-201*)</i>		4		
		ARCH-211 Building Technology II <i>(ARCHDSN-210)</i>		3		
		AHIST-206 History II: Renaissance/Baroque <i>(AHIST-205)</i>		3		

LEVEL III (THIRD YEAR) - 32 credits *(Prerequisite)*

College Studies Courses – 12 credits

()	Humanities I <i>(WRTG-101, HIST-114)</i>		3			
JSLA/JSINT-3()	Junior Seminar <i>(Soc Sci I and Writing II)</i>		3			
JSLA/JSINT-3()	Junior Seminar <i>(Soc Sci I and Writing II)</i>		3			
()	Language or Area Studies <i>(WRTG-101, HIST-114 for Area Studies only)</i>		3			

LEVEL III (THIRD YEAR) - continued			(Prerequisite)	Cr	Sem.	Grade	TR Equiv.
Major Courses - 20 credits							
Fall	ARCH-301	Design V for Arch & LA (Fall or Spring)	(ARCH-202*, ARCH-211)	5	<input type="checkbox"/>		
	ARCH-309	Structures I	(MATH-103 or MATH-111, PHYS-101, ARCH-211)	2	<input type="checkbox"/>		
	AHIST-305	History III: Early Modern-1750-1940	(AHIST-206)	3	<input type="checkbox"/>		
Spring	ARCH-302	Design VI for Architecture (Fall or Spring)	(ARCH-202*, AHIST-206)	5	<input type="checkbox"/>		
	ARCH-310	Structures II	(ARCH-309)	2	<input type="checkbox"/>		
	AHIST-306	History IV: Mod/Contemporary	(AHIST-305)	3	<input type="checkbox"/>		
LEVEL IV (FOURTH YEAR) - 35 credits							
College Studies Courses - 4 credits							
	COLLST-499	Contemporary Perspectives		4	<input type="checkbox"/>		
<i>(Humanities I, one Language/Area Studies, one Junior Seminar)</i>							
Major Courses - 25 credits							
Fall	ARCH-403	Tech. III: Lighting & Acoustics	(ARCH-211, ARCH-301* or ARCH-302*)	3	<input type="checkbox"/>		
	ARCH-405	Structures III	(ARCH-310)	2	<input type="checkbox"/>		
Designated Architecture Electives (Approved by academic advisor)							
	()			3	<input type="checkbox"/>		
Spring	ARCH-402	Design VIII for Architecture (Fall or Spring)		6	<input type="checkbox"/>		
<i>(AHIST-306, ARCH-310, ARCHDSN-208, ARCH-301*, ARCH-302*, co-requisite ARCH-408)</i>							
	ARCH-408	Vis. II: Documentation (Fall or Spring)	(co-requisite ARCH-402)	3	<input type="checkbox"/>		
	ARCH-404	Tech. IV: Dynamic Systems	(H-211, ARCH-301* or ARCH-302*)	3	<input type="checkbox"/>		
	ARCH-406	Structures IV	(ARCH-405)	2	<input type="checkbox"/>		
Designated History/Theory Elective (Select from the list below)							
	()		(Fall or Spring)	3	<input type="checkbox"/>		
Free Electives - 6 credits							
	()		(Fall or Spring)	3	<input type="checkbox"/>		
	()		(Fall or Spring)	3	<input type="checkbox"/>		
LEVEL V (FIFTH YEAR) - 34 credits							
Major Courses - 19 credits							
Fall	ARCH-501	Design IX for Architecture	(ARCH-403 or ARCH-404; ARCH-405; ARCH-402*; co-requisite ARCH-511)	6	<input type="checkbox"/>		
	ARCH-511	Technology V: Advanced Lab	(co-requisite ARCH-501)	3	<input type="checkbox"/>		
	ARCH-505	Professional Management I	(ARCH-301*; ARCH-302* or ARCH-309)	2	<input type="checkbox"/>		
Spring	ARCH-502	Design X for Architecture	(ARCH-501*, ARCH-507*)	6	<input type="checkbox"/>		
	ARCH-506	Professional Management II	(ARCH-505)	2	<input type="checkbox"/>		
Free Electives - 15 credits							
	()		(Fall)	3	<input type="checkbox"/>		
	()		(Fall)	3	<input type="checkbox"/>		
	()		(Spring)	3	<input type="checkbox"/>		
	()		(Spring)	3	<input type="checkbox"/>		
	()		(Fall or Spring)	3	<input type="checkbox"/>		
TOTAL CREDITS: 166-168 credits							
* A grade of "C" or better is required to advance from one design studio into the next, Design I through Design X.							
Students are encouraged to take ARCH-401-Design VII or a studio course from another Design program in this semester.							
Credits for this course may be earned through the American University in Rome (SIUAB-300).							
Designated History/Theory Electives: (Select <u>one</u> from this list)							
ARCH-321, 341, 371, 409, 410, 420, 421, 422, 425, 433, 434, or INTD-428							
Fundamentals Courses: (these courses do not count toward graduation requirements)							
	WRITG-099	Fundamentals of College Writing	(must earn C or better)	3			
	MATH-099	Fundamentals of College Mathematics	(must earn C or better)	3			
	READ-099	Fundamentals of College Reading & Study Skills	(must earn C or better)	3			
Philadelphia University has a residency requirement of 60 credits for Day Division students. Students must take a minimum of 60 credits – 12 credits must be within the major core; 6 credits must be in College Studies in order to be eligible for a B.S. degree.							
COURSE STATUS: <input checked="" type="checkbox"/> = course to take next semester <input checked="" type="checkbox"/> = course currently being taken <input checked="" type="checkbox"/> = course completed							

PHILADELPHIA UNIVERSITY								
BACHELOR OF ARCHITECTURE (Starting with 2010-2011 catalog)								
5-Year Program								
Name				ID#				
LEVEL I (FIRST YEAR) - 33-35 credits				(Prerequisite)	Cr	Sem.	Grade	TR Equiv.
College Studies Courses - 18-20 credits								
WR TG-101	Writing Seminar I				3	<input type="checkbox"/>		
HIST-114	Historical Understanding: American Transitions				3	<input type="checkbox"/>		
SCI-101	Science I: Environmental Science (Fall)				3	<input type="checkbox"/>		
PHYS-101	Science II: General Physics (Spring) (Quantitative Reasoning I)				3	<input type="checkbox"/>		
MATH-1()	Quantitative Reasoning I (select one, 2-course option below)				3-4	<input type="checkbox"/>		
()	Quantitative Reasoning II or Free Elective (select below)				3-4	<input type="checkbox"/>		
Students must receive credit for either introduction to Calculus or Calculus I. If a student places into, and passes, Intro to Calculus or Calculus I, the student will have an additional Free Elective.								
		MATH-102	Pre-calculus (3 cr.)					
		MATH-111	Calculus I (4 cr.)					
MATH-102	Pre-calculus (3 cr.)			MATH-111	Calculus I (4 cr.)			
MATH-103	Introduction to Calculus (3 cr.)			MATH-112	Calculus II (4 cr.)			
MATH-103	Introduction to Calculus (3 cr.)			MATH-111	Calculus I (4 cr.)			
()	Free Elective (3 cr.)			()	Free Elective (3 cr.)			
Physical Education...OR...Community Service - 1 credit (select one, 1 credit option below)								
PE-()	Physical Education (.5 cr)			SERV-101	Community Service (1 cr.)			<input type="checkbox"/>
PE-()	Physical Education (.5 cr)							<input type="checkbox"/>
Students with 54 or more transfer credits are exempt from this requirement.								
Major Courses - 14 credits								
Fall	ADFND-101	Design 1: Interdisc Foundation Studies			4	<input type="checkbox"/>		
	DRAW-101	Drawing 1			3	<input type="checkbox"/>		
Spring	ADFND-102	Design 2: Foundation Studies (ADFND-101*)			4	<input type="checkbox"/>		
	()	Drawing II: Vis Elec (Select one: ADFND-112, ADFND-104, INTD-106, ADFND-110, LARCH-203)			3	<input type="checkbox"/>		
The School of Architecture requires the purchase of a laptop computer before entering the second year of this program. The University bookstore makes every effort to offer the lowest possible prices of the required software for coursework. Visit <www.philau.edu/oit> for hardware and software recommendations.								
LEVEL II (SECOND YEAR) - 32 credits				(Prerequisite)	Cr	Sem.	Grade	TR Equiv.
College Studies Courses - 9 credits								
	AHIST-205	History 1: Blt Env, Anc/Medieval (Fall) (WR TG-101)			3	<input type="checkbox"/>		
	SOC-2()	Social Sciences I (WR TG-101, HIST-114)			3	<input type="checkbox"/>		
	WR TG-2()	Writing Seminar II (WR TG-101, HIST-114)			3	<input type="checkbox"/>		
[WR TG-215 Writing Seminar II for Design recommended]								
Major Courses - 23 credits								
Fall	ARCH-201	Design 3 for Architecture (ADFND-102*)			4	<input type="checkbox"/>		
	ARCHDSN-210	Technology 1: Materials & Methods (ADFND-102*)			3	<input type="checkbox"/>		
	ARCHDSN-208	Vis. 1: Digital Modeling (Fall or Spring) (ADFND-102*)			3	<input type="checkbox"/>		
Spring	ARCH-202	Design 4 for Architecture (ARCH-201*)			4	<input type="checkbox"/>		
	ARCH-212	Technology 2 (ARCHDSN-210)			3	<input type="checkbox"/>		
	AHIST-206	History 2: Renaissance/Baroque (AHIST-205)			3	<input type="checkbox"/>		
	ARCH-303	Structures 1 (MATH-103 or 111, PHYS-101)			3	<input type="checkbox"/>		
LEVEL III (THIRD YEAR) - 36 credits				(Prerequisite)	Cr	Sem.	Grade	TR Equiv.
College Studies Courses - 6 credits								
	()	Humanities I (WR TG-101, HIST-114)			3	<input type="checkbox"/>		
	()	Language or Area Studies (WR TG-101, HIST-114 for Area Studies)			3	<input type="checkbox"/>		

LEVEL III (THIRD YEAR) - continued			(Prerequisite)	Cr	Sem.	Grade	TR Equiv.
Major Courses - 30 credits							
Fall	ARCH-311	Design 5 for Architecture (Fall or Spring)	(ARCH-202*, ARCH-212)	6	<input type="checkbox"/>		
	ARCH-313	Technology 3	(ARCH-212)	3	<input type="checkbox"/>		
	ARCH-304	Structures 2	(ARCH-303)	3	<input type="checkbox"/>		
	AHIST-305	History 3: Early Modern-1750-1940	(AHIST-206)	3	<input type="checkbox"/>		
Spring	ARCH-312	Design 6 for Architecture (Fall or Spring)	(ARCH-202*, AHIST-206)	6	<input type="checkbox"/>		
	ARCH-326	Vis 2: Advanced Modeling (Fall or Spring)	(ARCHDSN-208)	3	<input type="checkbox"/>		
	AHIST-306	History 4: Mod/Contemporary	(AHIST-305)	3	<input type="checkbox"/>		
	ARCH-314	Technology 4	(ARCH-313)	3	<input type="checkbox"/>		
LEVEL IV (FOURTH YEAR) - 33 credits							
College Studies Courses - 9 credits							
B	JSLA/JSINT-3()	Junior Seminar	(Soc Sci I and Writing II)	3	<input type="checkbox"/>		
B	JSLA/JSINT-3()	Junior Seminar	(Soc Sci I and Writing II)	3	<input type="checkbox"/>		
B	()	Language or Area Studies	(WR TG-101, HIST-114 for Area Studies only, Humanities I, one Language/Area Studies, one Junior Seminar)	3	<input type="checkbox"/>		
Major Courses - 18 credits							
Fall	ARCH-401	Design 7 (Fall or Spring)	(ARCH-301*, ARCH-302*)	6	<input type="checkbox"/>		
Spring	ARCH-412	Design 8 for Architecture (Fall or Spring)	(ARCH-304, 313, 314; ARCHDSN-208; ARCH-311, ARCH-312; co-requisite ARCH-410)	6	<input type="checkbox"/>		
	ARCH-416	Technology 5 (Fall or Spring)	(co-requisite ARCH-412)	3	<input type="checkbox"/>		
	Theory Seminar (Select from the list below)						
	()		(Fall or Spring)	3	<input type="checkbox"/>		
Free Electives - 6 credits							
	()		(Fall or Spring)	3	<input type="checkbox"/>		
	()		(Fall or Spring)	3	<input type="checkbox"/>		
LEVEL V (FIFTH YEAR) - 31 credits							
College Studies Courses - 4 credits							
	COLLST-499	Contemporary Perspectives		4	<input type="checkbox"/>		
Major Courses - 15 credits							
Fall	ARCH-507	Design 9 for Architecture	(ARCH-412*, Theory Seminar)	6	<input type="checkbox"/>		
	ARCH-503	Professional Management (Fall or Spring)	(ARCH-311*; ARCH-312*)	3	<input type="checkbox"/>		
Spring	ARCH-508	Design X for Architecture	(ARCH-507*)	6	<input type="checkbox"/>		
Free Electives - 12 credits							
	()		(Fall)	3	<input type="checkbox"/>		
	()		(Fall)	3	<input type="checkbox"/>		
	()		(Spring)	3	<input type="checkbox"/>		
	()		(Spring)	3	<input type="checkbox"/>		
TOTAL CREDITS: 165-167 credits							
* A grade of "C" or better is required to advance from one design studio into the next, Design 1 through Design 10.							
K Must be a study abroad, interdisciplinary, or design-build studio or a studio course from another Design program.							
B Credits for this course may be earned through the Study Abroad (STUAB-300).							
Designated Theory Seminar: (Select <u>one</u> from this list)							
ARCH-320, ARCH-410, ARCH-341, ARCH-371, ARCH-422							
Fundamentals Courses: (these courses do not count toward graduation requirements)							
	WR TG-099	Fundamentals of College Writing	(must earn C or better)	3	<input type="checkbox"/>		
	MATH-099	Fundamentals of College Mathematics	(must earn C or better)	3	<input type="checkbox"/>		
	READ-099	Fundamentals of College Reading & Study Skills	(must earn C or better)	3	<input type="checkbox"/>		
Please note Philadelphia University residency requirement:							
Please note Philadelphia University residency requirement:							
Philadelphia University has a residency requirement of 60 credits for Day Division students. Students must take a minimum of 60 credits - 12 credits must be within the major core; 6 credits must be in College							
COURSE STATUS: <input checked="" type="checkbox"/> = course to take next semester <input checked="" type="checkbox"/> = course currently being taken <input checked="" type="checkbox"/> = course completed							

	Year 1		Year 2		Year 3		Year 4		Year 5	
College Studies	Writ Sem. 1 (3)	Hist. Und 1 (3)	Writ Sem. 2 (3)	Soc Sci. 1 (3)	Hum 1 (3)	Jr. Sem. (3)	Contem. Persp. (4)		Elec (3)	
Electives			AHIST-205 Hist I Anc to Med, Fall (3)	Lang/AS (3)	Jr. Sem. (3)	Lang/AS (3)	Arch Elec (3)		Elec (3)	Elec (3)
Design + Representation	ADFND-101 Des I Fall (4)	ADFND-102 Des II Spring (4)	ARCH-201 Des III Natural Context Fall (4)	ARCH-202 Des IV Urban Context Spring (4)	ARCH-301 Des V "Green" Design (5)	ARCH-302 Des VI Social Issues (5)	ARCH-401 Des VII Studio Or Two Elec (6)	ARCH-402 Des VIII Tectonics (6)	ARCH-501 Des IX Comprehensive Fall (6)	ARCH-502 Des X Thesis or Capstone Spring (6)
	Draw 1 Fall (3)	Draw II Vis Elec Spring (3)	ARCHDSN-208 Vis I (3)				ARCH-408 Vis II Tech Doc (3)			
Hist/Theory			AHIST-206 Hist II Ren/Bar Spring (3)		AHIST-305 Hist III Early Mod. Fall (3)	AHIST-306 Hist IV Contemp Spring (3)	Hist/Th Elec (3)			
Technology	Math 1 (3-4)	Math 2 (3-4)			ARCH-309 Struc I Fall (2)	ARCH-310 Struc II Spring (2)	ARCH-405 Struc III (2)	ARCH-406 Struc IV (2)		
	Env Sci Fall (3)	Gen Physics Spring (3)	ARCHDSN-210 Tech I Fall (3)	ARCH-211 Tech II Spring (3)			ARCH-403 Tech III (3)	ARCH-404 Tech IV (3)	ARCH-511 Tech V (3)	
Prof/Prac									ARCH-505 Prof Mgmt (2)	ARCH-506 Prof Mgmt II (2)
	16	16	16	16	16	16	17	18	17	17

Credits

College Stud	46-48
Electives	15
Major	98
Major or Electives PE or Service	6
	1
Total Credits	166-68

**OLD
 B.ARCH. CURRICULUM
 LAST IN EFFECT
 IN 2008-09 CATALOG**

	Year 1	Year 2	Year 3	Year 4	Year 5						
College Studies	Writ Sem. 1 (3) Hist. Und 1 (3)	Writ Sem. 2 (3) Soc Sci. 1 (3)	Hum 1 (3) Lang/AS (3)	Lang/AS (3)	Contemp. Persp. (4)						
Electives		Ahist-205 Hist 1 Anc to Med Fall (3)		Jr. Sem. (3) Jr. Sem. (3)	Elec (3) Elec (3)						
Design + Representation	Adfnd-101 Des 1 Fall (4) Interdisc Explorations	Adfnd-102 Des 2 Spring (4) Arch graphics + analysis	Arch-201 Des 3 Natural Context Fall (4)	Arch-202 Des 4 Urban Context Spring (4)	Arch-311 Des 5 Social Issues (6)	Arch-312 Des 6 Tectonics (6)	Arch-401 Des 7 Studio Options (6)	Arch-412 Des 8 Compre- hensive (6)	Arch-507 Des 9 Research Studio I Fall (6)	Arch-508 Des 10 Research Studio II Spring (6)	
	Draw 1 Fall (3) Freehand	Draw II Vis Elec Spring (3)	Archdsn-208 Vis 1 (3) Rhino + AutoCAD	Arch-326 Vis 2 Adv Mod (3) Incl rendering							
Hist/Theory			Ahist-206 Hist 2 Ren/Bar Spring (3)	Ahist-305 Hist 3 Early Mod Fall (3)	Ahist-306 Hist 4 Contemp Spring (3)		Thry Sem (3) Prep for Des 9-10				
Technology	Math 1 Intro to Calc (3)	Elec (or Math 2) (3)	Arch-303 Struc 1 Spring (3)	Arch-304 Struc 2 Fall (3)	Arch-314 Tech 4 (3) Applied Sys						
	Env Sci Fall (3)	Gen Physics Spring (3)	Archdsn-210 Tech 1 Fall (3) Matis + Meth	Arch-212 Tech 2 Spring (3) Pass Sys + Bldg Env	Arch-313 Tech 3 (3) Dynamic Systems		Arch-416 Tech 5 (3) Revit + CDs				
Prof/Prac									Arch-503 Prof Mgmt (3)		
	16	16	16	16	18	18	15	18	15	16	

Credits

College Studies	43
Electives	18
CS or Elec	3
Major	100
PE or Service	1
Total Credits	165

Check catalog for pre-requisites

PHILADELPHIA UNIVERSITY B.ARCH. Curriculum in effect starting with 2010-11 Catalog

Off-campus programs

Students, if they choose to study abroad, typically participate for one semester during their 4th year. For the decade ending in the spring of 2010, the majority of Architecture students in study abroad programs attended our own program at the American University of Rome (AUR). They took studio and architectural theory courses with a long-term faculty, architect Giovanna Piga, and liberal arts courses with AUR's other faculty. Beginning in fall 2010, Philadelphia University joined the consortium of programs (University of Arkansas, Auburn University, and Rensselaer Polytechnic University) at the University of Arkansas's Rome Center (UARC), under the leadership of architect Davide Vitali. There, our students are required to take Design 7 and other architectural courses with students from the other architecture programs; they may also choose from a group of liberal arts courses and electives. In fall 2010, students had to take Design 7; a required architecture course, Architecture of the City; at least one of the following architecture electives: Historic Preservation, Itineraries of Contemporary (Northern) European Architecture, and Modern and Contemporary Architecture (in Italy). Other choices were: Art and Culture in Italy, Living in Rome, Modern Italian Politics, Italian I and II, History of Italian Design, and Empires of the Mediterranean. The program's website provides more information: www.arkrome.it.

A smaller group of students chooses to study abroad at other locations. In the last six years, they have attended: DIS-Copenhagen; Hollins University, Paris; Chinese University of Hong Kong; IES-Barcelona; Oxford Brookes University, UK; University of Westminster, UK; and SIT-South Africa.

In addition, the University has begun to offer a group of attractive short course seminars each semester. For example, two architecture faculty, one of whom is a native of Buenos Aires and has urban design experience, led a study trip to Buenos Aires in fall 2007 and fall 2010. Before departure, students received an orientation on the culture and urbanism of the city. They spent a week visiting important sites and attending a lecture by a local scholar, and pursuing individual research projects. After their return, they completed the projects which were presented at an open review. A cohort of the students was simultaneously taking a Design X studio that was taught by the Argentine faculty and concentrated on urban design in Buenos Aires.

II.2.3. Curriculum Review and Development

FT faculty members coordinate different parts of the curriculum. They routinely observe student work (design work during reviews or other assignments, such as case studies or exams) and consult with all faculty (FT and PT) teaching courses under their supervision. This results in observations that are helpful for Middle States and NAAB accreditation as well as the archiving of student work for NAAB. Since the group of FT faculty is relatively small, faculty often casually discuss the progress in the courses. Once every three years, a more comprehensive evaluation takes place, as occurred in 2010-11, and that experience is described below.

The Program's curricular review process has been directed by the PD. For the last major effort, FT faculty were divided into sub-committees focused on the different sequences of the curriculum: studio, visualization, history/theory, technology and structures, and professional management. Sub-committees evaluated the relevant data (syllabi, assignments, examples from other institutions, relevant publications, etc), debated possible improvements, and then reported their recommendations to the entire FT faculty. The PD integrated all the recommendations and organized a series of discussions at which time the FT faculty agreed on a proposal. According to University procedures, that proposal was submitted to the School Curriculum Committee, which is composed of three FT faculty from across the School. They voted to approve the proposal, which triggered the necessity to receive approvals from various stakeholders across campus, including directors of writing, information literacy, and information technology. The School Curriculum Committee chair presented the proposal to the University Undergraduate Education Committee, composed of FT faculty from across the institution as well as ad-hoc members from administrative positions.

Assessment of changes occurs after a new course or significantly altered course has been offered, peer evaluations completed and student evaluations tabulated. Possible improvements can be identified and the cycle can begin again immediately.

II.3. Evaluation of Preparatory/Pre-professional Education

Philadelphia University does not offer a preparatory or pre-professional program. See section I.2.1 for an explanation of how students in other majors apply for admission in the NAAB-accredited Architecture Program.

II.4. Public Information

II.4.1. Statement on NAAB-Accredited Degrees

II.4.2. Access to NAAB Conditions and Procedures

II.4.3. Access to Career Development Information

II.4.4. Public Access to APRs and VTRs

II.4.5. ARE Pass Rates

On the University's website, the Architecture Program homepage is found at:
http://www.philau.edu/architecture/html/prog_arch.html

Following a link called "NAAB Accreditation," one reaches this page:
http://www.philau.edu/architecture/html/prog_arch_NAAB.html

It has the following text:

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

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Philadelphia University's Architecture Program offers the following NAAB-accredited degree program:

Bachelor of Architecture (165 total number of credits required)
Next accreditation visit: 2012

To access NAAB's Conditions and Procedures for accreditation, please click here:
<http://www.naab.org/home.aspx>

To gain a better understanding of the context of architecture education and career paths available to graduates of accredited programs, please click here: www.ARCHCareers.org

To learn about the National Council of Architectural Registration Board (NCARB) and to access *The NCARB Handbook for Interns and Architects*, *The Emerging Professional's Companion*, and other important sources, click here: www.NCARB.org

Other useful websites include: www.aia.org, www.aias.org, www.acsa-arch.org

To access our Program's Annual Reports, NAAB's responses to our Annual Reports, the most recent NAAB decision letter regarding our program, our most recent Architectural Program Report (APR), and/or the most recent Visiting Team Report, please contact Prof. David M Breiner, Program Director at breinerd@philau.edu. *(These reports, responses, and letters are kept in the Director's Office at Smith House 106 and are made available upon request.)*

NCARB publishes pass rates for each section of the Architect Registration Examination (ARE) by institution. NAAB acknowledges that ARE pass rates do not provide a complete measure of post-commencement success, nor can they be used to indicate the quality of a particular program. The ARE is designed to assess preparation for independent practice. Nevertheless, this information can be helpful to parents/guardians and prospective students as part of their planning for post-secondary education, and it is one of the few resources available to students and prospective students regarding the transition from education to registration. Click here: <http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

Part Three. Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [2006]

A. Responses to Conditions Not Met

3. Public Information

Comment from previous VTR [2006]: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

The required information is published in the university catalog but is not published on the school's website.

Response from Program [2006]: The "required information" was (and is) available in both the printed copy of the University Catalogue (page 29) and in the catalogue on-line <http://philau.edu/catalog/Cat200507/SchArchitectreDesign.pdf>

This page is a direct scan of the printed catalogue and is readily available from the PhilaU home page <http://philau.edu> by selecting *Academics*, then *Catalogue*, then *Undergraduate Catalogue*, then *School of Architecture* from the menus or from the PhilaU home page <http://philau.edu> by selecting *Academics*, then *Schools*, then *Architecture*, then *Undergraduate Programs*, then *Architecture*, then *Courses*, then www.PhilaU.edu/Catalog, then *School of Architecture* from the menus. The "required information" is on the second page of this pdf.

Since the Team's visit, the "required information" has been available directly on the first page found about the undergraduate Architecture Program <http://www.philau.edu/schools/add/ugradmajors/Architecture/>.

Currently, in a Google search for "Philadelphia University Architecture Program," *Philadelphia University's Undergraduate Majors: Architecture* comes up as the second listing (*Philadelphia University's Undergraduate Majors; Landscape Architecture* comes up first). This link takes you directly to the page that currently shows the "required information."

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship and practice to enhance their professional development.

Comment from previous VTR [2006]: Philadelphia University has assembled a team of outstanding faculty members. Numerous adjunct faculty members compliment a corps of

about 10 full-time faculty. The balance between full-time and part-time faculty has appeared to reach a breaking point. In addition to full teaching and research/practice loads, the full-time faculty are responsible for advising almost 400 majors in the architecture programs, coordinating curricular areas. Inconsistent instruction in some courses indicates inadequate mentoring of the adjuncts by the core faculty and administration. Furthermore, the pay scale for adjuncts is much lower than peer schools, leading to rapid turnover in part time faculty.

The Dean also serves as Director of the architecture program, causing an unbalanced relationship between architecture, interior design, and landscape architecture.

Response from Program [2006]: The full-time to part-time (adjunct faculty) ratio includes more practitioner/adjunct faculty. While we have a somewhat larger number of professionals who are part-time faculty, we feel that this is one of the distinct advantages and strengths of Philadelphia University and allows us to utilize the resources of many talented professionals working in and around Philadelphia, the fifth largest city in the United States. Our adjunct faculty also introduce a diversity of opinions and styles, professional expertise, and employment opportunities to our students that full-time faculty, no matter how large, could not.

The pay scale for adjunct faculty is commensurate with peer institutions of a similar scale to Philadelphia University in the Northeast and nationally (see AAUP part-time faculty pay reports).

We also have as evidence to show that our model and balance of full and adjunct faculty is effective, a large core of dedicated, continuing adjunct faculty who choose to teach at Philadelphia University over many semesters. Of the approximately 60 adjunct faculty members teaching in the School of Architecture in fall 2006, approximately $\frac{3}{4}$ have taught with the School for at least two semesters, and over $\frac{1}{2}$ have been with the School for more than 4 semesters. Most of our returning faculty have taught elsewhere and prefer Philadelphia University, citing issues of scale, student contact, campus atmosphere, and collegiality.

Recognizing the magnitude of the job for one person to be both Dean and Director, the School is currently conducting a search for a separate Architecture Program director (address the perception of imbalance between the programs within the School). This person will increase the size of the full time faculty to 11 FTE beginning fall 2007. The School has also requested (with support of the Vice President for Academic Affairs) two additional full-time faculty members for the Architecture Program. The School is currently in the "interview phase" of the search for the new Architecture Program director.

Comment from previous Program FE Report [2009]: The concerns in the 2006 VTR appears to have been met by several actions taken by the school. The appointment of Vini Nathan as Dean and David Buege as Director of the Architectural Program was accomplished in July 2008. Furthermore, there is also an Associate Dean for the School of Architecture. There have been three full-time faculty appointments. The shop supervisor is now full-time rather than part-time. These steps address the issues of teaching/advising roles as well as the relationship between the architecture, interior design and landscape architecture programs.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to

accommodate both didactic and interactive learning; office space for exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Comment from previous VTR [2006]: Physical resources continue to be lacking although some progress has been made since the previous visit.

Size issues noted by the previous team have been resolved through the expansion of the existing area into adjacent spaces. The facility itself, however, continues to be remote to upper level studios and even further from the school's new Manayunk (in town) campus where several third year studios are located.

The team is concerned about the continued use of "hot-desks" in the first and second year design studios although as "foundation studios" the team questions whether these are truly in the "professional track" which would make the exclusive desk a requirement. The school has attempted to improve conditions by providing project storage and locker areas within those studios so that students may leave project materials such as site models but the large item storage shelves are not secured. Whatever the applicability of the exclusive desk requirement, the team feels that if hot desks are to remain in use, the school should focus on providing better, secure storage so that each student may have access to such space. The facility also fails to provide acoustically adequate facilities. The team witnessed actual critiques in progress where ambient noise made for a non-workable learning environment.

Faculty office space remains a problem. Full-time faculty are forced to share limited and tight space with no opportunity for confidential discussions without leaving the area to see such accommodations. No designated office facilities (shared or otherwise) are available for adjunct faculty.

The lower level studio spaces in the A&D Center were extremely crowded and in certain areas, student work areas are on raised platforms (along exterior walls). The areas are at least 18 inches higher than adjacent floor areas without any edge or railing protection. Some tables are situated directly in front of the steps to and from these platforms raising additional safety issues. The heights of makeshift enclosures in the area leading towards one stairway are too high and block visibility of the Exit signs directing users to the stairs.

The lack of "review" space and limited availability of computer workstations were noted as problems by faculty and students.

In general, the studio spaces lack sufficient power outlets for student's laptop computers and other devices. This was mentioned as a particular issue and in the A&D center. More and more students are making use of laptops as a way of resolving access to computers, therefore the lack of power outlets has become worse.

Several comments were made concerning the limited hours of operations at both the Search building computer labs and the Manayunk campus spaces. In the case of Manayunk, an additional concern about the frequency and lack of availability of University provided shuttle transportation to and from the area is a concern. We heard on several occasions that late night transportation is limited and sometimes not provided, leaving students to find alternative means of returning to main campus.

Response from Program [2006]: We have added 5000 gross square feet of space dedicated to the Architecture Program at the Manayunk Urban Center (includes 4000 net square feet of studio space)—the A&D Center is just under 20,000 gross square feet.

Given that we have enlarged the space dedicated to the upper levels of the program by more than 25%, we feel that we have made significant progress towards meeting the needs of our student body within the constraints the East Falls neighborhood that houses our Main Campus.

The Manayunk Urban Center serves both Philadelphia University students and the vibrant community in which it is located. The immediate access to densely populated sites allows students to address urban issues with an immediacy of context unavailable on the Main Campus. In addition to studio space, there is also space for a shop, computer lab, small library, and review/gallery—adjacent to the office and research space occupied by the Engineering and Design Institute. In the “Institute,” faculty and students study issues related to sustainability, especially as they relate to the built and natural environment. This proximity gives students an opportunity to interact closely with faculty who are dedicated to research and to inform their design work with cutting edge applications.

The first and second year Interdisciplinary Foundation Studies Program is served by space on the Ravenhill Campus. (Upper Level students—third, fourth, and fifth year—all have dedicated desk space in either the A&D Center or in the Manayunk Urban Center.) We have recently added shelving space for large scale/shared site models. The School is considering plans to allow those shelves to be secured. Additional lockers have been added since the last NAAB visit.

We agree that acoustics in the Ravenhill Studios are an issue. In addressing this issue, the University has provided sliding 7 ft. high dividers between the classroom sections and plans to add additional sound absorbing material. For faculty who design [*sic; desire?*] a more isolated teaching environment, discrete classroom space is provided in Weber Hall (adjacent building).

The University is addressing the issue of faculty office space with our campus planning team from Sasaki Associates. Sasaki’s charge is to prepare a new master plan, scheduled for completion in summer 2007. The plan will include as priorities faculty office space, instructional/studio space, and residence halls. The new capital initiatives going forward will address these needs.

Office spaces with computers and telephones are available for adjunct faculty in all of our facilities: A&D Center, Ravenhill, Weber, and the Manayunk Urban Center. The raised platforms (lower level A&D Center) are 12” higher than the adjacent floor and accessible by steps—the University plans to provide a railing and additional access. The movable partitions in the studio are design to provide privacy for the various studio sections. Studios are laid out at the beginning of each semester with steps accessible and exit signs visible.

There are two major review spaces in the A&D Center, in addition to review space contained within each studio section. For mid-term and final reviews, additional review space is available in adjacent classroom buildings. In reference to the short supply of computer stations, there are several labs in adjacent buildings for weekend and evening use. All computers accessible to students on campus, including those in the library, have all of the software a typical architecture/design student needs. Short-term plans include turning some archive space in the A&D Center into an additional computer lab (bringing the total number of University owned computer stations available for student use in the A&D Center to approximately 45). There are also over 70 additional computers with a full suite of software in the nearby Gutman Library.

There are plans to retrofit the A&D Center (phased over the next several years) to include new lower partitions, power and network connections at each desk, and new furniture (including drawing and computer surfaces). The Manayunk Urban Center was outfitted as a model—students feel it is a very successful working environment. These upgrades will allow for all upper level students to use their computers at their dedicated workstations. The University regularly surveys the use of all facilities provided for students (including design students) and adjusts hours and transportation as needed. Student use sign-in logs clearly show that 24 hour building usage is relatively low given the number of students in the School/Program. While transportation to the Manayunk studios is a concern, it is also intended to be a “professional” experience and students need to do some additional planning in scheduling work at that location.

Comment from previous Program FE Report [2009]: The Focused Evaluation Report didn’t address the issues raised in the 2006 VTR. However, in e-mail and telephone communication with Dean Vini Nathan, much additional information was received.

The Smith House has undergone a major renovation and houses faculty offices and lecture space. It is a short walk from the Architecture & Design Building and houses no architecture studios. The Smith House serves the landscape studios.

There are no longer any BARCH programs on Manayunk, which addresses the transportation concerns.

Interior Design has moved out of the A&D Building as well as landscape, so this frees up space for the architecture program, addressing the crowded studios and the “review space.” [*sic; This was a misunderstanding. Some Interior Design studios were relocated to the Chapel for one semester.*]

Capital projects over the last two summers have increased electrical supply and power strips for student laptops in studio and lecture.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice.*

Comment from previous VTR [2006]: Given the amount of material covered by both professional practice courses, one might assume that issues of ethics and professional judgment must certainly be covered in sufficient detail during the two semesters. However, no evidence of this was found in the materials provided for this course or within the material for any other course.

We did find papers on ethics within one of the professional writing courses; however, this appears to be a singular “assignment” not a topic of discussion and the assignment was not common to all sections. Notwithstanding this finding, the team feels that this criterion is of sufficient importance that it should be handled within professional curriculum and not peripherally.

Response from Program [2006]: Topics addressing professional ethics are pervasive in the School curriculum. Our students are given an understanding of sustainable issues and the building industry’s impact on the global environment in their technology and studio courses. In addition, specific studio projects address the ethical responsibility of architects to act appropriately in a diversely populated world. To quote the VTR (Section 1.5 Architecture Education and the Society), “These activities offer understanding of the ethical decisions necessary when creating new habitats.”

Although we intend to add a definitive component to increase “understanding” of “ethical issues” in our professional practice course(s) we believe that the lectures given under the heading of “The Political Process” in A851 and “Corporate Culture” in A852 meet the requirement of performance criterion 13.34 Ethical and Professional Judgment.

B. Responses to Causes of Concern

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs with the institution.

Comment from previous VTR [2006]: Expenditures per student are lower than most other accredited architecture programs, including those that the program considers to be its peers. The low expenditure can be partly explained by the pay scale for part-time faculty, who have a heavy teaching load in the program. The program relies on adjunct professors because of high turnover of part-time professors and the added responsibilities taken on by the full-time professors, appearing to have a negative effect on the program.

Response from Program [2006]: Expenditure per student in the architecture program is more than expenditure per student in the other undergraduate or graduate programs at Philadelphia University. While the percentage of adjunct faculty in the architecture program provides the University an “economic advantage,” these faculty are critical in the innovative teaching model of the School of Architecture—full time faculty as team leaders in collaborative teaching with adjunct/professional faculty.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Comment from previous VTR [2006]: States Association of Colleges and Schools accredits Philadelphia University. The University has maintained its accreditation status since 1955.

All professional/accredited programs on campus have similar organizational structures. Program directors typically report to the dean of the school in which their discipline resides. School deans report to the Vice President for Academic Affairs.

The Architecture program does not have the same organizational structure as other campus because the Director of the Architecture Program is also the Dean of the School of Architecture.

Response from Program [2006]: While it is true that the Architecture Program has a different administrative structure than some of the other programs on campus, this structure has served the program well, in providing the Architecture Program Director direct access to upper administration and financial offices in the University. With the maturation and growth of the School/programs, the University has recently added the new position of Architecture Program Director (separate from the School Dean). The School is in the final phases of a search and is currently interviewing candidates.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

Comment from previous VTR [2006]: Evidence of this criterion was found in Technology V (A845). There is a concern with the core structures courses; anecdotal evidence suggests inconsistent teaching from section to section and minimal emphasis on structural concepts.

Response from Program [2006]: In the School's planning for additional faculty positions, a full time structures faculty member is the highest priority. In the interim, the School employs two part-time faculty (with undergraduate degrees in architectural engineering and master's in structural engineering) as coordinators and advisors in structures curriculum development. Recent changes in the four-course structures sequence have a focused emphasis on structural systems/concepts in the first semester. Full-time faculty are working with the structures coordinators to further develop the structures sequence.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others.*

Comment from previous VTR [2006]: Evidence of this criterion was found in Professional Management I and II (A851 and A852).

Response from Program [2006]: The Program plans to consolidate the course outline topics in the two professional practice courses to more directly address issues of the individual NAAB criterion.

2. Summary of Responses to Changes in the NAAB Conditions

Using the 2009 Conditions for Accreditation, the 2007 Visiting Team Report, and the Focused Evaluation (2009), the Architecture Program has continued to evaluate its mission, curriculum, and Strategic Plan. We strive to provide students with an active and interdisciplinary education that prepares them to meet the challenges of a changing world, in which collaborative and sustainable practices are increasingly important. Our plans extend to faculty development, to enhance the students' experience and to enrich the University as a whole.

I.1.1 History and Mission: The 2009 Conditions emphasize the necessity of seeing the Architecture Program in the context of its university. Philadelphia University was founded in the 19th century to serve the needs of the American textile industry in the face of foreign competition. The close connections between instruction (in its professionally-driven majors) and the industries its graduates have prepared to enter has continued into the 21st century. The Architecture faculty and our colleagues who assist us in other programs have embraced the University's practice of providing a professional education infused by the liberal arts in an active, collaborative, and interdisciplinary way. When challenged to improve our structure or methods of teaching, we have sought to not replace our traditions but to maintain and, when possible, enrich those traditions with new layers. The following summary should substantiate this approach with concrete examples.

I.1.2 Learning Culture and Social Equity: The AP continues to present the curriculum to students as a seamless experience. Respect for all participants in an active learning environment is not limited to studio. Increasingly "support" courses require students to present their work and constructively critique one another. Scheduling more studio sections to coincide has provided for larger, more frequent group learning opportunities. Involving more voices in the redevelopment of the Studio Culture Document is another example. In 2009, the University decided to standardize its policy on building access, leading to all academic buildings being open from 7:00am to 2:00am; this has required that those students accustomed to working through the night in advance of a deadline to use better time management skills in preparation for critiques. In response to a limitation of time students may spend in studio outside class time, the AP has begun whenever possible to shift evening lecture courses (which had been fairly common due to our reliance on adjunct faculty working in architecture and/or engineering firms during business hours) to earlier time slots. This shift will provide students with longer periods of time in the evenings to work independently in studio. Presenting studio projects, architectural history case studies, and research projects in the College Studies sequence, etc., which use the diversity of Philadelphia as a "living lab" is one common thread that responds to this condition. Fortunately, the University as a whole continues to move in this direction with many recent initiatives – First Year Experience, Day of Service, SERVE-101 – so curricular and co-curricular activities reinforce students' opportunities to see themselves as part of a broader, more diverse community.

I.1.3 Response to the Five Perspectives: The 2009 Conditions emphasize greater and deeper interaction between members of the community and the University. Faculty are increasingly finding opportunities to bring students into their own critical practices and into more meaningful interdisciplinary experiences. Especially fifth-year studio assignments have tilted toward challenges in the real world – the Archdiocese of Philadelphia's Project H.O.M.E., the Haiti Ideas Challenge (including building a prototype shelter on campus), community planning with the Eastern Shore Land Conservancy (beginning fall 2011). Our ARCH-423 Architecture Fellowship course allows qualified students to explore issues of architectural education by assisting faculty in first-year studios and following through on broad issues in a concurrent seminar. Rather than simply say that we are preparing students for professional practice, we have evaluated which professional skills were in need of more rigor and have adjusted the curriculum accordingly: more focus on the structures sequence, which combines numerical and intuitive approaches, balancing creative solutions with the basic drawing skills to explore ideas and to represent them graphically to others, focus on Revit, learning to work more successfully as a team. We expect these changes will help our graduates succeed in a profession that is evolving rapidly and must redefine itself in order to remain relevant in a global world facing social, economic, and environmental crises.

I.1.4 Long-Range Planning and I.1.5 Self-Assessment Procedures: Since the last NAAB visit, the University has instituted a formal program assessment procedure, independent of the NAAB review. This has provided new perspectives on the practice as well as additional assistance in the form of an assessment committee and feedback from the director of the Learning & Advising Center. The increased staffing since 2008 and the elevation of the School of Architecture in July

2011 to the College of Architecture and the Built Environment have provided and will continue to provide additional opportunities for planning with the positions of an Associate Dean, MAO, and advising and assessment coordinators at the College level. To date the changes have allowed regular and more frequent communication among PDs and increased focus on interdisciplinary projects at the upper levels. Our goal is to improve and regularize decision making based on formal strategies using data and proven methods. This has already improved significantly since 2007, with the creation of the Director of Institutional Research position.

I.2.1 Human Resources and Human Resource Development: The need to familiarize students with IDP has led to several changes in our program including the appointment of a FT faculty, Carol Hermann, as IDP Coordinator and her preparation for the position (attending the IDP Coordinators Conference in Chicago and organizing the annual NCARB-sponsored workshops for students); and the evaluation of our Professional Management sequence in terms of introducing IDP-relevant information earlier in the curriculum. The 2009 Conditions also encouraged our program to re-think the educational connections among studio, classroom, internships, and co-curricular experiences.

Our recent FT hires have expanded the areas of faculty expertise to include some that have become more critical to architectural practice in the 21st century, including integrated project delivery and performance assessment of environmental systems. Starting in fall 2011, three of our FT faculty will have engineering degrees (and professional experience) as well as all FT faculty will have NAAB-accredited architecture degrees, either at the master's level or (in case of our two architectural historians) at the bachelor's level along with a PhD in another field. All FT faculty (except the architectural historians) are registered architects, except for one who is currently completing his ARE's.

As the program and school have matured over the last six years, both faculty and students have benefitted from increasing and diverse opportunities for development. See section I.2.1.

I.2.2 Administrative Structure and Governance: Recently created positions (Associate Dean, MAO, coordinators for nexus learning, assessment, and advising, as well as separating the roles of Dean and Program Director between two people) have and are envisioned to continue promoting better student advising, more time for administrators to develop their programs through benchmarking and other external opportunities, and increased opportunity for interdisciplinary collaboration for both students and faculty. The expectation for greater student involvement in program governance has reinforced our goal to resume student involvement in the School Curriculum Committee. During the recent interviews with candidates for new FT faculty, small groups of students met with each of the short-list candidates apart from faculty, they attended candidates' presentations, and many weighed in with search committee members with their observations.

I.2.3 Financial Resources: Since the last NAAB visit, the University has increased funding for faculty and staff, to the benefit of the program: creating a separate position of Program Director; adding Associate Dean, Manager of Academic Operations; adding part-time positions for assessment, nexus learning, and academic advising advocates for the College; converting the part-time model shop manager into a full-time position while adding a part-time laser cutter manager. These are very positive changes. Continued funding for faculty development, despite the weak economy, and gradual improvement in adjunct salaries are also positive developments.

I.2.4 Physical Resources: Over the last two years, several small changes have improved our ability to promote student and faculty achievement. A portion of the lower level of the A+D Center was redesigned to serve as an additional crit space, and a portion of the upper level of the same building was opened up as a modest student lounge. The University facilitated our temporary use of the studios, crit space, and computer lab at the recently renovated SEED Center. Faculty

offices have been consolidated at Smith House, which has aided our own interaction on a daily basis, and the location is closer to the lower-level studios in Ravenhill and Weber.

I.2.5 Information Resources: The Program has been active in adjusting our methods to better incorporate digital technologies. For example, Blackboard is routinely used for many teaching and learning applications. In addition, the Architecture PD has spearheaded the effort to create a University-wide digital slide library to replace the former 35mm slide library. Faculty are able to post digital images in flashcard format on Blackboard so students have access to them. Over the last few years, faculty have switched to relying heavily on digital and web-based teaching and research tools. The recently-imposed requirement for students to have their own laptops by second year has complemented this change, and the School has experimented with various means of smoothing the transition in how courses, particularly visualization and design studio courses, function. As mentioned in section I.2.5 of this report, the Gutman Library follows best practices in providing the community with print and digital resources.

I.3.1 Statistical Reports: Comparing current and comparative information has been very useful to put issues such as student diversity, time to graduation, and other issues in focus. Beginning in fall 2011, the PD will work with College advocates in assessment, nexus learning, and advising to develop ways of addressing the challenges we face regarding student issues. Regarding faculty diversity, our progress has been indicated elsewhere in this report. The PD has begun discussions with stakeholders across the administration to improve faculty success.

I.3.2 Annual Report: No response.

I.3.3 Faculty Credentials: The substantial teaching and service responsibilities leaves faculty with less time for their own development, whether in scholarship, applied research, or practice. The PD has already begun discussing this issue with the newly-hired faculty, particularly to ensure that they are on an appropriate path from probationary contracts to tenure or long-term renewable contracts.

I.4 Policy Review: The list of policies has alerted our faculty to the fact that our School has not developed formal standards/policies for certain concerns, and the PD will begin to address those as soon as possible by submitting agenda items for the School's (now College's) leadership meetings.

II.1.1 Student Performance Criteria: The new organization of the SPCs into three realms and the more evident goal of integrating criteria to model the reality of professional practice is reflected in our new curriculum, which introduces technical concerns earlier, adds a capstone tech course to ensure students begin integrating their skills earlier, and opens up fifth year as a more independent experience for all students thus providing them the opportunity to synthesize their critical thinking abilities. The concern about loading too many SPCs onto professional practice courses was partly responsible for our recently-approved ARCH-503 Professional Management course and the partial distribution of content into lower-level courses.

II.2.1 Regional Accreditation: No response.

II.2.2 Professional Degrees and Curriculum: For many years, the University has mandated a substantial College Studies curriculum, taught by faculty outside our School, so our students have an appropriate balance of major, College Studies, and elective courses.

II.2.3 Curriculum Review and Development: University-required program assessments have been recently standardized. In conjunction with NAAB procedures, our faculty have focused more on documentation of progress and on improved communication between faculty and students and among faculty members. For example, we have begun revisiting the issue of grading rubrics; this effort will be assisted by our Assessment Advocate.

II.3 Evaluation of Preparatory/Pre-Professional Education: Does not apply.

II.4 Public Information: The University launched a new website at the end of summer 2011, and the Architecture Program's required public information has been included and is functioning properly.

II.4.5 ARE Pass Rates: We have added this feature to our Public Information on the Program's "NAAB Accreditation" link.

Part Four: Supplemental Information

1. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)
2. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)
3. *Visiting Team Report (VTR)* from the previous visit and *Focused Evaluation Team Reports* from any subsequent Focused Evaluations.
4. Catalog (or URL for retrieving online catalogs and related materials)
5. Response to the Offsite Program Questionnaire (See *2010 Procedures*, Section 8)

IV.1 COURSE DESCRIPTIONS

Course descriptions are separated into required courses and elective courses, then listed alphabetically. In general, courses that are retiring with the old curriculum have Roman numerals; courses that are continuing into the new curriculum or are being introduced as the new curriculum progresses have Arabic numerals.

Courses that are one of several that fulfill a major requirement (Visualization Elective, History/Theory Elective) are listed with elective courses.

Course descriptions and supporting materials for College Studies courses are not included in the APR, but will be available in the team room.

Courses descriptions for courses that have not been offered since the last NAAB visit are being evaluated for removal from the *Course Catalog* and are not included in the APR. These include electives ADFND-110, ARCH-418, and ARCH-431. Others, such as ARCH-499, were developed for new programs and have not yet been offered.

REQUIRED COURSES

ADFND-101 DESIGN 1: Interdisciplinary Foundation Studies (4)

Course Description

This interdisciplinary foundation design course synthesizes fundamental design principles and introduces design vocabulary, process methodologies, and craft as a foundation for future architecture, interior design, and landscape architecture studios.

Course Goals & Objectives

- Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design, in architectural composition and urban design.
- Ability to select and use appropriate representational media to convey essential formal elements at each stage of the programming and design process, and the familiarization of the student with orthographic and axonometric drawings.
- Development of a design process methodology for resolving theoretical and practical problems.
- Development of the student's ability to read, write, listen, and speak effectively, especially as necessary for design communication.
- Development of the student's ability to budget time and money, and its impact on the design process and product.
- Development of the student's awareness of the importance of historic precedents as a resource in the design process.
- Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

Student Performance Criterion/a Addressed

A.8 Ordering Systems Skills

C.1 Collaboration

Topical Outline

Projects	70%
Sketchbooks	15%
Participation, attendance, and development	15%

Prerequisites:

none

Textbooks / Learning Resources

Ching, Francis. *Architectural Graphics* (Wiley & Sons. 2009)

Ching, Francis. *Architecture: Form, Space and Order* (Wiley & Sons. 2007)

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (F/T) Gary Crowell, Carol Hermann, Morna Livingston; (adjunct) Jason Cole, Justin Coleman, Pier Derrickson, Yelena Galitskaya, Thomas Kirchner, John Lawson, Brian Leahy, Ali Mahjouri, Diana Nicholas, Ashraf Osman, Richard Pedranti, Allison Schapker

2010-11: (F/T) Gary Crowell, Steve Grout, Carol Hermann, Morna Livingston; (adjunct) Christina Amoroso, Jeremy Avellino, Carl Dress, Ryan Drummond, Mary Gale, Ali Mahjouri, Diana Nicholas, Ashraf Osman, Amy Owen-Jones

ADFND-102 DESIGN 2: Foundation Studies (4)

Course Description

This course synthesizes fundamental design principles, programmatic research and design history, and design process methodologies and craft.

Course Goals & Objectives

- Develop creative problem-solving ability in two and three-dimensional form and space.
- Develop ability to effectively use basic architectural and environmental principles in design.
- Understand the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- Familiarize the student with perspective sketches and constructed drawings to convey three-dimensional design.
- Familiarize the student with color and various media to communicate design ideas.
- Develop ability to build legibly crafted models as a tool for understanding space.
- Develop ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principals into architecture and urban design projects.
- Develop ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
- Require the student to take on increasing level of responsibility for the development and critical review of his/her work.

Student Performance Criterion/a Addressed

- A.6 Fundamental Design Skills
- A.7 Use of Precedents
- A.8 Ordering Systems Skills
- C.1 Collaboration

Topical Outline

Projects	70%
Sketchbooks	15%
Participation, attendance, and development	15%

Prerequisites:

Minimum grade of "C" (2.00) in ADFND-101

Textbooks / Learning Resources

Ching, Francis. *Architectural Graphics* (Wiley & Sons. 2009)

Ching, Francis. *Architecture: Form, Space and Order* (Wiley & Sons. 2007)

Offered

Spring and Summer, annually

Faculty Assigned

2009-10: (F/T) Gary Crowell, Steve Grout, Carol Hermann, Morna Livingston; (adjunct) Justin Coleman, Pier Derrickson, Kimberlee Douglas, Thomas Kirchner, Ali Mahjouri, Ashraf Osman, Richard Pedranti, Allison Schapker

2010-11: (F/T) Gary Crowell, Carol Hermann, Morna Livingston; (adjunct) Jeremy Avellino, Gary Bolton, Carl Dress, Ali Mahjouri, Ashraf Osman, Amy Owens-Jones

AHIST-205 HISTORY 1: The Built Environment, Ancient to Medieval (3)

Course Description

This class surveys key examples of global architecture and interiors produced from Prehistory through the Middle Ages by emphasizing significant historical themes and the visual and conceptual components of major monuments. Students acquire a vocabulary for analyzing and evaluating the built environment as well as other visual arts.

Course Goals & Objectives

- ability to gather, assess, record, and apply relevant information in architectural coursework;
- understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
- understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment;
- understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects;
- understanding of the relationship between human behavior, the natural environment and the design of the built environment.

Student Performance Criterion/a Addressed

A.9 Hist Trads / Global Culture

A.10 Cultural Diversity

C.2 Human Behavior

Topical Outline

Three exams (and quizzes)	60 %
Case study	30 %
Participation / attendance	10%

Prerequisites:

WRTG-101

Textbooks / Learning Resources

Fazio, Michael, Marion Moffett and Lawrence Wodehouse. *A World History of Architecture* (McGraw-Hill, 2008)

Whiton, Sherrill and Stanley Abercrombie. *Interior Design and Decoration* (Prentice-Hall, 2007)

Offered

Fall, annually

Faculty Assigned

2009-10: (F/T) Steve Grout (Interior Design Program); (adjunct) Wendi Furman, Lauren Patterson

2010-11: (F/T) Kenneth Jacobs; (adjunct) Cara Carroccia, Lauren Patterson, Lynda Erika Tapp

AHIST-206 HISTORY 2: Renaissance and Baroque Architecture and Interiors (3)

Course Description

This course overviews significant historical themes through examples of architecture, interiors, and the related visual arts from the 14th to the mid-18th centuries. A broad historical context includes religion, philosophy, iconography, the role of the artist or architect, political and economic systems, materials and techniques, and construction methods and technology.

Course Goals & Objectives

- ability to communicate effectively about design, to think critically, and to reach appropriate conclusions;
- ability to research by gathering, assessing, recording, and applying relevant information in architectural coursework;
- understanding of the relationship between human behavior, the natural environment and the design of the built environment;
- understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition and urban design;
- understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals, and the implication of this diversity for the societal roles and responsibilities of architects;
- understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national setting from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors, 14th through the mid-18th centuries;
- understanding of the shifts in the social, political, technological, ecological, and economic factors that shape the practice of architecture (this is accomplished by forming comparisons between artists, architects, and designers, diverse periods and circumstances).

Student Performance Criterion/a Addressed

- A.9 Hist Trads / Global Culture
- C.2 Human Behavior

Topical Outline

Two exams and several quizzes	60 %
Visual analysis and Multicultural case study	25 %
Participation and attendance	15 %

Prerequisites:

AHIST-205

Textbooks / Learning Resources

Fazio, Michael, Marion Moffett and Lawrence Wodehouse. *A World History of Architecture* (McGraw-Hill, 2008)

Whiton, Sherrill and Stanley Abercrombie. *Interior Design and Decoration* (Prentice-Hall, 2007)

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) Concetta Dragani, Lauren Patterson

2010-11: (F/T) Morna Livingston (Architectural Studies faculty); (adjunct) Concetta Dragani, Lauren Patterson

AHIST-305 HISTORY 3: Early Modern Architecture and Interiors 1750-1930 (3)

Course Description

This course chronicles architecture and interior design from Historicism to the International Style by considering the Enlightenment, definitions of modernity, notions of progress and evolution, industrialization and urbanization, and debates over ornament. Students examine key theoretical texts and accomplish archival research on an historic structure in Philadelphia.

Course Goals & Objectives

- demonstrate the ability to read, write, listen, and speak effectively, regarding the world of design;
- demonstrate the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards;
- demonstrate the ability to gather, assess, record, and apply relevant information in architectural coursework;
- demonstrate an understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design
- in exams, a semester-long case study, and discussions, demonstrate their understanding of the Western architectural canons and traditions from 1750 to 1930 in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them;
- in a semester-long case study, demonstrate their understanding of national traditions and the local regional heritage in architecture, landscape design, and urban design, including the vernacular tradition;
- demonstrate their understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.

Student Performance Criterion/a Addressed

- A.2 Design Thinking Skills
- A.5 Investigative Skills
- A.8 Ordering System Skills

Topical Outline

3 Exams	50%
Project	25%
Participation	15%
Notebook	10%

Prerequisites:

AHIST-206

Textbooks / Learning Resources

Bergdoll, Barry. *European Architecture 1750-1890* (Oxford UP, 2000)
Curtis, William J.R. *Modern Architecture Since 1900* (Phaidon, 1996)
Massey, Anne. *Interior Design Since 1900* (Thames & Hudson, 2008)
Whiton, Sherrill and Stanley Abercrombie. *Interior Design and Decoration* (Prentice-Hall, 2007)

Offered

Fall, annually

Faculty Assigned

2009-10: (F/T) Suzanne Singletary; (adjunct) Cara Carroccia
2010-11: (F/T) Kenneth Jacobs; (adjunct) Concetta Dragani, Alice Price

AHIST-306 HISTORY 4: Modern/Contemporary Architecture and Interiors (3)

Course Description

This course analyzes major movements and theoretical constructs in architecture and interior design from 1930 to the present. Discussion focuses upon societal and environmental aspects — politics, economics, science and technology, psychology — shaping the greater context. Students examine key theoretical texts relative to sustainability, critical regionalism, phenomenology, and the role of the digital in contemporary practice.

Course Goals & Objectives

- demonstrate the 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;
- develop an understanding of twentieth-century traditions in architecture, interior design, art, landscape, and urban design as well as the climatic, technological, socio-economic, and other cultural factors that shaped and sustained them;
- demonstrate proficient written and oral skills in the visual analysis and cultural context of twentieth-century design;
- demonstrate the ability to make a comprehensive analysis and evaluation of a building, building complex, interior, or urban space;
- develop an awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment;
- demonstrate an understanding of the diverse needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects and designers;
- demonstrate an understanding of the shifts which have occurred since the nineteenth century in the social, political, technological, ecological, and economic factors that shape the practice of architecture and design;
- increase their understanding of history as a specific referential resource as well as the basic context for making architecture and interiors.

Student Performance Criterion/a Addressed

A.2 Design Thinking Skills

A.9 Hist Trads / Global Culture

Topical Outline

3 exams	60%
Project	25%
Participation and journal	15%

Prerequisites:

AHIST-305

Textbooks / Learning Resources

Curtis, William J.R. *Modern Architecture Since 1900* (Phaidon, 1996)

Massey, Anne. *Interior Design Since 1900* (Thames and Hudson, 2008)

Offered (semester and year)

Spring, annually

Faculty Assigned

2009-10: (adjunct) Maria Camoratto, Lynda Erika Tapp

2010-11: (F/T) Kenneth Jacobs; (adjunct) Aron Cohen, Alice Price

ARCH-201 DESIGN 3: Architecture Foundation Studies (4)

Course Description

Through an experiential, intuitive process, students focus on “well building,” design that respects the natural landscape. Theoretical issues include formal organization, the interrelationship of interior and exterior space, and environmental sustainability.

Course Goals & Objectives

- Ability to use fundamental design skills, that is, to effectively use basic architectural and environmental principles in design of buildings, interior spaces and sites.
- Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- To demonstrate the ability to respond to site characteristics such as soil, topography, vegetation, and watersheds in the development of a project design.
- To develop an understanding of the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.
- To develop the ability to use appropriate representational media to convey essential formal elements at each stage of the design process.
- To develop an understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
- To be able to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- To continue development of the ability to read, write, listen, and speak effectively.

Student Performance Criterion/a Addressed

A.6	Fundamental Design Skills	B.3	Sustainability
B.2	Accessibility	B.4	Site Design

Topical Outline

Project Assignments	90%
Participation and Preparedness for Class	10%

Prerequisites:

Minimum grade of “C” (2.00) in AFDN 102

Textbooks / Learning Resources

Ching, Francis. *Architectural Graphics* (Wiley & Sons, 2009)
---. *Architecture: Form, Space and Order* (Wiley & Sons, 2007)

Offered

Fall, annually

Faculty Assigned

2009-10: (F/T) Jane Cespuglio; (adjunct) Louis Chang, Andrew Hart, Christopher Kircher, Patrick Stinger, Adrienne Sitnger-Yancone, Brian Szymanik; Christine Tyreus

2010-11: (F/T) David Kratzer; (adjunct) Louis Chang, Justin Coleman, JP Donohue, Alan Jalon, Michael Spain, Adrienne Yancone Stinger, Christine Tyreus

ARCH-202 DESIGN 4: Architecture Foundations Studies (4)

Course Description

This course concentrates on dwelling and design in an urban context and incorporates research, writing, and analysis of human patterns of occupancy and settlement as means of exploration.

Course Goals & Objectives

- Students are able to gather, assess, record, and apply relevant information in architectural coursework, and to read, write, speak and listen effectively.
- Students are able to effectively use basic architectural and environmental principles in design.
- Students are able to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principals into architecture and urban design projects.
- Students are aware of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national setting from all hemispheres in terms of their climatic, ecological, technological, socio-economic, public health, and cultural factors.
- Students raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions and test them against relevant criteria and standards.
- Students understand the basics of visual perception and the principles and systems of order that informs two- and three-dimensional design, architectural composition and urban design.
- Students understand the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.
- Students understand the relationship between human behavior, the natural environment and the design of the built environment.

Student Performance Criterion/a Addressed

A.1	Communication Skills	A.9	Hist Trads / Global Culture
A.6	Fundamental Design Skills	A.10	Cultural Diversity
A.7	Use of Precedents	C.2	Human Behavior

Topical Outline

Project assignments	90%
Participation, journal/sketchbook, attendance, work completed during class	10%

Prerequisites: Minimum grade of "C" (2.00) in ARCH 201

Textbooks / Learning Resources

Clark, Roger H. and Michael Pause. *Precedents in Architecture*. (Wiley. 2005)
Hall, Edward T. *The Hidden Dimension*. (Doubleday. 1966)
Lynch, Kevin. *The Image of the City*. (MIT Press. 1960)
Murtagh, William John. "The Philadelphia Row House." *SAH Journal*, Dec. 1957, Vol. XVI, No. 4.
Rapoport, Amos. *House Form and Culture*. (Prentice-Hall. 1969)

Offered: Spring, annually

Faculty Assigned

2009-10: (F/T) Jane Cespuaglio; (adjunct) Louis Chang, Christopher Hall, Andrew Hart, Christopher Kircher, Brian Szymanik, Christine Tyreus

2010-11: (F/T) Kenneth Jacobs; (adjunct) Christopher Hall, Troy Leonard, Michael Spain, Adrienne Yancone Stinger, Christine Tyreus

ARCH-211 BUILDING TECHNOLOGY II (3)

Course Description

This course examines how environmental factors affect building construction. Students compare traditional and sustainable materials and energy systems to understand the implications on their design decisions. The course focuses on sustainable systems, the exterior envelope, and interior finishes.

Course Goals & Objectives

- Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies.
- Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- Ability to assess, select, configure and detail as an integral part of the design appropriate combinations of building materials, components and assemblies to satisfy the requirements of building programs.

Student Performance Criterion/a Addressed

B.12 Building Materials / Assemblies

Topical Outline

Mid-term Exam	30%
Final Exam	30%
Major Projects	30%
Quizzes, In-class Assignments, Participation, Attendance	10%

Prerequisites:

ARCH 210

Textbooks / Learning Resources

Allen, Edward. *Fundamentals of Building Construction: Materials and Methods* (John Wiley & Sons, 2008)

Ching, Francis. *Building Construction Illustrated* (Van Nostrand Reinhold, 2008)

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) Kurt Schlenbaker, Will Stanforth, Sara Sweeney, Christine Tyreus

2010-11: (F/T) Chris Harnish; (adjunct) Kurt Schlenbaker, Sara Sweeney

Course was retired after fall 2010

ARCH-211 TECHNOLOGY 2: Systems and Sustainability (3)

Course Description

This course examines how environmental factors affect building construction. Students compare traditional and sustainable materials and energy systems to understand the implications on their design decisions. The course focuses on sustainable systems, the exterior envelope, and interior finishes.

Course Goals & Objectives

- Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design.
- Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments, and reduce the impact of building construction and operations on future generations.
- Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies.
- Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, and illumination.
- Understanding of the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Student Performance Criterion/a Addressed

A.4	Technical Documentation	B.10	Building Envelope Systems
B.3	Sustainability	B.12	Building Materials / Assemblies
B.8	Environmental Systems		

Topical Outline

Mid-term Exam	30%
Final Exam	30%
Major Projects	30%
Quizzes, In-class Assignments, Participation, Attendance	10%

Prerequisites: ARCH 210

Textbooks / Learning Resources

Allen, Edward. *Fundamentals of Building Construction: Materials and Methods* (Wiley & Sons, 2008)
Ching, Frank. *Building Construction Illustrated* (Van Nostrand Reinhold, 2008)

Offered: Spring, annually

Faculty Assigned

2009-10: course introduced spring 2011

2010-11: (F/T) Chris Harnish; (adjunct) Kurt Schlenbaker, Sara Sweeney

ARCH-301 DESIGN V FOR ARCHITECTURE (5)

Course Description

Using increasingly complex programs and construction types, this course emphasizes exterior space – as created by buildings, built elements, and landscape elements -- in an ecologically sustainable way.

Course Goals & Objectives

- Students undertake critical appraisals of the technical and theoretical concepts of environmental sustainability in architecture
 - Students are able to design the site and building to accommodate individuals with varying physical abilities and to apply basic principles of life-safety systems with an emphasis on egress.
 - Students are able to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
 - Students are able to use appropriate media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
 - Students are able to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
 - Students are able to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
 - Students understand the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
 - Students understand the relationship between human behavior, the natural environment and the design of the built environment.

Student Performance Criterion/a Addressed

A.5	Investigative Skills	B.3	Sustainability
A.11	Applied Research	B.4	Site Design

Topical Outline

1 st project	30%	2 nd project	50%	3 rd project	20%
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Prerequisites:

Minimum grade of "C" (2.00) in ARCH 202

Textbooks / Learning Resources (selected)

Barnett, Dianna Lopez, William D. Browning and Rocky Mountain Institute Green Development Services.
A Primer on Sustainability (pub. dates)

Georg Vrachliotis; "Articulating Space Through Architectural Diagrams." (Amer. Assoc. for Artificial Intelligence, 2005)

Betsky, Aaron, *Landscapers, Building with the Land* (Thames & Hudson, 2002)

Marco Frascari, "Ichonography: The Topical Enigma of Architectural Plans." *Terrazzo*. Vol. 3.

<http://www.ted.com/talks/view/id/698>

Two short videos / interviews with Tod Williams and Billie Tsien on the Barnes Museum

<http://www.philly.com/philly/entertainment/63476102.html>

Offered: Fall and Spring, annually

Faculty Assigned

2009-10: (F/T) David Kratzer; (adjunct) Brian Johnston, Sara Schuh, Christopher Stromberg

2010-11: (adjunct) Brian Johnston, Christopher Kircher, Christopher Stromberg

Course was retired after spring 2011

ARCH-302 DESIGN VI FOR ARCHITECTURE (5)

Course Description

In this studio, which explores the integration between individual buildings and urban design, socio-cultural and historical Investigations of the city inspire place-making and architecture.

Course Goals & Objectives

- Ability to read, write, speak and listen effectively; and to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, test them against relevant criteria and standards.
- Ability to use appropriate representational media, both traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
- Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
- Understanding of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.
- Ability to respond to natural and built site characteristics in the development of a program and design of a project, using sustainable architectural and urban design principles that conserve natural and built resources.
- Ability to assemble a comprehensive program for an architecture project, including assessment of client and user needs, critical review of appropriate precedents, inventory of space and equipments requirements, analysis of site conditions, review of relevant laws and standards and assessment of their implications for the project, and definition of site selection and design assessment criteria.
- Understanding of the responsibilities of the architect to elicit, understand, and resolve the needs of the client, owner, user groups, and the public and community domains.
- Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Student Performance Criterion/a Addressed

A.1	Communication Skills	A.10	Cultural Diversity	C.3	Client Role in Arch
A.2	Design Thinking Skills	B.1	Pre-Design	C.9	Comm/Soc Respons
A.3	Vis Comm Skills				

Topical Outline

Project 1	15%	Midterm review and programming	25%
Final review and deliverables	35%	Weekly assignments and participation	25%

Prerequisites: Minimum grade of "C" (2.00) in ARCH 202

Textbooks / Learning Resources (Selected)

Burdett, Richard (editor). *Cities: People, Society, Architecture* (Rizzoli, 2006).

Ellin, Nan. *Integral Urbanism* (Routledge, 2006).

El-Khoury, Rodolphe, and Edward Robbins. *Shaping the City: Studies in History, Theory and Urban Design* (Routledge, 2004).

Krier, Leon. *The Architecture of Community* (Island Press, 2009).

Offered: Fall and Spring, annually

Faculty Assigned

2009-10: (adjunct) Chris Harnish, Spence Kass, Troy Leonard, David Quadrini

2010-11: (F/T) Chris Harnish; (adjunct) Spence Kass, Brian Szymanik

Course retired after spring 2011

ARCH-303 STRUCTURES 1 (3)

Course Description

This course introduces the role of structural engineering in the architectural process. While designing actual building structures and details, students develop familiarity with the fundamentals of statics, gain a sense of how structures resist forces, and learn to visualize the load path and the direction of forces. Structural design and analysis are taught using both numerical and graphical analysis for the preliminary shapes of cable structures, arches, and trusses.

Course Goals & Objectives

- Develop the student's understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
- Develop the student's understanding of the entire design process for a whole structure, starting with the formation of structural ideas and continue the development of structural ideas into workable solutions, preliminary design of details and preliminary determination of member sizes.
- Merge the fundamentals of statics and strength of materials naturally in the context of the structural design process.
- Design and analyze structures through graphical methods and numerical methods where needed in the design process.

Student Performance Criterion/a Addressed

B.9 Structural Systems

Topical Outline

Homework	15%
Mid-term Exam	25%
Case Study	10%
Project	15%
Final Exam	25%
Class Participation	10%

Prerequisites:

Minimum grade of "C" (2.00) in MATH-103 or MATH-111 and PHYS-101

Textbooks / Learning Resources

Allen, Edward and Waclaw Zalewski. *Form and Forces Designing Efficient Expressive Structures* (Wiley, 2010)

Offered

Fall, annually

Faculty Assigned

2009-10: course introduced spring 2011

2010-11: (F/T) Armando Plata; (adjunct) David O'Connell, Jonathan Price

ARCH-309 STRUCTURES I (2)

Course Description

This course presents the basic concepts of statics and strengths of materials: the analysis of trusses, load analysis, and shear and moment diagrams for beams. Development of analytical ability will be through weekly assignments and class review sessions. An intuitive understanding of the concepts will be encouraged through class demonstrations and labs.

Course Goals & Objectives

- Understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Student Performance Criterion/a Addressed

B.9 Structural Systems

Topical Outline

Final Examination	25%
Midterm Examination	25%
H/W Assignments, Labs, Attendance, Quizzes	20%
Design/ test Project	30%

Prerequisites:

MATH-103 or MATH-111 and PHYS-101

Textbooks / Learning Resources

Onouye, Barry and Kevin Kane. *Statics and Strength of Materials for Architecture and Building Construction* (Prentice Hall. 2007)

Offered

Fall, annually

Faculty Assigned

2009-10: (FT) Armando Plata; (adjunct) Bevan Lawson, Joseph Mula, Kenneth Rux

2010-11: (FT) Armando Plata; (adjunct) Bevan Lawson, David O'Connell, Jonathan Price, Kasha Preston

Course retired after summer 2011

ARCH-310 STRUCTURES II (2)

Course Description

In this course students are introduced to the concepts of buckling, truss analysis, calculation of lateral forces and analysis of lateral-force effects as they impact the design of wind- and seismic-resistant structures, and preliminary foundation design.

Course Goals & Objectives

- Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Student Performance Criterion/a Addressed

B.9 Structural Systems

Topical Outline

Homework, Quizzes, Attendance	15%
Exams	45%
Design Project	40%

Prerequisites:

ARCH-309

Textbooks / Learning Resources

Onouye, Barry & Kane, Kevin. *Statics and Strength of Materials for Architecture and Building Construction* (Prentice Hall. 2007)

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) Bevan Lawson, Joseph Mula, David O'Connell, Kenneth Rux

2010-11: (adjunct) Brian Billings, Debabrata Bhaumik, Bevan Lawson, Kasha Preston

This course was retired after summer 2011

ARCH-402 DESIGN VIII FOR ARCHITECTURE (6)

Course Description

This studio focuses on theories and practices that inform construction techniques in architecture: properties of building materials and assemblies (structure and envelope) and their technically precise graphic representation as related to design intentions.

Course Goals & Objectives

- Students demonstrate the ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- *Students demonstrate the ability* to apply the basic principles of life-safety systems with an emphasis on egress.
- *Students demonstrate an understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range and appropriate application of contemporary structural systems.
- Students demonstrate an understanding of building envelope systems and the basic principles involved in their appropriate application, and the associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- Students demonstrate an understanding of building materials and assemblies, and assembly details, that is: the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- Students demonstrate the ability to represent and clearly communicate design intentions through technically precise two and three-dimensional documents showing materials and methods of construction.

Student Performance Criterion/a Addressed

B.2	Accessibility	B.9	Structural Systems	B.12	Building Materials / Assemblies
B.5	Life Safety	B.10	Building Envelope Systems		

Topical Outline

Project 1	20%
Project 2	60%
Attendance, Participation, Improvement, Reading responses	20%

Prerequisites:

Minimum grade of "C" (2.00) in ARCH-301 and ARCH-302; co-requisite: ARCH-408

Textbooks / Learning Resources

Bell, Victoria Ballard and Patrick Rand. *Materials for Design* (Princeton Architectural Press, 2006).
Ching, Francis and Steven R. Winkel. *Building Codes Illustrated* (Wiley, 2009)

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (F/T) Donald Dunham; (adjunct) James Cassidy, Richard Meyer, Anthony Weber
2010-11: (F/T) Donald Dunham; (adjunct) James Cassidy, Thomas Kirchner

ARCH-403 TECHNOLOGY III: Lighting and Acoustics (3)

Course Description

The lecture / lab examines technological issues relevant to sustainability: the student's understanding of the temporal nature of program and site and how they affect the design of natural and artificial lighting, passive and active heating and cooling systems, and issues of enclosure, materiality and skin.

Course Goals & Objectives

- Students are able to gather, assess, record, and apply relevant information in architectural coursework.
- Students are able to use logical precedents in architecture, including those related to expansion or adaptation of existing buildings.
- Students are able to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.
- Students understand the philosophical and theoretical issues surrounding the development and application of architectural technology as well as their ability to articulate a position regarding its appropriate use and value (as differentiated from cost).
- Students understand building systems technology as a form determinant.
- Students understand the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Student Performance Criterion/a Addressed

B.3 Sustainability

B.8 Environmental Systems

Topical Outline

Project 1: Site Analysis, Grading, Site Design	5%		
Project 2: Balance Points	5%	Project 6: Lighting and Day lighting	5%
Project 3: Solar Cartography	5%	Project 7: Acoustical Design	5%
Project 4: Solar Shading Device	10%	Project 8: Cumulative Design Project	25%
Project 5: Light Fixture	10%	Midterm and Final Exams	30%

Prerequisites:

ARCH-211

Textbooks / Learning Resources

Brown, G.Z. and Mark DeKay. *Sun, Wind and Light* (John Wiley & Sons, 2001)

Stein, McGuiness and Reynolds. *Mechanical and Electrical Equipment for Buildings* (Jon Wiley & Sons, 2009)

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (F/T) David Kratzer; (adjunct) Kes Lucas

2010-11: (F/T) David Kratzer; (adjunct) Kes Lucas

ARCH-404 TECHNOLOGY IV: Dynamic Systems (3)

Course Description

This course presents the basic theory and application parameters associated with those mechanical and electrical systems that create the interior environment: HVAC, power, plumbing, life safety and fire protection. Emphasis is placed upon: their relationships with the physical building and the integration of architectural and engineering design processes; and on energy use and development of quantitative procedures that support the implementation of sustainable design principles.

Course Goals & Objectives

- The ability to evaluate thermal performance of building envelope construction elements as they influence energy usage and occupant comfort
- An understanding of heat generated by building occupants, appliances and lighting systems and the resultant impact on the interior environment
- The ability to quantify the amount of heat energy lost or gained through the building envelope when subjected to various climate conditions. This will allow students to identify appropriate system capacities and support investigation of sustainable design concepts
- An understanding of the fundamental principles of electricity and familiarity with electrical power distribution systems in buildings
- An understanding of plumbing system design including determination of fixture quantities, design of water supply, sanitary drainage and storm drainage systems
- An understanding of fire suppression and alarm systems and security systems, and alternative system types, and how to determine where each is appropriate
- The ability to anticipate mechanical and electrical system features which require integration with architectural elements for success
- An understanding of the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools

Student Performance Criterion/a Addressed

- B.8 Environmental Systems
- B.11 Building Service Systems

Topical Outline

Homework assignments	25%
Tests	50%
Final examination	25%

Prerequisites:

ARCH-301 or ARCH-302

Textbooks / Learning Resources

Stein, McGuiness and Reynolds, *Mechanical and Electrical Equipment for Buildings* (Jon Wiley & Sons, 2009)

Offered

Fall and spring, annually

Faculty Assigned

2009-10: (adjunct) Mike Cronomiz, Thomas McLaughlin
2010-11: (adjunct) Mike Cronomiz, Thomas McLaughlin

ARCH-405 STRUCTURES III (2)

Course Description

This course presents the basic methods used for wood and steel structures. An intuitive understanding of the concepts is encouraged through the use of class demonstrations and labs.

Course Goals & Objectives

- Understanding of parallel and divergent structural traditions of architecture around the globe.
- Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Student Performance Criterion/a Addressed

B.9 Structural Systems

Topical Outline

Assignments	35%
Quizzes	30%
Midterm	15%
Final	15%
Attendance	5%

Prerequisites:

ARCH-310

Textbooks / Learning Resources

Underwood, Rod and Michele Chiuini. *Structural Design* (Wiley & Sons. 2007)

Offered

Spring, annually

Faculty Assigned

2009-10: (FT) Armando Plata; (adjunct) Jonathan Price

2010-11: (FT) Armando Plata; (adjunct) Kenneth Rux, Daniel Chung

ARCH-406 STRUCTURES IV (2)

Course Description

This course presents approximate methods used for masonry and concrete structures. Concrete analysis and design will use the strength method only. Development of analytical ability will be through weekly assignments and class reviews.

Course Goals & Objectives

- Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Student Performance Criterion/a Addressed

B.9 Structural Systems

Topical Outline

Assignments	20%
Quizzes	15%
Midterm	20%
Final	20%
Attendance	5%
Semester project	20%

Prerequisites:

ARCH-405

Textbooks / Learning Resources

Underwood, Rod and Michele Chiuni. *Structural Design* (Wiley & Sons, 2007)

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (adjunct) Debabrata Bhaumik

2010-11: (adjunct) Debabrata Bhaumik, Jonathan Price

ARCH-408 VISUALIZATION II: Documenting and Detailing (3)

Course Description

This course focuses on the role of construction materials and systems in the design process through the creation of technically-precise computer generated drawings. Students develop a set of technical drawings and details in two-dimensional and BIM computer drafting techniques that enhance their initial design intentions.

Course Goals & Objectives

- Ability to use computer technology as a representational media to convey essential formal elements at each stage of the design process.
- Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies.
- Ability to assess, select, and conceptually integrate structural systems, building envelope systems, and environmental systems into building design.
- Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range and appropriate application of contemporary structural systems.
- Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Student Performance Criterion/a Addressed

A.4	Technical Documentation	B.10	Building Envelope Systems
B.7	Financial Considerations	B.12	Building Materials / Assemblies
B.9	Structural Systems		

Topical Outline

Project #1	25%
Project #2	65%
Participation, Attendance	10%

Prerequisites:

co-requisite: ARCH-402

Textbooks / Learning Resources

Bell and Brown. *Materials for Design* (Princeton Architectural Press. 2006)

ARCH-501 DESIGN IX FOR ARCHITECTURE (6)

Course Description: In this comprehensive course, students research building type and systems precedents, then work in teams to integrate constructional, structural and environmental systems in the design and documentation of a large, complex building.

Course Goals & Objectives

- Able to prepare a comprehensive program for an architectural project.
- Able to comprehend the principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
- Able to design sites, facilities and systems to provide independent and integrated use by individuals with physical, sensory, and cognitive disabilities.
- Able to design projects that optimize resources, provide healthful environments, and reduce the environmental impacts of building construction and operations on future generations.
- Able to apply basic principles of life-safety systems with an emphasis on egress.
- Able to produce a comprehensive architectural project demonstrating each student's capacity to make decisions across scales while integrating design thinking and investigative skills, technical documentation, ordering systems, historical traditions and global culture, accessibility, sustainability, site design, life safety, and environmental and structural systems.
- Understand the principles of environmental systems and the use of appropriate performance assessment tools.
- Understand building envelope systems, including the basic principles of their application and the assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- Understand the principles utilized in the selection of construction materials, products, components, and assemblies, based on their characteristics and performance.
- Able to collaborate in teams to successfully complete design projects.

Student Performance Criterion/a Addressed

(Italics indicates part of B.6 bundle)

A.2	<i>Design Thinking Skills</i>	B.1	Pre-Design	B.8	<i>Environmental Systems</i>
A.4	<i>Technical Documentation</i>	B.2	<i>Accessibility</i>	B.10	Bldg Envelope Systems
A.5	<i>Investigative Skills</i>	B.3	<i>Sustainability</i>	B.11	Bldg Service Systems
A.7	Use of Precedents	B.4	<i>Site Design</i>	B.12	Bldg Mtls / Assemblies
A.8	<i>Ordering Systems Skills</i>	B.5	<i>Life Safety</i>	C.1	Collaboration
A.9	<i>Hist Trads / Global Culture</i>	B.6	Comprehensive Design		

Topical Outline

Site Systems	15%	Systems Clarification	5%	Participation	10%
Program Analysis	15%	Small Scale Systems	15%		
Large Scale Systems	15%	Comprehensive Bldg Project	25%		

Prerequisites: Minimum grade of "C" (2.00) in ARCH-402, ARCH-403 or 404 and ARCH-405

Textbooks / Learning Resources (Selected)

Bernard Tschumi, *Architecture and Disjunction*, "Spaces and Events," pp. 139-150.
William Peña, *Problem Seeking: An Architectural Programming Primer*, excerpt
Marco Frascari, "The Tell Tale Detail"; William McDonough, *Cradle to Cradle*, excerpt

Offered: Fall, annually

Faculty Assigned

2009-10: (F/T) Susan Frosten; (adjunct) Jim Cassidy, Ivano D'Angella, Tom Kirchner, David Quadrini
2010-11: (F/T) Susan Frosten; (adjunct) Ivano D'Angella, Tom Kirchner, Armando Plata, David Quadrini

ARCH-502 DESIGN X FOR ARCHITECTURE (6)

Course Description

Comprehensive designs are generated from research that articulates physical, spiritual and theoretical objectives, and demonstrates full resolution of technical aspects. Thesis Option students develop and test a thesis by exploring individual designs. In Faculty Directed Capstone Option, students choose from topics requiring individual research, programming, analysis and synthesis during development and design of a selected project.

Course Goals & Objectives

- To read, write, listen, and speak effectively; and to gather, assess, record, and apply relevant information in architectural coursework;
- To incorporate relevant precedents into architecture/urban design projects.
- To understand the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- To assemble a comprehensive program for an architecture project.
- To respond to natural and built site characteristics in the development of a program and the design of a project.
- To understand the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner and user; and to understand the ethical issues involved in the formation of professional judgment in architecture design and practice.
- To employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.
- To understand the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
- To understand the principles of sustainable design decisions that conserve resources and create healthful buildings and communities.
- To understand structural behavior and the basic principles and appropriate application and performance of building envelope materials and assemblies.

Student Performance Criterion/a Addressed

A.1	Communication Skills	A.7	Use of Precedents	B.1	Pre-Design
A.5	Investigative Skills	A.11	Applied Research	C.3	Client Role in Architecture

Topical Outline

Stewardson Competition	10%	Application of research	10%	Final Project Presentation	30%
Preliminary research	10%	Design Development	10%	Final Process Document	10%
Program definition/dev	10%	Participation	10%	Required: Senior Design Show	

Prerequisites:

Thesis Option: Minimum grade of "C" (2.00) in ARCH-591 and ARCH-501
Faculty Directed Capstone Option: Minimum grade of "C" (2.00) in ARCH-501

Textbooks / Learning Resources

Varies by section

Offered

Spring, annually

Faculty Assigned

2009-10: (F/T) Susan Frosten; (adjunct) Ivano D'Angella, Christian Jordan, Armando Plata

2010-11: (F/T) Susan Frosten, David Kratzer; (adjunct) Robert Busser, Ivano D'Angella, Christian Jordan, Pablo Meninato

ARCH-505 PROFESSIONAL MANAGEMENT I (2)

Course Description

This course acquaints students with the factors that shape the design and construction of real-world buildings: client relationships, delivery methods, economics, building and zoning codes, and ethics. The course focuses on *the nature of a project*, and the associated administrative procedures and economic systems, the interrelationships and responsibilities of the various professional disciplines and of each participant's goals and values.

Course Goals & Objectives

- Understanding the transition from the academic to the professional environment.
- Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice, competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- Understanding of the techniques and skills architects use collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- Understanding the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- Understanding of the architect's responsibility to the public and the client as determined by registration law, building and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- Understanding of the ethical issues involved in the formation of professional judgment regarding social political and cultural issues in architectural design and practice.
- Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics.
- Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
- Ability to read, write, speak and listen effectively; and understanding of the graphical, written, and oratory language of the architectural profession.

Student Performance Criterion/a Addressed

A.1	Communication Skills	C.4	Project Management	C.7	Legal Responsibilities
B.7	Financial Considerations	C.5	Practice Management	C.8	Ethics / Prof Judgment
C.3	Client Role in Architecture	C.6	Leadership		

Topical Outline

Attendance, participation and class discussion	20%	Group / individual projects	30%
Readings and written assignments	20%	Final examination	30%

Prerequisites: Minimum grade of "C" (2.00) in ARCH-301 and ARCH-302 or LARCH-302

Textbooks / Learning Resources

American Institute of Architects. *The Architect's Handbook of Professional Practice (Student Edition)*
Cuff, Dana. *Architecture: The Story of Practice* (MIT Press, 1991)

Gutman, Robert. *Architectural Practice: A Critical View* (Princeton Architectural Press, 1988)

Sullivan, Patrick et al. *Ethics and Practice of Architecture* (John Wiley & Sons, 2000)

Offered: Fall, annually

Faculty Assigned

2009-10: (adjunct) Alan Hoffmann, Jason Smith

2010-11: (adjunct) Alan Hoffmann, Jason Smith

ARCH-506 PROFESSIONAL MANAGEMENT II (2)

Course Description

This course focuses on *the nature of a firm*, on the activities of an architect's practice: detailed studies of the legal, financial, and management structures associated with the different forms of firm proprietorship; the role of young architects in a variety of practice settings; the criteria for internships and licensure; and career paths and the education and applications that support them.

Course Goals & Objectives

- Ability to read, write, speak and listen effectively; understanding of the graphical, written, and oratory language of the architectural profession, and the representative materials used in employment applications and interviews.
- Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
- Understanding the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
- Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
- Understanding of the ethical issues involved in the formation of professional judgment regarding social political and cultural issues in architectural design and practice.
- Understanding of the architect's responsibility to the public and the client as determined by registration law, building and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
- Understanding of managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts.
- Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers.

Student Performance Criterion/a Addressed

A.1	Communication Skills	C.5	Practice Management	C.7	Legal Responsibilities
C.3	Client Role in Arch	C.6	Leadership	C.8	Ethics / Professional Judgment
C.4	Project Management				

Topical Outline

Attendance and participation	10%	Group / individual projects	35%
Readings and class discussion	15%	Final examination	25%
Short written assignments	15%		

Prerequisites: Minimum grade of "C" (2.00) in ARCH-505

Textbooks / Learning Resources

American Institute of Architects. *The Architect's Handbook of Professional Practice* (Wiley & Sons, 2008)
Cuff, Dana. *Architecture: The Story of Practice* (MIT Press, 1992)
Gutman, Robert. *Architectural Practice: A Critical View* (Princeton Architectural Press, 1998)

Offered: Spring, annually

Faculty Assigned

2009-10: (adjunct) Alan Hoffman, Jason Smith
2010-11: (adjunct) Alan Hoffman, Jason Smith

ARCH-511 TECHNOLOGY V: Advanced Lab (3)

Course Description

The lecture / lab examines the integration of building systems, including the role of program and site, lighting, heating and cooling systems, structure and issues of enclosure, materiality and skin. Design and technology investigations are collaborative, while research and precedent application are individual.

Course Goals & Objectives: To develop the student's:

- ability to examine and comprehend the principles present in relevant precedents and make choices regarding the incorporation of such principles into architecture/urban design projects.
- ability to design projects that optimize resources, provide healthful environments, and reduce environmental impacts of building construction and operations on future generations.
- understanding of the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.
- ability to produce a comprehensive architectural project that demonstrates the capacity to make design decisions across scales while integrating design skills, technical documentation, investigative skills, ordering systems, historical traditions and global culture, accessibility, sustainability, site design, life safety, environmental systems, and structural systems.
- understanding of the principles of environmental systems' design, including the use of appropriate performance assessment tools; and of structural systems and appropriate application of contemporary structural systems.
- *ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations.
- understanding of the principles and application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
- understanding of principles utilized in the selection of construction materials and assemblies, based on characteristics and performance, including environmental impact and reuse; and of the principles involved in the application of building envelope systems and associated assemblies relative to performance, aesthetics, moisture transfer, durability, and energy/material resources.
- understanding of the philosophical and theoretical issues of technology as a form determinant and the ability to articulate a position regarding its appropriate use and value (as differentiated from cost).
- *ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

Student Performance Criterion/a Addressed

(Italics indicates part of B.6 bundle)

A.7	Use of Precedents	B.6	Comprehensive Design	B.10	Bldg Envelope Systems
A.11	Applied Research	<i>B.8</i>	<i>Environmental Systems</i>	B.11	Bldg Service Systems
<i>B.3</i>	<i>Sustainability</i>	B.9	Structural Systems	B.12	Bldg Matls / Assemblies
				C.1	Collaboration

Topical Outline

Labs 1-3	20% each	Process Book	20%	Class Participation	20%
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Prerequisites: co-requisite: ARCH-501

Textbooks / Learning Resources

Allen, Edward and Joseph Iano. *The Architect's Studio Companion* (Wiley & Sons. 2007)

Offered: Fall, annually

Faculty Assigned

2009-10: (adjunct) Christopher Boskey, Christopher Hall (coordinator), Joshua Otto

2010-11: (adjunct) Chris Boskey, Matt Gindelsparger, Chris Hall (coordinator), Joshua Otto, Patrick Stinger

ARCHDSN-208 VISUALIZATION I: Digital Modeling (3)

Course Description

This course establishes the computer as an effective tool in the design and presentation process, and focuses on two primary areas: visualizing design concepts in three dimensions and communicating those concepts in a manner consistent with studio and professional level work. Each project explores methods of describing two and three dimensional objects and spaces.

Course Goals & Objectives

- Students demonstrate visual communication skills through the ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process
- To develop a technical knowledge of precision digital construction in both 3-D and 2-D formats.
- To introduce the use of various digital techniques and outputs depending on the requirements of the design process.
- To develop a solid approach to digital technology that will serve as a foundation for future software and professional expectations.

Student Performance Criterion/a Addressed

A.3 Visual Communication Skills

Topical Outline

In-Class Assignments and Homework:	10%
Project 1 (Gallery Space):	30%
Project 2 (Competition Board):	20%
Project 3 (Portfolio):	20%
Sketchbook:	10%
Attendance/Class Participation:	10%

Prerequisites:

Minimum grade of "C" (2.00) in ADFND-102

Textbooks / Learning Resources

Digital resources are listed in a shared folder

Offered

Fall and spring, annually

Faculty Assigned

2009-10: (F/T) Jane Cespuglio; (adjunct) Sara Gally, Jonathan Proto, Michael Roden, Jesse Vaughn
2010-11: (adjunct) Sara Gally (coordinator), Charles Hemphill, Christian Jordan, Jared Laucks, Josh Lobel, Michael Roden, Andrew Simmons

ARCHDSN-210 TECHNOLOGY 1: Materials and Methods (3)

Course Description

This course focuses on the presentation of the technical factors of construction that affect a building's structure. Students are introduced to and compare the characteristics of the major construction systems of wood, masonry, steel and concrete. Structural principles and building and zoning codes are introduced and their influence on form and choice of materials is emphasized.

Course Goals & Objectives:

- Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies.
- Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- Basic understanding of the principles of structural behavior.

Student Performance Criterion/a Addressed

B.12 Building Materials / Assemblies

Topical Outline

Midterm	15%
Final Exam	25%
Major projects	50%
Quizzes, AV presentations, class participation, attendance	10%

Prerequisites:

Minimum grade of "C" (2.00) in ADFND-102 or INTD-102 or AENGR-200

Textbooks / Learning Resources

Allen, Edward and Joseph Iano. *Fundamentals of Building Construction: Materials and Methods* (John Wiley & Sons, 2004)

Bell, Victoria Ballard and Patrick Rand. *Materials for Design* 1st ed. (Princeton Architectural Press)

Ching, Francis. *Building Construction Illustrated* (Van Nostrand Reinhold, 2001)

Offered

Fall, annually

Faculty Assigned

2009-10: (adjunct) Charles Hancock, Kurt Schlenbaker, Will Stanforth, Sara Sweeney, Christine Tyreus

2010-11: (F/T) Chris Harnish; (adjunct) Charles Hancock, Jesse Saborsky, Kurt Schlenbaker, Will Stanforth, Sara Sweeney

DRAW-101 DRAWING I (3)

Course Description

Drawing I is primarily concerned with fostering the student's ability "to see" - to perceive the three dimensional environment, to structure the perceived information and to create two-dimensional images - drawings. In order to begin this process it is vital for the student to relinquish all visual clichés and thereby be open to seeing as if for the first time.

Course Goals & Objectives

- experiment with varied media
- to appreciate and develop possible preferences
- content/subjects will be varied including still life, architectural renderings and figure studies from the model
- investigate the elements of drawing - line, tone, texture, form, composition
- building a vocabulary of terms with which work may be further scrutinized
- perspective on cubic, elliptical, and organic forms
- mastery of drawing with tone to express light
- ability to use wet and dry media to describe form
- awareness and control of the design of flat shapes – composition
- figure drawing in correct proportion with some understanding of structure
- presentation skills: both portfolio and oral skills

Student Performance Criterion/a Addressed

A.3 Visual Communication Skills

Topical Outline

Drawings / Portfolio	70%
Sketchbook and related assignments	20%
Class Participation (preparedness, alertness, work ethic, co-operation, oral participation, etc.)	10%

Prerequisites:

None

Textbooks / Learning Resources

None

Offered

Fall and Spring

Faculty Assigned

2009-10: (F/T) Stuart Fineman; (adjunct) William Russel, Richard Harvey, Jacques E. Wilmore, Henry Martin, Phyllis Laver, Robert Willis, Ann Northrup, Mark McCullen, Elizabeth Golberg-Johnson, Albert Pastore, John McDaniel, Rosemarie D'AlbaCipriano, Joseph Schiedly, James Taylor, Victoria Barnes

2010-11: (adjunct) Phyllis Laver, Jacques E. Wilmore, Ann Northrup, Mark McCullen, Elizabeth Goldberg-Johnson, Albert Pastore, Rosemarie D'Alba-Cipriano, James Taylor

ELECTIVE COURSES

ADFND-104 DRAWING 2 FOR ARCHITECTURE (3)

Course Description

Drawing skills are developed through rapid exploratory sketches and complex three-dimensional studies that explore volumes/voids and light/shade with special references to architectural details and furniture. Investigation of space/form relationships through one- and two-point perspectives and through various drawing materials are introduced.

Course Goals & Objectives

- Develop the ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process
- Experiment with varied media
- Appreciate and develop possible preferences
- Improve drawing in situ (renderings of interior and exterior space emphasized)
- Investigate the elements of drawing -- line, tone, texture, form, composition
- Build a vocabulary of terms with which work may be further scrutinized
- Improve perspective on cubic, elliptical, and organic forms
- Master drawing with tone to express light
- Develop the ability to use wet and dry media to describe form
- Improve presentation skill, both portfolio and oral skills

Student Performance Criterion/a Addressed

A.3 Visual Communication Skills

Topical Outline

Drawings / Portfolio	70%
Sketchbook and related assignments	20%
Class Participation	10%
(preparedness, alertness, work ethic, co-operation, oral participation, etc.)	

Prerequisites:

DRAW-101

Textbooks / Learning Resources

None

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) Elizabeth Goldberg-Johnson, Mark McCullen, Joseph Scheidly
2010-11: (adjunct) Elizabeth Goldberg-Johnson, Mark McCullen, Joseph Scheidly

ADFDN-112 VISUALIZATION: TECHNICS OF COMMUNICATION (3)

Course Description

The designed object starts as an *image*, the product of visualization, most fundamentally communicated through the techniques of two-dimensional drawing. Integrating a range of techniques, the student learns the appropriate tool to employ at any given point in the design process to effectively communicate to self and to others.

Course Goals & Objectives

- Develop new habits of visual and inductive invention.
- *Develop the ability* to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
- Develop an understanding of basic principles and systems of order underlying 2-dimensional design and presentation.
- Develop an ability to perceive 3-dimensional relationships and express them analogically in a 2-dimensional graphic context.
- Practice a variety of drawing conventions and technologies.
- Understand relationships between technique and history, between the body and creative processes, between media and imagination.

Student Performance Criterion/a Addressed

A.3 Visual Communication Skills

Topical Outline

Explorations	70%
Sketchbook	15%
Participation, attendance, development	15%

Prerequisites:

Minimum grade of "C" (2.00) in: ADFDN – 101 and DRAW - 101

Textbooks / Learning Resources

Ching, Francis. *Architectural Graphics* (Wiley & Sons. 2009)
Atomic Learning on-line tool

Offered

Spring, annually

Faculty Assigned

2009-10: (F/T) Carol Hermann; (adjunct) Cara Carroccia
2010-11: (F/T) Carol Hermann; (adjunct) Cara Carroccia, Louis Chang; Andrew Hart

ARCH-320 ECOLOGY AND MAKING (3)

Course Description

The objective of this seminar is to broaden the base of understanding relative to the current discussion of sustainability and reveal some of the greater complexities of the topic. The course will include relevant design work, work outside of the realm of convention, and non-designers that have contributed greatly to the field. The semester's readings will explore the topic through different filters: technological, historical, philosophical, aesthetic, scientific, social, economic, political, and cultural.

Course Goals & Objectives

- To develop the student's understanding of the diverse theoretical foundations and social settings from which the meaning of architecture (as exhibited in the making of buildings, landscapes and human settlements) has been derived for the last century;
- To develop the student's understanding of the shifts that occur – and have occurred – in the social, political, technological, ecological and economic factors that shape the practice of architecture.
- To familiarize the student with the role of criticism and the relationship of criticism to theory;
- To develop the student's ability to incorporate theoretical foundations into the design process;
- To develop the student's ability to examine architectural issues rationally, logically, and coherently and to communicate architectural ideas in written, oral and visual forms.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Journal entries	20%
Participation	20%
Final paper	20%
Design as research assignment	20%
Midterm	20%

Prerequisites:

AHIST-306 or LARCH-411 or INDD-304

Textbooks / Learning Resources (selected)

Excerpts from:

Benyus, Janine. *Biomimicry: Innovation Inspired By Nature* (William Morrow, 1997)

McDonough, William and Michael Braungart. *Cradle to Cradle: Remaking the Ways We Make Things* (North Point Press, 2002)

Orr, David. *Ecological Literacy: Education and the Transition to a Postmodern World* (SUNY Press, 1991)

Sessions, George, editor. *Deep Ecology for the Twenty-first Century* (Shambala, 1995)

Weinstock, Michael. *The Architecture of Emergence: The Evolution of Form in Nature and Civilization* (Wiley, 2010)

World Commission on Environment and Development (WCED). *Our Common Future* (Oxford, 1987)

Offered

Spring, annually

Faculty Assigned

2009-10: (F/T) Susan Frostén

2010-11: (F/T) Susan Frostén

ARCH-324 VISUALIZATION: Experimental Modeling (3)

Course Description

This advanced digital elective course focuses on the direct correlation between digital techniques and the design process. Complex three-dimensional modeling, rendering, animation, design visualization and presentation are emphasized.

Course Goals & Objectives

- To develop the student's understanding of the diverse theoretical foundations and social settings from which the meaning of architecture (as exhibited in the making of buildings, landscapes and human settlements) has been derived for the last century;
- To develop the student's understanding of the shifts that occur – and have occurred – in the social, political, technological, ecological and economic factors that shape the practice of architecture.
- To familiarize the student with the role of criticism and the relationship of criticism to theory;
- To develop the student's ability to incorporate theoretical foundations into the design process;
- To develop the student's ability to examine architectural issues rationally, logically, and coherently and to communicate architectural ideas in written, oral and visual forms.
- In addition, the intentions of the course are for the student to develop his/her own interpretation of the issues.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Participation	30%
In-class presentation	15%
Labs and assignments	30%
Final project	25%

Prerequisites:

ARCHDSN-208

Textbooks / Learning Resources

None

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (adjunct) Christian Jordan, Brandon Kruysman

2010-11: (adjunct) Christian Jordan

ARCH-326 VISUALIZATION: Advanced Modeling (3)

Course Description

This advanced, computer-aided design, elective course focuses on complex 3D modeling, photorealistic rendering and virtual reality; with an emphasis on using 3D Studio advanced modeling and rendering software. Interactive media and digital imaging are introduced in order to increase effectiveness of student presentations. Students complete a series of specifically designed exercises of increasing difficulty leading to a final project of the student's choosing from a concurrent or earlier design studio.

Course Goals & Objectives

- to be able to use appropriate tools towards communicating design intent
- to develop a solid approach to modeling and representation for future design projects

Student Performance Criterion/a Addressed

Elective

Topical Outline

Overall Participation and Contributions to the discussion	30%
Phase 2, 3 and 4 projects	15% each
Final project	25%

Prerequisites:

ARCHDSN-208

Textbooks / Learning Resources

Reading assignments distributed throughout the semester

Offered

Fall and Spring, typically

Faculty Assigned

2009-10: (P/T) Brian King, Virginia Smith

2010-11: (P/T) Hollie Holcolme, Brian King, Jared Laucks

This course had been reorganized and in fall 2011 becomes a required course at year 3

ARCH-341 AMERICAN ARCHITECTURE (3)

Course Description

What makes the built environment in America unique? How has American design changed over the generations? What were architects, clients, and critics thinking? Where will American architecture go in the future? Using history, sociology, and the humanities, we will address these types of questions as we examine American architecture according to themes such as the iconic American home, public buildings, buildings for work and play, and American architectural practice.

Course Goals & Objectives

- develop the student's understanding of the diverse theoretical foundations from which the meaning of architecture and cultural landscapes are derived;
- increase the student's understanding of how differing cultural values and societal settings affect the social responsibilities and the role of the architect;
- familiarize the student with the role of criticism and its relationship to theory; and
- increase the student's ability to communicate architectural ideas in written and oral forms.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Two exams	50 %
Research project	30 %
Participation and attendance	20 %

Prerequisites:

ARCH-206 or LARCH-206

Textbooks / Learning Resources

Upton, Dell. *Architecture in the United States* (Oxford UP, 1998)

Excerpts from: Conn, Steven and Max Page. *Building a Nation: Americans Write about Their Architecture, Their Cities and Their Landscape* (University of Pennsylvania Press, 2003)

Offered

Fall 2010

Approx. every 3rd semester

Faculty Assigned

2010-11: (F/T) David Breiner

ARCH-401 DESIGN 7: Studio Options (6)

Course Description

Students have had different options in this category of courses. The majority have taken ARCH-401 in Rome during a Study Abroad semester.

Rome offers a unique opportunity of investigating and understanding contemporary design issues within a historical urban context. Emphasis is put on the relationship between old and new and it is investigated in sites located in the historical center of Rome or in the proximity. Themes are chosen for their pertinence to arise problems that occurred once you intervene in the context of an old city. The course offers advanced problems in architectural design and planning.

Course Goals & Objectives

- To introduce the complexity of an urban site located within an industrial, historic and environmental context;
- To document the transformation that was generated in the area through the time.
- To analyze its role in the present fabric of the city.
- To generate a design proposal based upon a coherent strategy relative to the historical and urban context.
- To develop a basis for a theoretical awareness, that should lead to a conscious choice of which design methodology to pursue.
- To challenge the designer with a medium-sized, complex architectural program, in order to achieve an adequate level in the general architectural solution.
- To address the issue of language in architecture in relationship to your own design proposal and the general philosophy of the project.
- To identify and study a significant detail to be proposed as a synthesis of your project.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Individual audio/video presentation	20%
Preliminary review	20%
Midterm exam	25%
Final review	35%

Prerequisites:

Minimum grade of "C" (2.00) in ARCH-301 and -302

Textbooks / Learning Resources

Varies by semester

Offered

Fall and spring, typically (Philadelphia and study abroad locations)

Faculty Assigned

2009-10: Giovanna Piga (American University of Rome)

2010-11: Francesco Bedeschi, J.Scott Finn, Giovanna Piga (University of Arkansas Rome Center)

In the new B.Arch curriculum, ARCH-401 will be a required course beginning in Fall 2012.

ARCH-409 THE GREAT AMERICAN CITY SEMINAR (3)

Course Description

This course introduces students to the broadly-based architectural understanding of the American city from multiple viewpoints and encourages the appreciation and critical analysis of urban form and spaces, skills crucial to any design student.

Course Goals & Objectives

- The development of the student's ability to speak and write effectively on subject matter contained in the professional curriculum.
- The development of the ability to make comprehensive analysis and evaluation of a building, building complex, or urban space.
- To develop an awareness of the theories in inquiry that seek to clarify the relationships between human behavior and the physical environment.
- To develop an understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.
- To develop an understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Research Project, Oral Presentation	20%
Research Project, Final Paper	20%
Participation	20%
Quizzes & Final Exam	40%

Prerequisites:

AHIST-206 or LARCH-411

Textbooks / Learning Resources

Scully, Vincent. *American Architecture and Urbanism* (Praeger, 1969)
Jellicoe, Geoffrey and Susan Jellicoe. *The Landscape of Man* (Thames & Hudson, 1987)
Reps, John V. *Town Planning in Frontier America* (Univ. of Missouri Press, 1980)
Mohl, Raymond A. *The New City - Urban America in the Industrial Age, 1860 – 1920* (Davidson, 1985)
Venturi, Robert et al., *Learning From Las Vegas* (MIT, 1977)

Offered

Approx. every 3rd semester

Faculty Assigned

2009-10: (adjunct) Spence Kass
2010-11: not offered

ARCH-410 VERNACULAR ARCHITECTURE (3)

Course Description

This course provides the groundwork for the study of architecture built without architects and of architecture designed and built outside the standard canon. Scholars estimate that 95% of buildings fall in this category. Vernacular architecture will be examined with regard to materials, building technology and its context of climate, and culture.

Course Goals & Objectives

- To assess the importance of architecture and spaces designed outside the mainstream and beyond the realm of architecture for the elite.
- To establish a theoretical base for understanding elements of the vernacular in buildings, settlements, and landscapes.
- To become familiar with selected literature on vernacular architecture.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Participation in discussions on assigned readings	25%
Short papers (3 @ 10% each)	30%
Final project	45%

Prerequisites:

AHIST-206 Renaissance/Baroque Architecture and Interiors

Textbooks / Learning Resources (selected)

Barley, Maurice. *Houses and History* (Faber & Faber, 1986)

de Soto, Hernando. *The Third Path: The Invisible Revolution in the Third World*, trans. June Abbott (Harper and Row, 1989), Chapter 2.

Fathy, Hassan. *Architecture for the Poor; an experiment in rural Egypt* (University of Chicago Press, 1973)

Hoskins, W.G. *The Making of the English Landscape* (1955; rpt. Hodder & Stoughton, 1988)

Jackson, John Brinckerhoff. *Discovering the Vernacular Landscape* (Yale University Press, 1984)

Rudovsky, Bernard. *Architecture without Architects: an Introduction to Non-Pedigreed Architecture* (Museum of Modern Art/Doubleday, 1964, 1965)

Simpson, Pamela H. *Cheap, Quick, and Easy: Imitative Architectural Materials, 1870-1930* (U. Tennessee Press, 1999)

Offered

Typically fall or spring, annually

Faculty Assigned

2009-10: Not offered

2010-11: Not offered

ARCH-411 ARCHITECTURAL PHOTOGRAPHY (3)

Course Description

This elective course develops students' skill in recording buildings, urban spaces, and landscapes on film, by handling a camera and working in the B&W darkroom. Discussions in class include: the work of many photographers from around the world, the intimate connections between photography and painting in the early days of photography, and later connections with film and other media.

Course Goals & Objectives

- To make critical and expressive architectural photographs.
- To critique photographs in the context of photographic history.
- To understand how to document buildings and space with a camera.
- To make clear, and technically excellent B&W prints.
- To understand the wide range possible in architectural Western and non-Western architectural photographs.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Participation	10%
Notebook	5%
Portfolio and Written Assignments	85%

Prerequisites:

None

Textbooks / Learning Resources

Sontag, Susan. *On Photography* (Ferrar, Straus and Giroux, 1977)

Offered

Typically, fall or spring

Faculty Assigned

2009-10: (F/T) Morna Livingston

2010-11: Not offered

ARCH-413 EXPERIMENTAL STRUCTURES (3)

Course Description

This course involves hands-on experimentation with materials and structures to explore the intricate relationship between structural performance and architectural form. The focus of the explorations is highly efficient, or lightweight, structures that provide maximum efficiency without sacrificing aesthetics. Studies will include a critical analysis of contemporary architects and engineers, and several projects.

Course Goals & Objectives

- Provide an understanding of structural properties including form determination, materiality, lightness and strength.
- Explore the potential contradictory implications of highly efficient structure and sustainability.
- Develop the student's ability to design and understand structures through experimentation and discovery.
- Emphasize the potential of structure as a determinant of architectural form.
- Extend the student's ability to integrate design concepts with structural principles.
- Promote the student's ability work collaboratively with others.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Varies by instructor, see syllabus

Prerequisites:

ARCH-310

Textbooks / Learning Resources (recommended)

Engel, Heino and Ralph Rapson. *Structure Systems* (G. Hatje, 1998)

Ching, Francis. *Building Structures Illustrated* (John Wiley & Sons, 2009)

Offered

Spring, annual

Faculty Assigned

2009-10: (F/T) Craig Griffen

2010-11: (F/T) Armando Plata

ARCH-414 EXPERIMENTAL MATERIALS (3)

Course Description

This elective course is an exploration of the potential for the application of a wide variety of materials in the built environment, encouraging the understanding and experimentation with materials on phenomenological and functional levels. Exploration will focus on both non-traditional uses for common construction materials as well as the use of new materials to create architectural elements, objects, or devices.

Course Goals & Objectives

- Provide an understanding of materials properties, handling and processing through theory, discovery, and experimentation
- Develop the student's ability to design using a more rigorous understanding of construction materials and their levels of sustainability
- Develop student's ability to integrate materials into the conceptual stages of design
- Introduce students to recent developments in materials, processing, and methods of construction

Student Performance Criterion/a Addressed

Elective

Topical Outline

Project assignments	90%
Participation, attendance and improvements	10%

Prerequisites:

Minimum grade of "C" (2.00) in ARCH - 310

Textbooks / Learning Resources

Varies by semester, see syllabus

Offered

Fall, annual

Faculty Assigned

2009-10: (F/T) Craig Griffen

2010-11: (F/T) Craig Griffen; (adjunct) Benjamin Shermeta

ARCH-415 VISUALIZATION: Multimedia (3)

Course Description

This interdisciplinary course focuses on interactive design, digital-animation production and responsive environments. Students begin by reviewing basic two-dimensional, design communication concepts with an introduction to different coding languages as a prelude to more complex projects involving various digital media. Students primarily use the Macintosh platform: software such as Adobe Flash, Adobe After Effects and Processing Language.

Course Goals & Objectives

- Develop the student's ability to use appropriate representational digital media, to convey essential formal elements at each stage of the programming and design process.
- To introduce the use of various digital techniques and outputs depending on the requirements of the design and production process.
- To develop an understanding of the logic of digital technology that will serve as a foundation for future changing software and professional expectations.
- To introduce the issues and digital technologies of web page design.
- To teach students the elements, issues and digital technologies of time-based media.
- To teach students the issues and technologies involved in creating and editing digital video.
- To understand the role and appropriateness of various software and hardware needed to create digital presentations for different audiences, platforms and situations.
- To explore the potential of 4-D time based and interactive design as an emerging factor in the design professions.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Project 1	10%	Midterm	20%	Assignments + Participation	35%
Project 2	10%	Final	25%		

Prerequisites:

ARCHDSN – 208 or GRAPH – 202

Textbooks / Learning Resources

Reas, Casey and Ben Fry. *Processing: A Programming Handbook for Visual Designers and Artists* (MIT, 2007)

Davis, Joshua. *Flash to the Core: An Interactive Sketchbook* (2002)

Peters, Keith. *Actionscript Animation: Making Things Move* (2007).

Offered

Typically spring, annually

Faculty Assigned

2009-10: (adjunct) Jesse Vaughn

2010-11: (adjunct) Jesse Vaughn

ARCH-421 INTRODUCTION TO HISTORIC PRESERVATION (3)

Course Description

This course is an introduction to the field of historic preservation of the built environment, examining the history and philosophy of historic preservation, and how the discipline is practiced today by historians, architectural conservators, archaeologists, non-profit museum directors, and professional advocates. Students learn through lectures, case studies, class discussion and research projects.

Course Goals & Objectives

- Develop the students' understanding of the historic framework of how preservation has emerged as a field of specialization.
- Present the language of historic preservation through examples—what is “preservation,” “restoration,” “reconstruction,” “conservation,” “adaptive re-use”?
- Develop the students' ability to apply important preservation theories and fundamentals of preservation philosophy.
- Explore the interdisciplinary nature of historic preservation. Historic preservation is practiced by professionals with various specialties, from architectural conservation to advocacy to archaeology.
- Introduce the students to the Secretary of the Interior's *Standards for the Treatment of Historic Properties*, and how those standards are applied in practice.
- Introduce students to the various levels of regulation—local, state, national—that influence the practice of historic preservation

Student Performance Criterion/a Addressed

Elective

Topical Outline

Participation and Attendance	15%
One Quiz	10%
Assignments #1 through #6	10% each
Final Project	15%

Prerequisites:

ARCH-211; AHIST-306 or LARCH-411; and ARCH-202, INTD-202, or LARCH-411

Textbooks / Learning Resources

Tyler, Norman. *Historic Preservation: An Introduction to Its History, Principles and Practices*, 2nd ed. (W.W. Norton and Company, 2009)

Offered

Fall, annually

Faculty Assigned

2009-10: Suzanna Barucco and Alisa McCann

2010-11: Suzanna Barucco and Alisa McCann

ARCH-422 THEORIES OF ARCHITECTURE SEMINAR (3)

Course Description

As an historical survey of the principles which have shaped architectural thinking from the late 19th century to the present, this seminar reviews the major issues such as the relationship of architects to their work and to the culture at large; the impact of technology and politics; and the spatial experience of a building.

Course Goals & Objectives

- To develop the student's understanding of the diverse theoretical foundations and social settings from which the meaning of architecture (as exhibited in the making of buildings, landscapes and human settlements) has been derived for the last century;
- To familiarize the student with the role of criticism and the relationship of criticism to theory;
- To develop the student's ability to incorporate theoretical foundations into the design process; and
- To develop the student's ability to examine architectural issues rationally, logically, and coherently and to communicate architectural ideas in written and oral forms.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Participation	30%
Response papers/Oral presentations	20%
Personal Theory	25%
Exam	25%

Prerequisites:

AHIST-306 or LARCH-411

Textbooks / Learning Resources

Programs and Manifestoes on 20th-Century Architecture, ed. Ulrich Conrads, trans. Michael Bullock (MIT Press, 1970)

Theorizing a New Agenda for Architecture, ed. Kate Nesbitt (Princeton Architectural Press, 1996).

Offered

Typically every 2nd or 3rd semester

Faculty Assigned

2009-10: Not offered

2010-11: (F/T) Suzanne Singletary

ARCH-424 HISTORIC PRESERVATION DOCUMENTATION: Drawing (3)

Course Description

This course introduces students to field techniques of building analysis and recording that are essential tools to study buildings of all types. Students learn the fundamentals of HABS documentation methods for the production of archival records of historic structures and places, utilizing technical drawing skills, both hand-drafting and computer-aided drafting. In the field, they learn to interpret a building's historical layers through an assessment of materials, technologies, and stylistic clues. Students also learn to assess architectural significance; to determine original appearance in light of the nature, extent, and chronology of physical changes over time; and to express these ideas graphically.

Course Goals & Objectives

- Recognize and categorize the basic features of construction, ornamentation, and layout of common building forms;
- Document a structure and its relationship to the landscape using drawings from field sketches to intensive measured drawings;
- Master techniques specific to making measured drawings conforming to HABS standards;
- Learn survey methods to measure and record a historic building or site from macro to micro scales through studies of site, plan, elevation, section, and architectural details;
- Interpret the existing condition of a building or site in order to reconstruct original appearance, sequences of construction and functional processes;
- Assess the nature, extent, and chronology of physical changes over time, and express these ideas through orthographic representations;
- Accompany drawings with clearly written description/research narratives or outlines that conform to HABS guidelines for Historical Reports;
- Demonstrate through field work and projects the ability to plan, produce, and narrate a comprehensive, technically proficient set of existing conditions record drawings that represents the salient aspects of a structure, complex or site, according to HABS standards;
- Demonstrate knowledge of the historical issues specific to each project and demonstrate the ability to integrate research/description of historic structures/sites and record drawings.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Field Responses	10%	Final Project – Measured Drawings Set	30%
Project #1 – Historical Report	10%	Final Essay	10%
Project #2 – Sketches	10%	Participation, Attendance, Journal	10%
Project #3 – Prelim Drawings	20%		

Prerequisites: ARCHDSN-208 and ARCH-421

Textbooks / Learning Resources

Burns, John A., ed. et al. *Recording Historic Structures*, 2nd edition (John Wiley & Sons, 2004)

Ching, Francis D. K. *Architectural Graphics*, 4th ed. (John Wiley & Sons, 2002)

HABS Guidelines, on this HABS/HAER/HALS web-site: <http://www.cr.nps.gov/habshaer/pubs/index.htm>

Offered: Fall, annually

Faculty Assigned

2009-10: course initiated in fall 2010

2010-11: (adjunct) Robert Hotes

ARCH-426 DESIGN/BUILD (3)

Course Description

This course allows students to track their design ideas from initial concept through full-size construction, working with a “client” and “site” to design and produce construction documents. They then gain hands-on construction experience by building their design at full scale.

Course Goals & Objectives

- To develop an understanding of the elements, systems and processes of construction through the method of hands-on making.
- To work directly with a client to develop an awareness of an architect’s responsibility beyond personal agendas.
- To understand the possibilities of computer generated fabrication for design through the use of the laser cutter and other CAM tools.
- To develop the students’ ability to represent and clearly communicate construction intentions through a concise set of working drawings.
- To be aware of the legal, political and financial constraints of construction and how they affect building design.

Student Performance Criterion/a Addressed

Elective

Topical Outline

main project assignment	80%
research assignments	10%
participation, attendance and improvements	10%

Prerequisites:

ARCH-212 or LARCH-207

Textbooks / Learning Resources

Iwamoto, Lisa. *Digital Fabrications; Architectural and Material Techniques* (Princeton Architectural Press, 2009)

Offered

Occasionally

Faculty Assigned

2009-10: not offered

2010-11: Craig Griffen

ARCH-427 CONSTRUCTION MANAGEMENT I (3)

Course Description

Through analysis of relevant case studies, this course examines construction management concepts and principles as applied to contemporary practice and investigates the intersecting roles of construction manager, architect, client, and general contractor. Topics include planning, programming and documentation from pre-construction to project close-out; legal aspects relative to environmental protection, public and worker safety, contract documents, insurance and bonds; labor relations and inspection; project control, total quality management and ethics in construction management.

Course Goals & Objectives

- Identify the duties, responsibilities, methods, procedures and risks associated with the management of construction
- Understand the organization and function of a set of construction drawings and specifications
- Understand basic construction operations, field and office organization and roles of involved parties.
- Understand basic construction scheduling
- Communicate orally and in writing in a coherent and professional manner.
- Have a basic understanding of various career paths available in the construction management field.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Exams (open book)	60 %
Assignments / Homework	20 %
Participation and attendance	20 %

Prerequisites:

ARCH-202 or INTD-202 and ARCH-211 or INTD-206

Textbooks / Learning Resources

Fisk, Edward R, Wayne D Reynolds. *Construction Project Administration, 8th Edition* (Prentice Hall, 2006)

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (adjunct) Colin Dawson

2010-11: (F/T) F. Greg Lucado; (adjunct) John Barnes

ARCH-428 CONSTRUCTION MANAGEMENT II (3)

Course Description

Utilizing pertinent case studies, this course focuses upon the planning and scheduling stages of the building process, with particular emphasis upon reading construction documents and basic estimating principles applied to small-scale, residential and commercial projects. Construction site procedures, as well as techniques for estimating unit quantities and costs of materials, labor and equipment, are introduced, and given real-life application utilizing building specifications and computer software.

Course Goals & Objectives

- Identify the duties, responsibilities, methods, procedures and risks associated with construction planning and scheduling.
- Read and interpret construction drawings and specifications
- Recognize different types of estimates and their uses.
- Perform a quantity "takeoff" (generate lists itemizing quantities of materials, equipment and labor necessary to complete a construction project) based upon drawings and specifications.
- Use computer software to assist in the preparation of the estimate.
- Communicate orally and in writing in a coherent and professional manner.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Exams	55%
Assignments	30%
Participation and attendance	15%

Prerequisites:

ARCH-427

Textbooks / Learning Resources

Fisk, Edward R, Wayne D Reynolds. *Construction Project Administration, 8th Edition* (Prentice Hall, 2006)
Dagostino, Frank and Leslie Feigenbaum. *Estimating in Building Construction, 6th Edition* (Prentice Hall, 2007)

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) John Barnes

2010-11: (F/T) F. Greg Lucado; (adjunct) Bennett Colesberry

ARCH-430 ARCHITECTURE IN EDUCATION (3)

Course Description

Each participating student joins an interdisciplinary team with a classroom teacher and a design professional to develop and carry out a unique 8-week program for a class of schoolchildren (elementary through high school). The emphasis is on hands-on activities and other direct experiences (neighborhood walks, etc) which introduce for the children an awareness of the principles of architecture and the built environment, as well as the practice of design. It is the additional responsibility of the student to document the course and provide an evaluation and permanent record of the program that can be used as a resource by future participants.

Course Goals & Objectives

- To develop and reinforce design students' understanding of fundamental principles of design by creating means of introducing them to young children and their classroom teachers.
- To provide a vehicle for design students to develop their communication skills and teaching expertise in the presence of accredited teachers
- To develop students' abilities to create awareness of the built world in others by systematically introducing an appreciation of the aesthetic qualities and technical achievements of architecture, demonstrating its intimate connections to many other facets of society and branches of knowledge, and stressing the civic responsibility of the lay public to participate in the critical decisions that affect their physical environment.
- To develop the professionalism and social conscience of participating students by creating an early opportunity for them to make responsible contributions to the larger community through established professional organizations and alongside respected practitioners.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Meaningful participation in all scheduled group meetings and classroom teaching sessions.
Quality of preparation and classroom performance as evaluated by the architect, teacher(s), Phila U. faculty, and AIE program advisors

Completion and timely submission of all required documentation as well as the quality of submitted materials.

Prerequisites

ARCH-202 and ARCHDSN-208

Textbooks / Learning Resources

Architecture In Education: a Resource of Imaginative Ideas and Tested Activities, Marcy Abhau, Rolaine Copeland, and Greta Greenberger, eds. (Foundation for Architecture, Philadelphia, 1986)

Offered

Fall and spring, annually, dependent on student interest

Faculty Assigned

2009-10: (adjunct) Laura Strychalski

2010-11: (adjunct) Laura Strychalski

ARCH-436 HISTORIC PRESERVATION DOCUMENTATION: Photography (3)

Course Description

In this course students learn the Historic American Building Survey's documentation methods for the production of archival records of historic structures and places, utilizing the 4"x 5" large-format camera. Students photograph, print, research, and narrate comprehensive, technically proficient photographic essays that re-present the salient aspects of historic structures, complexes and sites. Contemporary digital documentation methods and their future impact on future HABS specifications are also considered.

Course Goals & Objectives

- Master techniques and processes specific to the large-format camera
- Manipulate the large-format camera to fully record an historic building or site from macro to micro scales, through studies of natural or urban setting/environment; elevation/exterior views; interior spaces; and architectural details;
- Utilize the properties of large-format photography in documenting the built environment, such as elimination of perspective distortion; sharp delineation of three-dimensional qualities, spatial relationships and context, current conditions, scale, materiality, surface texture, detail, etc.;
- Produce archivally stable B&W negatives, contact prints and large-format prints, congruent with standards set for the HABS photographic collection preserved in the Library of Congress;
- Produce high quality digital reproductions for examination and computer enhancement of details for critical analysis;
- Accompany photographs with clearly written description/research narratives or outlines that conform to HABS guidelines for Historical Reports;
- Demonstrate through field work and projects the ability to plan, produce, and narrate a comprehensive, technically proficient photographic essay that re-presents the salient aspects of a structure, complex or site, according to HABS standards;
- Demonstrate knowledge of the historical issues specific to each project, and demonstrate the ability to integrate research/description of historic structures/sites and photographic imagery.

Student Performance Criterion/a Addressed

Elective

Topical Outline

Project #1	10%	Project #4	15%	Final Project	25%
Project #2	10%	Project #5	15%	Participation and Attendance	15%
Project #3	10%				

Prerequisites:

ARCH-411 and -421

Textbooks / Learning Resources

Boucher, Jack E. *HABS/HAER Photographs: Specifications and Guidelines*, June 2001.

<http://www.cr.nps.gov/habshaer>

Burns, John A., ed. et al., *Recording Historic Structures*, 2nd ed. (John Wiley & Sons, 2004)

HABS Historical Reports, October, 2000. <http://www.cr.nps.gov/habshaer>

Stone, Jim. *A User's Guide to the View Camera*, 2nd ed. (Longman, 1997).

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) Vincent Feldman

2010-11: (adjunct) Vincent Feldman

ARCH-466 PRESERVATION TECHNOLOGY (3)

Course Description

Historic buildings are composites of materials, each with unique properties and characteristics. To understand the potentials for preserving structures, a good understanding of the materials comprising them is essential. This course will provide a comprehensive overview of the materials used in the construction of historic buildings and the ongoing processes of material deterioration. The investigation and diagnosis of physical problems afflicting historic structures will be presented, along with the conservation and stabilization methods using traditional and contemporary techniques. The objective of the course is to provide a solid foundation in the materials of historic building construction and the mechanisms of material deterioration, and an introduction to available methods for treating observed problems. The course will focus on teaching observation through hands-on examination of materials in the classroom and observation of on-campus buildings, and building knowledge and understanding through materials research.

Course Goals & Objectives

- enable the students to identify the materials of the built environment, and understand how those materials interact and respond to the environment when used in construction;
- introduce the principles of condition assessment and diagnosis of modes of deterioration of building materials and systems through visual observation;
- present the principles of selection of treatment and repair materials and methods and introduce those most commonly used preservation;
- develop the student's ability to locate and accurately interpret information about building materials and materials for treatment and repair;
- introduce the students to the written and graphic methods for presenting and using building and material conditions information and treatment recommendations in historic preservation

Student Performance Criterion/a Addressed

Elective

Topical Outline

Participation and Attendance	30%	Lab and Field Notebook	10%
Reading Assignments	20%	Project	40%

Prerequisites:

ARCH-411 and -421

Textbooks / Learning Resources (selected)

Nord, A.G. and K. Tronner, *Stone Weathering* (1991) Chapter 3

Schaffer, R.J. *The Weathering of Natural Building Stone* (1932) Section VII

Torraca, *Lectures on Materials Science for Historic Preservation* (The Getty Conservation Inst., 2009)

Hornbostel, C. *Construction Materials: Types, Uses, and Applications*, wood

Waite, *Metals in American's Historic Buildings*, Part 2 (U.S. Dept. of the Interior, 1980)

Offered

Spring, annually

Faculty Assigned

2009-10: (adjunct) Lorraine Schnabel

2010-11: (adjunct) Lorraine Schnabel

ARCH-591 ARCHITECTURE THESIS RESEARCH AND PREPARATION (3)

Course Description

In this writing-intensive seminar, lectures, discussions, and faculty advisors help inform students' independent research through conceptualization, analysis, and discussion of methods of inquiry, leading to a comprehensive thesis document: a position paper outlining the architectural significance of the thesis study, program development, site analysis, case studies, and other demonstrations of the student's understanding of the topic.

Course Goals & Objectives

- To develop the abilities to read, write, listen, and speak effectively; to gather, assess, record, and apply relevant information in architectural coursework; to develop the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.
- To develop the ability to incorporate relevant precedents into architecture and urban design projects.
- To develop the ability to prepare a comprehensive program for an architectural project.
- To develop an understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.
- To assist the students in selecting a thesis subject as an opportunity for developing an architectural value system and process.
- To develop the student's awareness of the interdisciplinary knowledge necessary to adequately understand most architectural assignments.
- To familiarize the student with academic research that increases an understanding of architecture as a manifestation of and response to culture.

Student Performance Criterion/a Addressed

Elective

Topical Outline

thesis document	60%
research and development of assignments	30%
participation	10%

Prerequisites:

A grade of "C" (2.00) or better in ARCH-402, and faculty committee review and acceptance of student's portfolio, thesis intent, and academic record at the end of the fourth year.

Textbooks / Learning Resources

Groat, Linda and David Wang. Architectural Research Methods (John Wiley & Sons, 2002)

Tschumi, Bernard. *"Space and Events", Architecture and Disjunctions*

Weston, Anthony. A Rulebook for Arguments (Hackett, 2000)

Offered

Fall, annually

Faculty Assigned

2009-10: (F/T) Susan Frostén

2010-11: (F/T) Susan Frostén

ARCST-300 EXHIBITION DESIGN AND PLANNING (3)

Course Description

This course surveys the fundamentals of exhibition design and planning through an integration of theory and practice. Students are introduced to exhibition development, design process and evaluation, and to a variety of professional skills through hands-on exercises, exhibit critiques, museum observations, and visits to museum and other exhibition venues.

Course Goals & Objectives

- Develop creative problem-solving ability in two and three-dimensional form and space for the exhibition environment.
- Introduce exhibition design research methodologies and drawing conventions for exhibitions.
- Effectively utilize perspective sketches and constructed drawings to convey three-dimensional design proposals for exhibitions.
- Demonstrate using color, various media, and text to communicate design ideas for exhibitions.
- Master the skills to build legibly crafted models as a tool for understanding exhibition space.
- Require the student to take on increasing level of responsibility for the development and critical review of his/her work.
- Utilize and analyze case studies as well as field investigations and observations.
- To develop the student's ability to derive design inspiration from an exhibition project's specific program and curatorial intent and to synthesize them into a cogent, narrative design concept.
- To develop the student's ability to select and incorporate exhibition materials into the structural, enclosure, mechanical/environmental, and transport systems of an exhibition.

Student Performance Criterion/a Addressed

Elective

Topical Outline

project assignments	80%
participation, attendance and improvements	20%

Prerequisites

ADFND-102 Design II: Interdisciplinary Foundation Studies or INTD-102 Design II or LARCH-102 LA Foundation Design or DSGNFND-203 Design Foundations II or INDD-102 Design II for Industrial Design.

Textbooks / Learning Resources

Dernie, David. *Exhibition Design* (W.W. Norton, 2006)

Dean, David. *Museum Exhibition: Theory and Practice* (Routledge, 1994)

Offered

Every 2nd or 3rd semester

Faculty Assigned

2009-10: first offered spring 2011

2010-11: (F/T) Donald Dunham

DRAW-201 DRAWING II– For Graphic and Industrial Design (3)

Course Description

Building on the experiences of Drawing I we will be focusing on developing analytical approaches to form and space to advance the skills and understanding of students in Graphic Design and Industrial Design. We will also continue to explore the interpretive and expressive aspects of drawing: line quality, tonal control, color interpretation and media variation. Compositional dynamics and the organization of the picture plane will be further investigated. Some problems may allow you to practice and improve on what you know, others will introduce new concepts and will challenge your understanding. Both are valuable to the developing designer.

Course Goals & Objectives

Students should be able to analyze and accurately interpret observed/imagined objects in terms of

- Size
- Shape
- Form
- Relative Location
- Direction/Inclination
- Surface Contour
- Lighting
- Tonality/Color

By mastering these basic characteristics of representation, along with the expressive qualities of composition, visual focus, media exploration and the development of physical manipulative skill, students should be able to create accurate, inventive and visually powerful drawings.

Student Performance Criterion/a Addressed

A.3 Visual Communication Skills

Topical Outline

In-class drawing	75%
Sketchbook	20%
Contribution, preparedness, attitude	5%

Prerequisites:

Minimum grade of "C" (2.00) in DRAW - 101

Textbooks / Learning Resources

None

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (F/T) Stuart Fineman; (adjunct) Rosemarie D'Alba-Cipriano, William Russell, Albert Pastore
2010-11: Course no longer satisfies Visualization Elective requirement

DRAW-206 DRAWING II: Figure Drawing (3)

Course Description

This course aims to develop a student's visual and verbal vocabulary, perceptual skills, and technical abilities. The human figure is studied with anatomy as an integral component. Issues include composition, rhythm, balance, space/perspective, tone and mark making, and are explored using diverse media.

Course Goals & Objectives

- Develop perceptual awareness, creative skills and technical control through problem solving
- Comprehend and utilize various drawing concepts
- Learn craftsmanship and presentation skills
- Be able to use appropriate representational media to convey essential formal elements

Student Performance Criterion/a Addressed

A.3 Visual Communication Skills

Topical Outline

Attendance and participation
Willingness to address problems
Ability to understand and apply concepts
Individual growth and personal accomplishment

Prerequisites:

Minimum grade of "C" (2.00) in DRAW-101

Textbooks / Learning Resources

None

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (adjunct) Phyllis Laver, Jacques E. Wilmore, Elizabeth Goldberg-Johnson, Ann Northrup, Victoria Barnes

2010-11: Course no longer satisfies Visualization Elective requirement

STAUB-301 STUDY ABROAD DOCUMENTATION (3)

Course Description

As a culmination to your study abroad program you are to assemble and document a summary of your personal experience in Rome as well as your design studio project. In addition, there will be a group project with which you will communicate your experience to the school and the public in a public exhibition.

Course Goals & Objectives

- To encourage students to experience their study abroad semester to the greatest extent in terms of cultural awareness, international issues in the field of architecture, and the students' own increasing independence and maturity.
- To document students' learning experiences and to share them with the rest of the campus community.

Student Performance Criterion/a Addressed

Elective

Topical Outline

(Credit/No credit course)

Essay

Images of work

Exhibition component

Prerequisites:

Enrollment in an approved study abroad program

Textbooks / Learning Resources (selected)

None

Offered

Fall and Spring, annually

Faculty Assigned

2009-10: (F/T) Craig Griffen

2010-11: (F/T) Craig Griffen

FULL-TIME ARCHITECTURE PROGRAM FACULTY RESUMES

David M. Breiner, Ph.D.

Courses Taught (FL 2009 – SP 2011)

ARCH-341 American Architecture
ARCHDSN-381 Independent Study in Architecture

Educational Credentials:

Rome Studies Program, University of Notre Dame, 1978-79
B. Arch, University of Notre Dame, 1981
M. Arch, Cornell University, 1985
Ph.D, Cornell University, 1994

Teaching Experience:

Professor of Art History, Savannah College of Art & Design, 1992-1993
Assistant Professor, Philadelphia University, 1995-2001
Associate Professor, Philadelphia University, 2001-present
Associate Dean, School of Architecture, Philadelphia University, 2008-2010
Interim Director, Architecture Program, Philadelphia University, 2009-2010
Director, Architecture Program, Philadelphia University, 2010-present

Professional Experience:

Architectural Designer, Madigan-Praeger Division, URS Company, New York City, 1981-1982
Architectural Designer, Martin A. DeSapio, A.I.A., Flemington, NJ, 1985
Architectural Historian, Landmarks Preservation Commission, New York City, 1987-1992, 1993-1995

Selected Publications and Recent Research:

"Scamozzi and the Completion of Venice's 'Roman' Face." *Constructing Identity: Proceedings of the 86th ACSA Annual Meeting & Technology Conference*. Washington, D.C.: Association of Collegiate Schools of Architecture, 1998.
"George Louis Heins and Christopher Grant LaFarge." *Dictionary of Contemporary Architecture*. Milan: Allemandi Editore, 2001.
"Architecture." *Berkshire Encyclopedia of World History*. 5 vols. William H. McNeill, senior ed. Great Barrington, Mass.: Berkshire, 2004.
Paper Review (Fall 2006) for March 2007 Association of Collegiate Schools of Architecture, Annual Meeting, Philadelphia
"Philadelphia's School House Lane: Architecture and Society" (working title), a planned publication based on the results of the Campus Heritage Project.
"Vincenzo Scamozzi, An Early Modern Architect" (working title), a planned book that presents the architect as a predecessor of later professionals in terms of his education, theory, and practice.

Professional Memberships:

Society of Architectural Historians, Philadelphia Chapter, President 2000-2002
Society of Architectural Historians, National Organization
Historical Society of Pennsylvania
National Trust for Historic Preservation
Germantown Historical Society, Board of Directors, 2003-2007

Jane Cespuglio, RA

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-202 Design 4: Architecture Foundations Studies
ARCHDSN-208 Visualization I: Digital Modeling
ARCHDSN-493 Architectural Internship I

Educational Credentials:

B.S. Arch, Catholic University of America, 1995
B. Arch, Catholic University of America, 1996
M. Arch, Architectural Association School of Architecture, 2005

Teaching Experience:

Adjunct Professor, Philadelphia University, 2005
Assistant Professor, Philadelphia University, 2006-2010

Professional Experience:

Staff Architect, The Sheward Partnership, Philadelphia, PA 1996-1998
Project Designer & Graphic Designer, The Klett Organization, Jenkintown, PA 1998-1999
Project Designer & Architect, Granary Associates, Nashville, TN 1999-2001
Project Architect & Specification Writer, GBQC Architects, Philadelphia, PA 2001-2005
Project Architect, Erdy McHenry Architecture, LLC, Philadelphia, PA 2005-2008

Licenses/Registration:

Registered Architect – Pennsylvania

Selected Publications and Recent Research:

“AA Design Research Laboratory.” *Art and design* No. 63, Art and Design Publishing House, China, March, 2005, pp. 84-87.
Cespuglio, Jane. “Buoyant Force.” *Computational Space: Concepts and Tools*; Brett Steele: D[R]L Design Seminar. Ed. Christian Fashek. A publication of the Architectural Association Design Research Laboratory: The Architectural Association, 2004, 79-84.
Cespuglio, Jane. “Dynamic Equilibrium.” *Computational Space: Concepts and Tools*; Brett Steele: D[R]L Design Seminar. Ed. Christian Fashek. A publication of the Architectural Association Design Research Laboratory: The Architectural Association, 2004, 131-136.
Steele, Brett. “Ambient & Augmented: D[R]L v.7.1” *AA Project Review* 03/04. Architectural Association Publications, July 2004, pp. 298-321.
Graduate Thesis: *release 3: Graduate Research and Design*. Architectural Association (AA). May 2005.

Professional Memberships:

Architectural Association, London, UK, 2003-present
Royal Institute of British Architects, student member, 2003-2005
American Institute of Architects, 2001-2004
Construction Specifications Institute, construction Document Technologist
Community Design Collaborative, Philadelphia, volunteer architect, 2005

Gary J. Crowell, AIA

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B. Arch, University of Minnesota, 1966
M. Arch, Massachusetts Institute of Technology, 1968

Teaching Experience:

Visiting Professor, University of Milan, Summer Architecture Seminar, 1986
Director, Graduate Division of Architecture; Coordinator, Graduate Division of Urban Design; Associate Professor Adjunct; Assistant Professor, University of Colorado at Denver, 1978-1990
Professor, Philadelphia University, 1991-present
Founding Director of Architecture Program, Philadelphia University, 1991-present
Dean, School of Architecture & Design, Philadelphia University, 1992-2007

Professional Experience:

Designer, Eduardo Catalano Architects, Cambridge, MA 1967-1968
Project Designer, Project Manager, InterDesign, Inc., Minneapolis, MN 1969-1971
Senior Designer, Ellerbe Associates, Inc. (now Ellerbe Becket), Bloomington, MN 1971-1978
Principal, Crowell Architects, Denver, CO & Philadelphia, PA 1978-present

Licenses/Registration:

Registered Architect – Colorado, Minnesota & Pennsylvania
National Council of Architectural Registration Boards (NCARB)
Certified Interior Designer (CID), Minnesota (in process)

Selected Publications and Recent Research:

Crowell, Gary and Ullman, Leslie. 1990. *National Historic Landmark Condition Assessment Report Silverton City Hall*. Denver, Colorado: National Park Service. 128 pp.
Crowell Architects with Leslie Ullman Architects, *Silverton City Hall, Silverton Colorado. Historic Landmark Conditions Assessment for National Park Service*. 1989-1990.
Crowell, Gary. 1993. "The Elements That Make Architecture: Beginning the Design Process." ACSA/EAAE Conference, Czech Tech. Univ., Prague, Czech Republic, May 11-15, 1993.
Crowell, Gary. 1993. "Housing Systems: Technology and Human Needs." Conference on Humanization/Redevelopment of Mass Housing Projects, Academy of Fine Arts, Bratislava, Slovakia, May 15, 1993.
Crowell, Gary. 1993. "Urban Explorations: Strategies for Design." APA Regional Conference, Maryland Chapter, Towson State University, Towson, MD, June 11-13, 1993.

Professional Memberships:

AIA, National/Corporate Member; AIA, Denver/Colorado; AIA, Phila./Penn. (in process)
Association of Collegiate Schools of Architecture (ACSA)
Interior Design Educators Council, Inc. (IDEC)
American Planning Association (APA), Maryland Chapter
Association for Computer Aided Design in Architecture (ACADIA)
National Institute for Architectural Education (NIAE)
The Foundation for Architecture
National Trust for Historic Preservation

Donald Dunham, AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-204 Great Buildings
ARCH-402 Design VIII for Architecture

Educational Credentials:

A.I.A. Institute Scholar, 1973
B.S. Architecture, University of Southern California, 1973
M. Arch, Victoria University of Wellington, 1996

Teaching Experience:

Instructor, Victoria University of Wellington, 1995
Critic, Wellington Polytechnic School of Design, 1996
Critic, Philadelphia University, 2002
Professional Advisor and Critic, Philadelphia University, 2003-2005
Architecture Studio Critic, Temple University and Drexel University, 2003-2005
Adjunct Professor, Philadelphia University, 2005-2008
Assistant Professor, Philadelphia University, 2009-present

Professional Experience:

Architectural Designer, Louis de Soissons Partnership, London, UK, 1973-1974
Architectural Designer, Halpern & Partners, London, UK & Paris, France, 1974-1976
Project Designer, Louis de Soissons Partnership, London, 1976-1978
Planner & Project Designer, Peter Munselle Architecture, Los Angeles, CA, 1977-1980
Project Designer, EDC Architects, Los Angeles, CA, 1981-1982
Senior Preparator, The J. Paul Getty Museum, Malibu, CA, 1988-1992
Preparator, Museum of New Zealand Te Papa Tongarewa, Wellington, New Zealand, 1992-1996
Principal Preparator, The J. Paul Getty Museum, Los Angeles, CA, 1996-1998
Project Manager, Archer & Buchanan Architecture, West Chester, PA, 2000-2003
Project Designer, Michael Ryan Architects, Phila, PA, 2004-2005
Principal, MERZBAUarchitecture, Landenberg, PA, 1998-present

Licenses/Registration:

Registered Architect – Arizona #49376

Selected Publications and Recent Research/Practice:

Gauer, James. "Modularity: Wing, Glesecke-Dunham Residence." In *The New American Dream: Living Well in Small Homes*. Photographs by Catherine Tighe. New York: Monacelli Press, 2004. 65-77.
West, Judy. "The Mellow Modernist." Photographs by Catherine Tighe. *Philadelphia Magazine: Home and Garden* 2 no. 1 (2004): 72-9.
"A Torpedo Moving Through Time: The Battle for Utopia in Architecture" paper presented at Society for Utopian Studies Annual Meeting, Wilmington, NC., 2009
"Inclusivity, Objectivity, and Perfection: The Museum as Utopian Space," the International Conference for the Inclusive Museum, Istanbul, Turkey, 2010
"Death of the Transhistorical City: Re-examining Lou Kahn's Utopian Vision," paper presented at IASTE, Beirut, Lebanon, 2010

Professional Memberships:

American Institute of Architects

Craig S. Griffen, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-413 Experimental Structures
ARCH-414 Experimental Materials
ARCH-426 Design/Build
MCM-602 Advanced Architectural Construction
STAUB-301 Study Abroad Documentation

Educational Credentials:

B. Environmental Design, Miami University, 1984
M. Arch, Washington University, 1986

Teaching Experience:

Assistant Professor, Philadelphia University, 1995-2007
Associate Professor, Philadelphia University, 2007-present
Assistant Dean for Graduate Programs, Philadelphia University, 2009-present
Associate Dean, Philadelphia University, 2010-present

Professional Experience:

Job Captain, Nagle, Hartray & Associates, Chicago, IL 1986-1989
Project Architect, Perkins + Will, Chicago, IL 1990-1991
Project Manager, Paul Froncek Architects, Chicago, IL 1991-1994
Project Architect, Richard Conway Meyer Architect, Philadelphia, PA 1995-1998
Architectural Design Consultant, Craig Griffen Architect, Elkins Park, PA 1998-present

Licenses/Registration:

LEED Accredited Professional, 2009
Licensed Architect - State of Illinois, 1988
Licensed Architect - Commonwealth of Pennsylvania, 1997
National Council of Architectural Registration Boards, Certified, 1997

Selected Publications and Recent Research:

"Better Living Through Circuitry," *Proceedings of the 2001 ACSA International Conference*, Istanbul Technical University, Istanbul, Turkey, June 2001
"Weaving as an Analogy for Architectural Design," *Proceedings of the 2001 ACSA Annual Meeting*, Baltimore, Maryland, March 2001
"It's Not Easy Being Green; The Dilemma of Sustainability In Suburban Developer Housing" *Proceedings of the International Conference for the Humanities Honolulu, Hawaii*, January 2005
"Teaching Construction Details with Color", *Proceedings of the Building Technology Educators Symposium*, University of Maryland, August 2006
"The Ethics of Exploiting Sustainability as a Vehicle for a Return to Quality Construction" *Proceedings of the ACSA Annual Meeting*, Salt Lake City, Utah, March 2006
"The Sustainable Potential of AAM Concrete in Precast Concrete Construction," *Proceedings of the 2008 ACSA West Regional Conference*, University of Southern California, Los Angeles, October 2008
"Flying Carpets; The Floating Roofs of Renzo Piano Building Workshop" *Proceedings of the 2008 ACSA Annual Meeting*, Houston, Texas March 2008
"BIM as an Instructional Bridge Between Design and Technology" *Proceedings of the Building Technology Educators Society Meeting*, University of New Mexico, Albuquerque, NM August 2009

Professional Memberships:

Building Technology Educators Society, 2006-present

Christopher J.E. Harnish

Courses Taught (FL 2009 – SP 2011)

ARCH-212 Technology 2: Passive Systems & Building Enclosures
ARCH-302 Design VI for Architecture
ARCHDSN-210 Technology 1: Materials & Methods

Educational Credentials:

B.A. in Environmental Studies and English Literature, Denison University, 1994
Denmark International Studies Program, 2001
M. Arch, University of Oregon, 2002

Teaching Experience:

Assistant Instructor, Africa University, 1999
Graduate Teaching Fellow, University of Oregon, 2000-2002
Assistant Professor, Philadelphia University, 2009-present

Professional Experience:

Consultant & Project Analyst, Center for Resourceful Building Technology, Missoula, MT, 1995-1996
Yard Manager & Systems Analyst, Resource Woodworks, Tacoma, WA, 1997-1998
Intern Architect, Wyant Architecture, Philadelphia, PA, 2003
Project Designer & Construction Administration Manager, Deborah Berke & Partners Architects, New York, NY, 2004-2007
Design Fellow: Design & Construction Management, Architecture for Humanity, Dennilton, South Africa, 2007-2008
Lead Architect, Youth with a Vision Children's Village, Dennilton, South Africa, 2008-present

Licenses/Registration:

ARE's in progress (anticipated completion in 2011)

Selected Publications and Recent Research:

2010 IASTE *International Association for the Study of Traditional Environments* Working title: "Utopian Compounds in a Dystopic Community: The built pursuit of utopia in Dennilton South Africa"
2007-2008 Architectural Record: In The Trenches *Architectural Blog* Writing on design, construction and experiences in South Africa. <http://archrecord.construction.com/community/blogs/AFHBlog.asp>
2007-2008 Open Architecture Network: Youth With A Vision Village *Project Analysis* Construction and material research, analysis and file-sharing. <http://www.openarchitecturenetwork.org/node/660>
2000 Fine Homebuilding *PlumbTree Treehouse*, Seattle WA Feature article in October 2000 issue covering THW projects.
1997 Guide to Resource Efficient Building Elements *Research and Editing Assistant* Research and analysis of resource efficient building materials with an emphasis on seven critical environmental factors: Resource consumption, embodied energy, manufacture process, transport costs, material efficiency, lifecycle and recyclability.

Professional Memberships:

Architectural Registration anticipated 2011
Association of Collegiate Schools of Architecture – Member and 2010 Conference Attendee
Building Technology Educators Society – Member
IASTE, International Association for the Study of Traditional Environments – Member
Society of Building Science Educators – Committee Member: Scholarships and Award Committee

Carol A. Hermann, AIA

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies
ADFND-112 Technics of Communication
ARCH-423 Architecture Fellowship
ARCHDSN-381 Digital Portfolio Exploration

Educational Credentials:

Summer Study Abroad Program in Architecture, University of Pennsylvania, Paris, France, 1980
B.S. Design of the Environment, University of Pennsylvania, 1981
M. Arch, Harvard Graduate School of Design, 1986

Teaching Experience:

Guest Juror, Temple University, 1986-1990
Guest Juror, Drexel University, 1986-present
Adjunct Faculty, Philadelphia University, 1995-1996
Visiting Assistant Professor, Philadelphia University, 1996-1998
Assistant Professor, Philadelphia University, 1998-2004
Associate Director, Architecture Program, Philadelphia University, Spring 2007
Interim Director, Architecture Program, Philadelphia University, 2007-2008
Sabbatical, Philadelphia University, Spring 2009
Associate Professor, Philadelphia University, 2005-present

Professional Experience:

Architectural Designer, Hall Architects, Houston, TX, 1981
Architectural Designer, HMFH Architects, Cambridge, MA, 1984-1986
Architectural Designer, Ueland & Junker Architects, Philadelphia, PA, 1986-1987
Project Architect/Designer, Ewing Cole Cherry Brott, Philadelphia, PA, 1987-1996
Architectural Designer, Towers Miller Architects, Philadelphia, PA, 1999
Architectural Designer, Woodcock Planning & Design, Philadelphia, PA, 2000-2001

Licenses/Registration:

Registered Architect – Pennsylvania 1990
LEED Accredited Professional 2009

Selected Publications and Recent Research:

Editor, Branko Kolarevic, *Architecture in the Digital Age: Design and Manufacturing* (fall 2004)
Book Review, "Architecture and Programming: Generative Design," on-line issue of the *Nexus Network Journal*, *Nexus V: Architecture and mathematics*, summer 2004

Professional Memberships:

American Institute of Architects, 1994-present
Foundation for Architecture, 1994-present

Kenneth F. Jacobs, Ph.D.

Courses Taught (FL 2009 – SP 2011)

ARCH 202 Design 4: Architecture Foundation Studies
AHIST 205 History 1: Built Environment- Ancient to Medieval
AHIST 305 History 3: Early Modern Architecture & Interiors
AHIST 306 History 4: Modern/Contemporary Architecture & Interiors

Educational Credentials:

B.S. Education (English Concentration), Temple University, 1969
B. Arch, Temple University, 1981
PhD. Arch, University of Pennsylvania, 2005

Teaching Experience:

Adjunct Assistant Professor, Temple University, 1982-2010
Visiting Assistant Professor, Philadelphia University, 2010-present

Professional Experience:

Structural Engineer, Keast & Hood Company, Philadelphia, PA, 1981-1982
General Architect, French & Crane Associates, Ardmore, PA, 1982-1983
General Architect, Robert Couch Associates, Philadelphia, PA, 1982-1984
Historic Preservationist, John Milner Associates, Philadelphia, PA, 1984-1993
Historic Preservationist, Vitetta Group, Philadelphia, PA, 1993-2000
Historic Preservation Consultant, 2000-2004
Historic Preservationist, RMJM Hillier Architecture, Philadelphia, PA, 2004-2010

Selected Publications and Recent Research/Practice:

Architectural Section, *Quintana Thermal Baths Historic Structures Report*, Ponce, Puerto Rico.
Architectural Section, *Steamtown National Historic Site Structures Report*, Scranton, PA.
Architectural Section, *Old Executive Office Building Historic Structures Report*, Washington, DC.
Partners for Sacred Places conditions assessment of 75 churches located throughout the United States.
Philadelphia, PA.
Episcopal Diocese of Pennsylvania conditions assessment of 25 parish churches and history of the
Diocese of Pennsylvania. Philadelphia, PA.
Project Manager, Adaptive reuse of the Event Center at the Baptist Temple, Temple University,
Philadelphia, PA
Project Manager, interior preservation and rehabilitation of MEP systems, new underground addition of
the Virginia State Capitol, Richmond, VA
Project Architect, Old City Hall, and Project Manager, interior preservation and rehabilitation of MEP
systems, Independence National Historical Park, Philadelphia, PA
Staff Architect, Preservation of exterior envelope of the Reading Terminal Headhouse,
Philadelphia, PA

Professional Memberships:

National Trust for Historic Preservation
Society of Architectural Historians

David Kratzer AIA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-301 Design V: Architecture & Landscape Architecture
ARCH-403 Tech III: Lighting & Acoustics
ARCH-502 Design X for Architecture

Educational Credentials:

B. Arch, University of North Carolina-Charlotte, 1978-1983
Foreign Study Program, Danmarks Internationale Studenterkomite, 1980-1981
M. Arch, University of Pennsylvania, 1990-1991

Teaching Experience:

Visiting Critic Studio Instructor, University of North Carolina Charlotte, 1987-1988
Adjunct Assistant Professor, Temple University, 1991-1992
Adjunct Assistant Professor, Spring Garden College, 1992
Visiting Assistant Professor, University of Idaho, 1992-1995
Visiting Assistant Professor, Washington State University, 1995
Acting Director, Interior Design Program, Philadelphia University, 1996-1997
Assistant Professor, Philadelphia University, 1996-1998
Assistant Professor, Dean's Appointment, Temple University, 1998-1999
Adjunct Associate Professor, Philadelphia University, 2003-2006
Adjunct Associate Professor, Drexel University, 2008
Visiting Associate Professor, Philadelphia University, 2009-present

Professional Experience:

Job Captain/Intern Architect, Dalton Morgan Shook & Partners, Charlotte, NC 1983-1985
Architect, Odell Associates, Charlotte, NC 1985-1987
Associate/Designer/Project Manager, Morgan Adams Group, Charlotte, NC 1987-1990
Associate, Agoos/Lovera Architects, Philadelphia, PA 1999-2003
Architect & Consultant, Spearman Associates, Glenside, PA 2003-2005
Principal, BAU Architecture, Elkins Park, PA (previously Potlatch) 2005-present

Licenses/Registration:

Pennsylvania, Idaho, and North Carolina, 1993-present
National Council of Architectural Registration Boards

Selected Publications and Recent Research:

"The Practical as Instrument for Technological Imagination" *Journal of Architectural Education*
(Cambridge: MIT Press. September 1997)
Low Energy Luminous Surfaces Lighting Research Project- "Dark Lite" in collaboration with Dr. Eugenia Ellis, Drexel University & Ceelite, Inc., 2008
"Interdisciplinary" Design-Build Summer Studio 2009, Poster Session ACSA 2010 National Conference. New Orleans, LA.
"Dark Light." Presenter at Temple University *Inside. Out* Symposium Research 2010 project collaboration with Eugenia Ellis.

Professional Memberships:

High School Park Environmental Master Plan Study Steering Committee Member. Cheltenham Township, DCSR & Friends of High School Park, 2008.
Cheltenham Township Main Street Design Committee, Member & Chair, 2003-present
American Institute of Architects, Philadelphia, 1987-1990 & 1999-present
Latah County Idaho Historic Preservation Commission. Commissioner, Vice Chair, 1992-1995

Morna Livingston

(Prof. Livingston shifted to the Architectural Studies Faculty in 2010)

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies
ARCH-411 Architectural Photography/Portfolio
ARCH-425 Meaning in Architecture Ornamentation
ARCH-434 Water and Architecture
AHIST-206 History 2: Renaissance/Baroque Architecture & Interiors
ARCHDSN-381 Independent Study in Architecture

Educational Credentials:

B.A. Art and Art History, Brown University, 1963
Graduate Work in Art, University of Minnesota, 1964
M. Fine Arts, University of Wisconsin, 1965
Architectural Drawing, Summer Program, Columbia University, 1987

Teaching Experience:

University of Tennessee, 1987-1997
Associate Professor, Philadelphia University, 1997-present
Slavonice Studios, Czech Republic, 2009-2011

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:

Natural History Magazine, Special Issue: "The Water Planet," *"Temples for Water,"* pp. 52-7. Text and photography. May 2009.
Italian Edition of *La Foce*, Editrice Le Balze, Pienza, Italy 2004
Morna Livingston, *Steps to Water: the Ancient Stepwells of India*, (New York: Princeton Architectural Press, May 2002)
Benedetta Origo, Morna Livingston, Laurie Olin, John Dixon-Hunt, La Foce: A Garden and a Landscape in Tuscany, (Philadelphia: University of Pennsylvania Press, October 2001)
"La Foce, The Recreation of the Painter's Landscape in Southern Tuscany," *"Traditional Dwellings and Settlements Working Paper Series"*, Vol. 120. (1-18). Center for Environmental Research, Berkeley, California 1999
"The Mother Goddess, Unexpected Diva in Vernacular Preservation," *"Traditional Dwellings and Settlements Working Paper Series"*, Vol. 92. P. 1-8. Center for Environmental Design Research, *International Association for the Study of Traditional Environments*, Berkeley, CA 1996
"The Stepwells and Stepped-Ponds of Western India," *Asian Art and Culture*, Vol. VIII, no. 2. Spring-Summer. Arthur M. Sackler Gallery, Smithsonian Institution 1995
"Dreaming in Cuban, the Crumbling of Old Havana," *Traditional Dwellings and Settlements Working Paper Series*, Vol. 67., Center for Environmental Research, Berkeley, California 1995

Professional Memberships:

Editorial Advisory Board, International Association for the Study of Traditional Environments, (IASTE). UC Berkeley 2000-2011
American Institute of Yemeni Studies 2005-2011

Armando Plata, AIA, NCARB, PE

Courses Taught (FL 2009 – SP 2011):

ARCH-309 Structures I
ARCH-405 Structures III
ARCH-413 Experimental Structures
ARCH-501 Design IX for Architecture
ARCH-502 Design X for Architecture
ARCHDSN-493 Architecture Internship I

Educational Credentials:

B.S. Architectural Engineering, California Polytechnic State University, 1985
Graduate Studies in Architecture, University of California - San Diego, 1992-93
M. Arch, University of California - Los Angeles, 1996

Teaching Experience:

Adjunct Faculty, Instituto Tecnológico de Estudios Superiores de Monterrey, Mexico, 1996
Adjunct Faculty, Woodbury University, 1998-2002
Adjunct Faculty, Wentworth Institute of Technology, 2006-07; Assistant Professor, Wentworth, 2007-09
Adjunct Faculty, Boston Architecture Center, 2006-09
Associate Professor, Philadelphia University, 2009-present

Professional Experience:

Structural Designer, Integrated Structural Design. San Diego. CA, 1985-1988
Structural Engineer Associate, Building Inspection Department. San Diego. CA, 1988-1992
Principal Architect and Structural Engineer, Tekhne Studio, Mexico and San Diego, CA, 1993-2003
Principal Architect and Structural Engineer, One design Office, Philadelphia, PA 2004-present
Project Structural Engineer, Le Messurier Consultants. Cambridge. MA, 2005-2006

Licenses/Registration:

Registered Architect – Massachusetts
National Council of Architectural Registration Board Certification
Registered Professional Engineer – California
National Council of Examiners for Engineer and Surveying, NCEES Certification
Leadership in Energy and Environmental Design, LEED Accredited Professional

Selected Publications and Recent Research:

Ann Jarmusch, "Taking Concept of Home to New Level," *The San Diego Union*, Aug. 1994
Pablo Bransburg, *CASAS Internacional*, 08/1996: "Rubalcaba- Klink House", San Diego CA, pp. 6-9;
"Casa Las Gradas", Mexico, pp. 10-13; "Herbst House", Albuquerque NM, pp. 22-27
"Tendencias de Fin de Siglo" presentation, Conference at Instituto Tecnológico de Tijuana. Mexico. 1998.
"Project SUM- Sculpture Under McGrath" Lia's Quilt, Somerville MA, Design Competition, 2007
"99K house" Houston, TX, Design Competition, 2008
Design and construction management of single-family residence, Medford, MA, 2009-present
Structural engineer consultant for artist Marcos Ramirez ERRE in the design and construction of a single-family residence, Mexico

Professional Memberships:

American Institute of Architects, AIA
International Association for Shell & Spatial Structures, IASS
United States Green Building Council, USGBC
Building Technology Educators Society, BTES
Structural Engineers Association of New York, SEAoNY
Delaware Valley Association of Structural Engineers, DVASE

Suzanne M. Singletary, Ph.D. (Dr. Singletary shifted to the Architectural Studies Faculty in 2010)

Courses Taught (FL 2009 – SP 2011)

ARCH-422 Theories of Architecture Seminar
AHIST-305 History 3: Early Modern Architecture & Interiors
ARCHDSN-493 Architecture Internship I

Educational Credentials:

B.A. Major: Fine Arts, Minor: English Literature, Temple University, 1974
M.A. in Art History, University of Denver, 1981
Ph.D. in Art History, Temple University, Tyler School of Art, 2007

Teaching Experience:

Programs Director, Colorado Gallery of the Arts, 1980-81
Public Lecturer & Program Designer, Denver Art Museum, 1982-1983
Instructor, University of Colorado, 1980-1983
Instructor, Arapahoe Junior College, 1980-1983
Lecturer, Philadelphia Museum of Art, 1999
Adjunct Faculty, Temple University, 1999-2001
Adjunct Faculty, Philadelphia University, 1988-2001
Visiting Assistant Professor, Philadelphia University, 2001-2005
Assistant Professor, Philadelphia University, 2005-2009
Adjunct Assistant Professor, Temple University, Tyler School of Art, 2008-2011
Associate Professor, Philadelphia University, 2009-present
Director of Architectural Studies, Philadelphia University, 2009-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:

Whistler and France, (prospective Ashgate Publishing)
"Voyages: Whistler, Manet and Baudelaire," *Perspectives on Manet*, Therese Dolan, Editor (forthcoming Ashgate Publishing Company, 2009)
"Le Chez-Soi: men 'At Home' in *Impressionist Interiors*," catalogue essay, Impressionist Interiors, exhibition at the National Gallery of Ireland, Dublin (May 10-August 10, 2008)
"Dystopia: Goy's Cannibals." *Aurora* (Volume 5, 2004)
"Jacob Wrestling with the Angel: A Theme in Symbolist Art." *Nineteenth Century French Studies* (Spring 2004)
"Book Review: *Reading Relationally---Postmodern Perspectives on Literature and Art.*" *Nineteenth Century French Studies* (Vol. 32, Nos. 1 & 2, Fall/Winter 2003-2004)
"Manet/Velazquez: The French Taste for Spanish Painting." *H-France*, November 2003

Professional Memberships:

College Art Association
Association of the Historians of Nineteenth-Century Art
Nineteenth-Century Studies Association
Society of Architectural Historians
Midwest Art History Society
Association of Historians of American Art
Association of Art Historians

PART-TIME ARCHITECTURE PROGRAM FACULTY RESUMES
FULL-TIME ALLIED-FIELDS FACULTY RESUMES

Christina Amoroso, LEED AP

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies

Educational Credentials:

B.S. in Interior Design, Philadelphia University, 2007

Teaching Experience:

Guest Lecturer, Philadelphia University, Fall 2008

Guest Speaker, Philadelphia University, Spring 2010

Guest Juror, Philadelphia University, 2010-present

Professional Experience:

Intern, Beam Ltd., Philadelphia, PA May 2006-August 2006

Intern, Phillips and Associates, Ambler, PA 2006-2007

Designer, Grenald Waldron Associates, Narberth, PA 2007-present

Lighting Specification Sales/Designer, Lighting Solutions Inc., 2011-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Lighting Design, East Falls Bridge, Philadelphia, PA 2008, 2010

Renovation/Lighting Design, The Union League's North and South Marble Rooms, Philadelphia, PA, 2010

New Construction/Lighting, Princess Nora University, Riyadh, Saudi Arabia, 2010

Professional Memberships:

LEED AP, May 2009

Jeremy D. Avellino, RA

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B. Arch, Philadelphia University, 1998

Teaching Experience:

Adjunct Professor, Philadelphia University, 2007, 2010-present
Guest Juror, Philadelphia University, 1998-present

Professional Experience:

Architectural Intern, AP3C Architects, Philadelphia, PA, 1998-1999
Architectural Intern, Agoos/Lovera Architects, Philadelphia, PA, 1999-2000
Architectural Intern, Design-Builder, MNB Architecture, Philadelphia, PA, 2000-2003
Founding Principal, Bright Common Design Studio, Philadelphia, PA, 2003-2007
Founding Partner, MINUS design studios, Philadelphia, PA, 2004-2008
Project Architect, Sustainability Consultant, Re:Vision Architecture, Philadelphia, PA, 2007-present

Licenses/Registration:

Registered Architect – Commonwealth of Pennsylvania, 2011
LEED AP, 2007

Selected Publications and Recent Research:

I.D. Magazine, January/February 2007: MINUS Collective profile
Architectural Record, February 2006: Rag Flats residential development
Philadelphia Daily News, August 22, 2005: Rag Flats residential development
Philadelphia City Paper, June 2-9 2005: Rag Flats residential development
Schools of Architecture 1996: First Place, International Group Student Competition

Professional Memberships:

Green Advantage® Commercial Certified Building Practitioner, 2007
Cell Leader & Coordinator, Circle of Hope, 2002-present
Member, Eastern North Philadelphia Coalition, 2009-present

John C. Barnes

Courses Taught (FL 2009 – SP 2011)

ARCH-427 Construction Management I
ARCH-428 Construction Management II

Educational Credentials:

B. Arch, Engineering, Tufts University, 1984

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Project Management, Turner Construction Company, Philadelphia and New York City, 1984-1995
Development, Project Manager, Aegis Property Group, 1995-2001
Project Director, Daniel J. Keating Construction Company, 2001-present

Licenses/Registration:

Licensed Real Estate Salesperson, Massachusetts, 1983-present

Selected Publications and Recent Research/Practice (project manager):

Precast Parking Garage, Philadelphia Parking Authority, Philadelphia (\$2,000,000)
Gladwyne Elementary School, Lower Merion School District, PA (\$10,000,000)
Music Building, University of Pennsylvania, Philadelphia, PA (\$14,000,000)
Book Storage Facility, Princeton University, Princeton, NJ (\$21,000,000)

Professional Memberships:

Suzanna Barucco

Courses Taught (FL 2009 – SP 2011)

ARCH-421 Introduction to Historic Preservation

Educational Credentials:

B.S. in Liberal Studies, Minor in Urban Planning, West Chester University, 1983

M.S. in Historic Preservation, Cornell University, 1988

Certificate, Attingham Summer School for the Study of British Country House, 2000

Teaching Experience:

Instructor, University of Pennsylvania, 2010

Adjunct Faculty, Philadelphia University, 2000-present

Professional Experience:

Director, Preservation & Conservation, Martin Jay Rosenblum, R.A. & Associates, Philadelphia, PA 1988-2002

Associate/Architectural Conservator, 1:1:6 Technologies Inc., Media, PA 2002-2004

Associate & Director of Historic Preservation, KSK Architects Planners Historians, Inc, Philadelphia, PA 2004-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Project Manager/Architectural Conservator, College of Physicians, Philadelphia. Exterior building assessment project and electrical system replacement project (in progress).

Project Manager/Architectural Conservator, First Presbyterian Church, Haddonfield, NJ. Slate roof replacement and repair and related masonry restoration.

Project Manager/Architectural Conservator, Broad Street Ministry, Philadelphia. Building assessment project including architectural, structural and MEP assessments.

Architectural Conservator, Architectural Condition Assessment and Recommendations, Berean Presbyterian Church, Philadelphia, PA.

Professional Memberships:

American Friends of Attingham

AIA, Philadelphia Chapter, Landmark Building Awards Committee, 2001-present

Association for Preservation Technology International

Association for Preservation Technology, Delaware Valley Chapter

Board of Directors 1993-1998; Programs Chair 1996-1998

Vice Chair, Haverford Township Historical Commission

Historic Preservation Planning Alumni, Inc., Cornell University

Life member; Board of Directors 1989-1995; President 1993-1995

Lower Merion Conservancy

Historic Preservation Advisory Committee 2001-present

National Trust for Historic Preservation

Preservation Alliance for Greater Philadelphia, Advocacy Committee, 2007-present

Debabrata Bhaumik, PE

Courses Taught (FL 2009 – SP 2011)

ARCH-310 Structures II

ARCH-406 Structures IV

Educational Credentials:

B.S., Civil Engineering, Jadavpur University, India, 1977

Completed in 12 PDH of continuing education in 2010

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2003-present

Professional Experience:

Assistant Structural Engineer, M.N. Dastur & Co. Pvt. Ltd, India, 1977-1979

Structural Engineer, The Kuljian Corporation, Philadelphia, PA, 1980-1984

Project Structural Engineer, Mitra & Associates, Inc., Philadelphia, PA, 1984-1989

Structural Engineer, Raytheon Engineers & Constructors, Inc., Philadelphia, PA, 1989-1993

Project Structural Engineer, URS Corporation, Philadelphia, PA, 1994-2001

Project Structural Engineer, Sargent & Lundy LLC, Wilmington, DE, 2001-2004

Supervising Engineer, WorleyParsons, Reading, PA, 2004-2006

Principal, Bhaumik Engineering LLC, Philadelphia, PA, 2006-present

Licenses/Registration:

Professional Engineer – Delaware, 1992

Professional Engineer – Pennsylvania, 1993

Selected Publications and Recent Research/Practice:

Professional Memberships:

National Society of Professional Engineers

American Society of Civil Engineers

American Institute of Steel Construction

American Concrete Institute International

American Society of Highway Engineers

Brain J. Billings, RA

Courses Taught (FL 2009 – SP 2011)

ARCH-310 Structures II

Educational Credentials:

B.A., Design of the Environment, University of Pennsylvania, 1979

M.Arch, University of Pennsylvania, 1981

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2011-present

Professional Experience:

Architect Intern, Anne Griswold Tyng FAIA, Architect, 1981-1983

Architect Intern, Amburn/Jarosinski, Architecture & Interior Design, 1983-1985

Principal, Brian J. Billings, Architects, 1987-present

Licenses/Registration:

Registered Architect – Pennsylvania, 1987

Selected Publications and Recent Research/Practice:

(continuing education):

Drexel University, Office of Continuing Professional Education – Building Conservation Techniques, 1990

Hickman Professional Support Services- AIA/CES Course: Roof Diagnostics, 1999

Hickman Professional Support Services- AIA/CES Course: Flashings & Details, 2000

Traditional Building Exhibition & Conference, Philadelphia: Structural Investigations; Understanding Lime Mortar; Classical Moldings, 2005

Anchor Concrete Products- AIA/CES Course: Mold Prevention & CMU's, 2006

Half Moon Seminars- AIA/CES Course: Renewable Energy Systems, 2009

Professional Memberships:

Gary Michael Bolton, AIA

Courses Taught (FL 2009 – SP 2011)

ADFND-102 Design II: Foundation Studies

Educational Credentials:

B. Arch, University of Cincinnati, 1980

M. Arch, University of Pennsylvania, 1988

Certificate, Core Curriculum Program, Pennsylvania Academy of Fine Arts, 2009

Teaching Experience:

Visiting Assistant Professor, Philadelphia University, 1999-2000

Assistant Professor, Philadelphia University, 2000-2006

Adjunct Faculty, Philadelphia University, 1997-1999, 2011-2012

Professional Experience:

Staff Designer, Kaiwah Island Development Company, Charleston, SC, 1977-1979

Associate/Project Architect, Marks, Cooke, Thomas & Associates, Baltimore, MD, 1980-1986

Senior Project Architect, Mitchell/Giurgola Architects, Phila, PA, 1988-1992

Associate/Senior Designer, Agoos/Lovera Architects, Phila, PA 1992-1999

Senior Project Architect, H2L2 Architects/Planners, Phila, PA, 1999

Architectural Design Consultant & Master Planning, gmb studio, Phila, PA, 1999-2007

Licenses/Registration:

Registered Architect – Maryland, 1984

Registered Architect – Pennsylvania, pending

NCARB Certification – pending

Selected Publications and Recent Research/Practice:

“Architectural Pathologies” Design Research Grant, Philadelphia University, 2002-2003.

“Hybridism and Cultural Expression” Presented Paper, Hawaii International conference on the Arts and Humanities, 2003.

“Landscape, Tuscany” and “Pantheon, Rome” Photographs. Date Book, St. Louis Chapter – American Institute of Architects, 2004.

“Thoughts on a Memorial for the World Trade Center Site”, *New York Times*, Letter to the Editor, 2002.

“Design for Education,” *AIA Newsletter*, Philadelphia Chapter AIA, October 2001.

“School Sweet School,” *Philadelphia Inquirer*, 28 January, sec. D, pg. 1, 1999.

“Roberto Clemente Middle School,” *Educational Facilities: 1995-1996 Review*, Washing, D.C.: American Institute of Architects Press, pg. 70, 1996.

“A School That Has Reclaimed Urban Space,” *Philadelphia Inquirer*, 28 January, sec. K, pg. 1, 1999.

“Long, Cold Walk to a Bright New Home,” *Philadelphia Inquirer*, 28 January, sec. B, pg. 1, 1999.

Professional Memberships:

AIA – Committee for Design & Committee on Religious Architecture, 1996-present

Pennsylvania Society of Architects, 1996-present

Pennsylvania Academy of Fine Arts – Alumni Circle

Fleisher Art Memorial

Christopher Boskey

Courses Taught (FL 2009 – SP 2011)

ARCH-511 Technology V

Educational Credentials:

B.F.A, Savannah College of Art & Design, 1993-1998

M. Arch, Savannah College of Art & Design, 1993-1998

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2007-present

Professional Experience:

Kirby Mehrof Architects, 1999-2003

Weber & Company Architects, 2003-2004

Freelance Consultant, 2004

Erdy McHenry Architecture, 2004-2010

Kieran Timberlake, 2010-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Professional Memberships:

Robert Busser, AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-502 Design X

Educational Credentials:

A.B. in American Studies, University of Pennsylvania, 1960

M. Arch, Yale University, 1998

Teaching Experience:

Adjunct Professor, Ohio State University

Adjunct faculty, Philadelphia University, 1993, 2011-present

Professional Experience:

Architectural Designer, Kevin Roche, John Kinkeloo and Assocs, Hamden, CT, 1964-1968

Research Associate, Battelle Memorial Institute, Columbus, OH, 1969-1972

Project Architect, Trott & Bean Assocs, Columbus, OH, 1972-74

Managing Director/Architect, New Town Housing, Columbus, OH, 1974-1981

Founder and Exec. Director, Neighborhood Design Center, Columbus, OH, 1981-1989

Founder and Board Chairman, Habitat for Humanity, Germantown, Philadelphia, 1993-2006

Architect and Manager, Washington Group International (now URS, Washington Div.), Princeton, NJ, 1989-2006

Principal, R.A. Busser, AIA, Philadelphia, PA, 2006-present

Licenses/Registration:

Registered Architect in 10 states

Selected Publications and Recent Research/Practice:

Ford Foundation Headquarters, New York (for Eero Saarinen Associates/Kevin Roche, John Dinkeloo and Assocs)

St. Louis Arch (for Eero Saarinen Associates/Kevin Roche, John Dinkeloo and Assocs)

Arts Center, University of Massachusetts, Amherst, MA (for Eero Saarinen Associates/Kevin Roche, John Dinkeloo and Assocs)

Planner/Architect/Manager, design and construction of new town in San Roque, Philippines

Manager, construction of new low-cost housing in Durban, S. Africa, with Jimmy Carter Work Project

Chief Planner/Architect/Manager, design and construction of new town in Baluchistan, central Pakistan

Architect/Manager, design/construction of new bulk pharmaceutical plant in Barcelonetta, PR

Architect/Manager, design/construction of two new combined cycle electric power facilities, Boston, MA

Architect/Manager, design of eleven new Metro train stations, Dulles Corridor Metrorail Project, Washington, D.C.

Project Architect, Habitat for Humanity International/Haiti, for design and construction of Transitional

Housing Program; instructor for earthquake evaluation program for local engineers

Urban Design, with Iris Miller (American Institute of Architects, 1990)

Professional Memberships:

Habitat for Humanity

Maria Camoratto, RA

Courses Taught (FL 2009 – SP 2011)

AHIST-306 Modern/Contemporary Architecture & Interiors

Educational Credentials:

B.A. in Art History, Rutgers University

M. Arch, New Jersey Institute of Technology

Teaching Experience:

Adjunct Professor, Drexel University

Adjunct Professor, Moore College of Art

Adjunct Professor, Philadelphia University

Professional Experience:

Architectural Assistant, Maya Lin Studio, New York, NY, 1996-1998

Project Manager, Cooperative Housing Foundation, El Salvador, 1999-2001

Project Manager, Inglese Architecture & Engineering, E. Rutherford, NJ, 2001-2004

Designer, Yabu Pushelberg, New York, NY, 2004-2005

Senior Project Manager, Urban Homesteading Assistance Board, New York, NY, 2005-2007

Owner, Balanced Design, New York, NY, 2003-present

Licenses/Registration:

Registered Architect - New York

Selected Publications and Recent Research:

Professional Memberships:

Completion of the Architect Registration Examination

Completion of the National Council of Architectural Registration Boards' Intern Development Program

US. Peace Corps Volunteer, El Salvador, Central America

AIA Student Scholarship

Committee in Union for Salvadorans (Immigration Services), Board of Directors, 2002-2007

Permaculture Design Certification

Cara Carroccia, AIA, FRSA

Courses Taught (FL 2009 – SP 2011)

ADFND-112 Technics of Communication
AHIST-205 History 1: Built Environment - Ancient to Medieval
AHIST-305 History 3: Early Modern Architecture and Interiors

Educational Credentials:

Prince of Wales' Institute of Architecture, 1993
B. Arch, University of Virginia, 1983
M. Arch, University of Virginia, 1986

Teaching Experience:

Assistant Professor, University of Notre Dame, 1995-1998
Professor, Moore College of Art & Design, 1999-2002, 2008-present
Adjunct Professor, Philadelphia University, 2008-present

Professional Experience:

Assistant Project Architect, Design Collaborative, Inc., Wilmington, DE, 1985-1987
Assistant Project Architect, The Kling-Lindquist Partnership, Philadelphia, PA, 1987-1989
Project Architect, Vitetta Group, Historic Preservation Studio, Philadelphia, PA, 1991-1992
Project Architect & Manager, John Blatteau Associates, Philadelphia, PA, 1989-1994
Project Manager, John Bowie Assoc., Historical Architects, Media, PA, 1994-1995
President, Cara Carroccia, Architects, Philadelphia, PA, 1998-present

Licenses/Registration:

Registered Architect – Pennsylvania and Delaware
W-DBE for the City of Philadelphia, 90400 – Architecture, 90140 - Historic Preservation
WBE for the Commonwealth of PA, 906-07 - Architecture, 906-48 Preservation
DBE for the Commonwealth of PA, D.O.T., Certification #306C, Architectural Consultant
Registered WBE for the School District of Philadelphia, Vendor #1007504

Selected Publications and Recent Research/Practice:

Roxanne Patel, *Philadelphia Magazine*, Small Houses & their Architects (Oct. 2007)
Panache Publishers, *Dreamhomes of Greater Philadelphia*, featured design work (2006)
Julie Shively, *Places of the American Revolution*, photography & explanation of Upsala, Germantown, Philadelphia by Cara Carroccia (2000)
Dr. Barbara E. Walvoord, Ph.D. with Ginny Anderson and Tom Angelo: Cara Carroccia's work in the Design Studio is investigated as a case study of teaching in the Arts, *Grading and Assessment* (1998)
Self-published, *The Architect's Geometry*, textbook explaining the drawing methods and tools necessary for the student of architecture (1997)

Professional Memberships:

Royal Society of the Arts, Fellow
American Institute of Architects, Member & Past V.P. of the Northern Indiana Chapter
Institute for Classical Studies & Classical American, Member
South Eastern Society of Architectural Historians, Member
Washington Square Trust, Philadelphia, Trustee

James Cassidy, AIA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-402 Design VIII for Architecture

ARCH-501 Design IX for Architecture

Educational Credentials:

B. Arch and B.S in Civil Engineering, Lehigh University, 1992-1997

M. Arch, University of Washington, Seattle, 1997-2001

Architecture exchange, RWTH Aachen, Germany, 2001

Teaching Experience:

Adjunct faculty, Philadelphia University, 2006-present

Professional Experience:

Adams & Mohler Architects, Seattle, WA, 1999-2001

Kister Scheithaur Gross, Cologne Germany, 2001-2002

Marathon Design Associates, Philadelphia, PA, 2003-2006

C2 Architecture, Philadelphia, PA, 2006-present

Licenses/Registration:

Registered Architect – Pennsylvania

Selected Publications and Recent Research:

1515 Locust Street, Philadelphia, PA 2003-2005

Hatboro Stove Works, Hatboro, PA 2009-2010

3500 Sunnyside Avenue, Philadelphia, PA, residential conversion of former brewery 2010-2011

Professional Memberships:

AIA

NCARB

Louis Chang, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-112 Technics of Communication
ARCH-201 Design 3: Architecture Foundations Studies
ARCH-202 Design 4: Architecture Foundations Studies

Educational Credentials:

B. Arch, Philadelphia University, 1999

Teaching Experience:

Guest Design Juror, Fashion Institute of Technology, New York, NY 2003
Guest Design Juror, New York Institute of Technology, Philadelphia, PA 2004
Guest Design Juror, Temple University, Philadelphia, PA 2009-2010
Adjunct Faculty, Philadelphia University, Philadelphia, PA 2007-present

Professional Experience:

Design Consultant, Simon Koumjian & Associates, Conshohocken, PA, 1997-1999
Project Architect, DPM Architecture P.C, New York, NY, 1999-2004
Project Architect, Studios Architect, New York, NY, 2004-2006
Partner, Minus Design Studios, New York, NY, 2004-2008
Associate, Daroff Design, Philadelphia, PA, 2007-2009
Partner, Fishtank PHL LLC, Philadelphia, PA, 2008-present

Licenses/Registration:

National Council of Architectural Registration Board (NCARB)

Selected Publications and Recent Research:

I.D. Magazine - January / February 2007 (pg 88-89)
I.D. 40 Design Collective
Friends of the Highline - Ideas Competition, New York, NY, Online Publication, 2003
Van Alen Institute - East River Ferry Terminal, Ideas Competition, New York, NY, Honorable Mention,
1998

Professional Memberships:

Reading Viaduct Project Organization
Sigma Phi Epsilon - PA Omicron

Daniel H. Chung, AIA, PE

Courses Taught (FL 2009 – SP 2011)

ARCH-405 Structures III

Educational Credentials:

B.S.E in Civil Engineering and B.A in Design of the Environment, University of Pennsylvania, 1994-1998

M.S.E in Structural Engineering, Princeton University, 2000

M. Arch, Yale School of Architecture, 2006

Teaching Experience:

Adjunct Professor, Philadelphia University, 2010-present

Professional Experience:

Structural Engineer, Keast & Hood Co., Philadelphia, PA, 1997-2002

Structural Engineer, BNH Integrated Services, Bloomfield, CT, 2002-2003

Building Intern, Yale Building Project, New Haven, CT, 2004

Structural Engineer, Dewhurst Macfarlane & Partners, New York, NY, 2005

Staff Architect, MGA Partners, Architects, Philadelphia, PA, 2006-present

Licenses/Registration:

Professional Engineer (PA License# PE076663)

E.I.T.

Registered Architect (PA License #RA405255)

Selected Publications and Recent Research:

New Upper School, The Haverford School, Haverford, PA, 2006-2008

Princeton University Data Center, Princeton, NJ, 2007

Indiana University Cinema and Theatre/Drama Renovation, Bloomington, IN, 2008-present

Professional Memberships:

LEED AP (ID#10470952)

AIA (Member#38069728)

Aron G. Cohen

Courses Taught (FL 2009 – SP 2011)

AHIST-306 History 4: Modern/Contemporary Architecture and Interiors

Educational Credentials:

B.A. in Philosophy and Sociology, Brandeis University, 2004

M. Landscape Architecture and M. City Planning, University of Pennsylvania, 2010

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2011

Professional Experience:

Researcher, Visual Analysis Group, IBM T.J. Watson Research Lab, Hawthorne, NY, 1999-2001

Internal Systems Engineer, Bluefire Security Technologies, Cambridge, MA, 2004-2006

Urban Design Intern, Interface Studio, Philadelphia, PA, 2007

Design Intern, Carol J.W. Kurth, AIA, Architect, pc, Bedford, NY, 2008

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Professional Memberships:

Jason Cole, LEED AP

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies

Educational Credentials:

Sedi di Roma, Collegio Romano, Rome, Italy, 1999-2000

B. Arch, Pennsylvania State University, 2001

Teaching Experience:

Instructor, Pennsylvania State University, 2001

Adjunct Faculty, Philadelphia University, 2004-09

Professional Experience:

Model Builder, Apeiron, New York, NY, 1998

Laborer, Ken Furnath, General Contractor, Mckees Rocks, PA, 1998

Graphic Designer, Pennsylvania State University, 1997-2001

Intern, Joel Kranich, Architect, Pittsburgh, PA, 1998-2001

Designer & Founder, Exit Design, Philadelphia, PA, 1998-2002

Senior Designer, MGA Partner Architects, Philadelphia, PA 2001-present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

US Green Building Council

Justin K. Coleman, RA

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies
ARCH-201 Design 3: Architecture Foundations Studies

Educational Credentials:

Associate of Sciences, Cuyamaca College, 1995
Scuola del Nudo, Accademia di Belle Arti di Firenze, 1998-1999
B. Arch, California Polytechnic State University, 2000
M. Arch, University of Pennsylvania, 2006

Teaching Experience:

Volunteer Furniture Fabrication Instructor, New School of Architecture, San Diego, CA, 2003
Guest Critic, New School of Architecture, San Diego, CA, 2004-2005
Professional Advisor for Thesis Candidate, Philadelphia University, 2007
Adjunct Professor, Philadelphia University, 2006-present

Professional Experience:

Metalworks Fabricator, Deform, San Diego, CA, 1995-1997
Project Architect, Rob Wellington Quigley, FAIA, San Diego, CA, 2000-2005
Architect, Erdy McHenry Architect, Philadelphia, PA, 2005
Principal, Justin K. Coleman, Architect, San Diego, CA and Philadelphia, PA, 2004-2007
Project Designer, Ballinger Architects, Philadelphia, PA, 2006-present

Licenses/Registration:

Registered Architect – California and Pennsylvania

Selected Publications and Recent Research:

Scaffold Network (collaborative project), *VIA Occupation*. Edited by Morgan Martinson, Tonya Markiewicz and Helene Furján (University of Pennsylvania, 2008)
Scaffold Network (collaborative project), *Emerging Talents, Emerging Technologies*. Architecture Biennial Beijing 2006. World Art Museum, Beijing, China.
Epic Hotel, Fast Rail > A New Attractor for Rome. Wendy Evans Joseph Sponsored Studio Publication with Winka Dubbeldam and Luca Galofaro (University of Pennsylvania School of Design, Philadelphia, 2006)
Petals, Architecture and the Mail / 1000postcards.org, (Architectural League of New York, 2006)

Professional Memberships:

NCARB Certified Architect

Bennett Colesberry, RA

Courses Taught (FL 2009 – SP 2011)

ARCH-428 Construction Management II

Educational Credentials:

B.S. in Architecture, Drexel University, 1976

Continuing Education: Real Estate, Temple University

Teaching Experience:

Adjunct faculty, Philadelphia University, 2010-present

Professional Experience:

Project Manager, DKM Properties, West Windsor, NJ, 1984-1990

Project Manager, Kowalchick & Associates, Contractors, Philadelphia, PA, 1990-1999

Senior Project Manager, Norwood Construction Company, West Chester, PA, 1999-2003

Project Manager, Ballinger Architects/Engineers, Philadelphia, PA, 2003-2006

Senior Project Manager, Torcon Construction New Satellite Office, Philadelphia, PA, 2006-2008

Owner, B. D. Colesberry Consulting Services, 2009-present

Licenses/Registration:

Registered Architect (Active)

Real Estate Sales License (Inactive)

Selected Publications and Recent Research/Practice:

Pennsylvania Hospital: Various renovation projects including PACU and Emergency Department Expansion, \$8,000,000 (Ballinger)

Geisinger Medical Center, Hospital for Advanced Medicine, Danville, Pennsylvania, Interim Project Manager, \$100,000,000

Temple University Hospital: Ambulatory Care Center (new addition) including fit out for various outpatient departments, \$55,000,000. (Ballinger)

Emergency Room Renovation/Addition, Pocono Medical Center, East Stroudsburg, PA \$4,000,000

Combination Nursing Home and Children's Specialized Hospital, design/build, new construction, Toms River, NJ, \$12,000,000

Ambulatory Surgery Center and Medical Office Building, new construction, Bucks County Hospital, Bucks County, Pennsylvania, \$6,000,000

New Undergraduate Dormitory, Princeton University, Cost Control, \$110,000,000

Berwind Properties: Office building Shell and Core renovation, \$9,000,000 (for Ballinger)

New Suburban Office Park-3 Building Complex-Building Shell and Tenant Fit Out, Lawrenceville, NJ, \$25,000,000

Professional Memberships:

Michael A. Cronomiz

Courses Taught (FL 2009 – SP 2011)

ARCH-404 Technology IV: Dynamic Systems

Educational Credentials:

Associate of Arts, Reading Area Community College, 1999

B. Arch, Philadelphia University, 2004

Teaching Experience:

Adjunct Professor, Philadelphia University, 2009-present

Professional Experience:

Architectural Designer, Architectural Solutions Inc., Exton, PA, 2000-2003

Architectural Designer, Ivano D'Angella/Studio Architects, Philadelphia, PA, 2001-2003

Materials Research/Development, Engineering & Design Institute of Philadelphia University, 2002-2003

Project Architect, Re:Vision Architecture, Philadelphia, PA, 2003-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Aerzen USA: Coatesville, PA. (Award of Distinction from Society of American Registered Architects). New construction of a light manufacturing plant

Camden Friends Meeting House & Annex: Camden, DE/ (Best new green projects in the Northeast region Award, Real Estate & Construction Review). Renovation of a historic Quaker meeting house with a multi-purpose gathering hall

Musconetcong Watershed Association, River Resource Center: Asbury, NJ. (Award of Excellence (top honor) from Society of American Registered Architects, PA Chapter). Renovation of a historic graphic mill along the Musconetcong River

Chester County Conservation District: West Chester, PA. Preservation & renovation of an 1824 historic farmhouse into office space

Professional Memberships:

U.S. Green Building Council: Washington, DC

Leadership in Energy & Environmental Design (LEED) Accredited Professional 2.0

Ivano D'Angella, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-501 Design IX for Architecture

ARCH-502 Design X for Architecture

ARCHDSN-371 Special Topics/Design Theory: Buenos Aires Short Course

Educational Credentials:

Associate Degree in Architecture Technology, American Institute of Drafting, 1992

B. Arch, Temple University, 1990

Teaching Experience:

Part-time instructor, Temple University Summer Programs, 1990-93

Adjunct faculty, Philadelphia University, 1998 - 2011

Professional Experience:

Owner/Architect/Builder, Studio Design/Build, 1992-2003

Partner/Architect, D'Angella & Serratore Architects, 2003-06

Owner/Architect, Ivano D'Angella Architects, 2006-present

Licenses/Registration:

Pennsylvania, New York, New Jersey, all 1999

NCARB

Selected Publications and Recent Research/Practice:

Bryn Mawr Capital Management Offices, Bryn Mawr, PA

Tartan Foods (Food Distribution Center) Philadelphia, PA

Time After Flag Ship Store, Plymouth Meeting, PA

759 Martin Street Development, Philadelphia, PA

Business Hotel, Dubai UAE (joint venture with ONA architects, Bangalore, India), up to schematic design

Crown Crest Condominium, Wildwood, NJ

SPI Pharma, Wilmington, DE

Gray Residence, Haverford, PA

Companion Pet Hospital, Philadelphia, PA

Time After Time Watch Company Pennsylvania and New Jersey

Jake & Max Deli Comcast Building, Philadelphia, PA

Professional Memberships:

Colin Dawson, RA

Courses Taught (FL 2009 – SP 2011)

ARCH-427 Construction Management I

Educational Credentials:

O.N.D. Construction, College of Technology, Northern Ireland, 1971-1973

B. Arch, Portsmouth Polytechnic, 1978-1981

M. Arch, University of Pennsylvania, 1983-1985

Teaching Experience:

Adjunct Professor, Philadelphia University, 2001-present

Professional Experience:

Landscape Designer, Edinburgh District Council, Scotland, 1975-1976

Facility Designer, Metpath Inc., Teterboro, NJ, 1981-1982

Project Architect, Clarke & Caton, Trenton, NJ, 1985-1988

Project Architect, Goldner, Goldfarb & Kline, Philadelphia, PA, 1988-1990

Architect/Owner, Colin Dawson RA, Philadelphia, PA, 1990-present

Licenses/Registration:

Registered Architect – New Jersey & Pennsylvania

Selected Publications and Recent Research:

Community based housing for public, Philadelphia, PA

Handicapped Access renovations, Philadelphia, PA

Commercial and Residential renovations and new construction

Union Square Townhouse Development, City of Chester, PA – 26 new townhouses with public funding through PHFA and Chester Economic Development Authority

Belmont Affordable Housing Phase III through VI, Philadelphia, PA – approx. 300 renovation and new construction multifamily dwellings, funded through PHFA and Redevelopment Authority

1627-29 Fairmount Avenue, Philadelphia, PA – 8- and 12-unit apartment buildings and commercial tenant Comcast/Spectacor Wells Fargo Center and Citizens Bank Park; HC access renovations

Professional Memberships:

Pier S. Derrickson

Courses Taught (FL 2009 – SP 2011)

ADFND 101 Design 1: Interdisciplinary Foundation Studies
ADFND 102 Design 2: Foundation Studies

Educational Credentials:

Year Abroad in Rome, Temple University, 1987-1988
BA Sculpture, Tyler School of Art, 1989
MS Interior Design, Drexel University, 1992

Teaching Experience:

Adjunct Professor, Philadelphia University, 2002-2003

Professional Experience:

Project Designer, DAS Architects/Space Works, Philadelphia, PA 1990-1992
Project Designer, Settles Associates, Arlington, VA 1992-1993
Project Designer, Leo A Daly, Washington, DC 1993-1995
Project Designer, Kling, Philadelphia, PA 2001-2003
Senior Project Designer, Daroff Design, Philadelphia, PA 2003-2007
Senior Project Designer, KlingStubbins, Philadelphia, PA 2007-present

Licenses/Registration:

Selected Publications and Recent Research:

Hotel Design, Feb/Mar 2006 www.hoteldesignmagazine.com press release announcing the renovation of the 750 guestroom Loews Portofino Bay Hotel, Orlando, FL
Corporate Interiors, No. 5 May 2003 Roger Yee, 320 pages multi-page layout featuring the Cingular Wireless project as an innovative "blue-chip" corporate design project
Corporate Interiors, CHIC design series Vol. 1, 2004 224 pages in English and Chinese. Multi-page layout featuring the Cingular Wireless project as one of 37 innovative office interiors from US and Canada
Philadelphia Inquirer, May 29, 2003 Finish Meets Fashion '03 model/designer, outfit made of Tandus carpet, feature photo in Style Section and on-line article
Philadelphia Inquirer, May 24, 2002 Finish Meets Fashion '02 designer, outfit of Forbo vinyl flooring, feature photo in Style Section
Parx Casino: Bensalem, PA, Renovations to Casino including Noodle Bar & High Limits areas
Chestnut Hill Farmers Market: Philadelphia, PA, Renovations to farmers market
Loews Hard Rock Hotel: Orlando, FL, Renovations to 750 guestrooms & suites
Warwick Condominium: Philadelphia, PA, Residential fit-out 450sf
Hopkinson House: Philadelphia, PA, Renovations to public lobby & condo-level corridors
Amtrak Conference Center: Philadelphia, PA, 30th Street Station 6,000sf
Cingular Wireless: King of Prussia, PA, Regional headquarters 40,000sf

Professional Memberships:

John P. Donohue, AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-408 Vis II: Technical Documentation

Educational Credentials:

B.A. History, Mars Hill College, 1997
Savannah College of Art & Design, Architecture Program, 2000
M. Arch, Rensselaer Polytechnic Institute, 2003

Teaching Experience:

Adjunct faculty, Philadelphia University

Professional Experience:

Architectural Intern, Troy Architectural Project, 2002
Project Team Member, William Massie Architecture, 2003
Architectural Intern, DCLWA Architects, 2003-2004
Architectural Intern, Daley + Jalboot Architects, 2004-2005
Architectural Intern, Charles Loomis Chariss McAfee Architects, 2005-2006
Functioning Project Architect, KlingStubbins Architects, 2007-2008
Principal, Donohue Folwer, LLC – General Contractors, 2010-present
Principal, Studio 111 Architects & Associates, 2008-present

Licenses/Registration:

RA

Selected Publications and Recent Research:

Professional Memberships:

AIA

Kimberlee Douglas, MLA, ASLA

(FT faculty in Landscape Architecture Program)

Courses Taught (FL 2009 – SP 2011)

ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B. Art, Art Education, Temple University, 1977

B.S. Landscape Arch, Temple University, 1991

M. Landscape Arch, University of Pennsylvania, 1996

Teaching Experience:

Adjunct Professor, Temple University, 2001-2007

Design Critic, University of Pennsylvania, 2005-present

Adjunct Professor, Philadelphia University, 2007-2009

Assistant Professor, Philadelphia University, 2009-present

Professional Experience:

Principal & Owner, Kimberlee Douglas & Associates, Bala Cynwyd, PA, 1984-1996

Project Manager/Designer, Olin Partnership, Philadelphia, PA, 1996-2005

Principal, Studio Gaea, Ardmore, PA, 2005-present

Licenses/Registration:

Registered Landscape Architect - Pennsylvania

Selected Publications and Recent Research/Practice:

Professional Memberships:

American Society of Landscape Architects, 2008-Present

PA/DE Chapter of the American Society of Landscape Architects, 2008-Present

Concetta Martone Dragani

Courses Taught (FL 2009 – SP 2011)

AHIST-206 History 2: Renaissance/Baroque Architecture and Interiors

AHIST-305 History 3: Early Modern Architecture and Interiors

Educational Credentials:

B.A in Art, Chestnut Hill College, 1989

M.A, Art History, Temple University, 1998

PhD Candidate in Art History, Temple University

Teaching Experience:

Adjunct Faculty, Philadelphia University, 1998-present

Adjunct Faculty, Arcadia University, 2007-2008

Professional Experience:

Intern, Philadelphia Museum of Art, 1988-1989

Licenses/Registration:

Selected Publications and Recent Research/Practice:

The Early Modern Painter-Etcher, Exhibition Catalog edited by Michael Cole, Penn State University Press – Responsible for catalog entries on prints by Salvator Rosa, Pietro Testa, Ludovico Carracci, and Luca Giordano, 2006

Paper “Confronting the Code: the Production of Space in Venice and Naples in the Seventeenth Century,” delivered at the Graduate Seminar in the Humanities: *Tradition and Circulation of Knowledge, 1605-1797: from the Interdict to the fall of the Republic*, Venice International University, Venice, Italy, 2005

Paper “Coming into Focus: the Influence of Bourgeois Culture in Seventeenth Century Neapolitan Art,” delivered at the Art History Graduate Symposium: *Crisis and Convergence: Explorations in 17th and 18th Century Art*, Arizona State University and the Phoenix Art Museum, 2007

Professional Memberships:

Carl M. Dress, RA

Courses Taught (FL 2009 – SP 2011)

ADFND 101 Design 1: Interdisciplinary Foundation Studies

Educational Credentials:

B. Arch, Pratt Institute, 1988

M. Arch, Cornell University, 1993

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Robert Meadows PC Architects, New York, NY, 1988-1989

Jan Hird Pokorny Architects & Planners, New York, NY, 1989-1991

Vitetta, Philadelphia, PA, 1993-2002

Daroff Design + DDI Architects, PC, Philadelphia, PA, 2002-2006

Associate, RMJM, Philadelphia, PA, 2006-present

Licenses/Registration:

New York

Selected Publications and Recent Research/Practice:

West Virginia Capital Campus Master Plan: Charleston, WV

Yale University – Payne Whitney Gymnasium, Renovation & Restoration: New Haven, CT

William F. Nealon Federal Building: Scranton, PA

Franklin + Marshall College – Renovation of Old Main, Diagonthian and Goethean Halls: Lancaster, PA

Philadelphia International Airport – Terminal D and E Modernization: Philadelphia, PA

Franklin Institute – Bartol Atrium Renovation: Philadelphia, PA

Trenton War Memorial, Renovation & Restoration: Trenton, NJ

Rough Point House Museum – Adaptive Reuse: Newport, RI

Sister's of Charity of St. Elizabeth – Addition & Renovation: Convent Station, NJ

Professional Memberships:

Ryan T. Drummond, Assoc. AIA, LEED AP

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

Summer Study Session, Foundation for International Education, London, UK 2004
Temple University Rome, Fall 2004 Semester
B. Arch, Temple University, 2006
M. Arch, Cornell University, 2010

Teaching Experience:

Guest Juror, Temple University, 2006-present
Guest Juror, Philadelphia University, 2006-present
Teaching Assistant, Cornell University, 2009-present

Professional Experience:

Architectural Intern, Meyer Associates, 2005
Independent Residential Commission for Vigilante family, 2006
Associate AIA Competitions Committee Chair, Philadelphia, PA, 2008
Graduate Architect, DPK&A Architect, 2006-2008
Staff Architect, Cecil Backer + Partners, 2008-2009
Designer, Ballinger Architects, Philadelphia, 2010-present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

Vincent David Feldman

Courses Taught (FL 2009 – SP 2011)

ARCH-436 Historic Preservation Documentation: Photography

Educational Credentials:

B.F.A., George Washington University, 1989

M.F.A. in Photography, Temple University, Tyler School of Art, 1997

Teaching Experience:

Adjunct Instructor, Bucks County Community College, 1998-2005

Adjunct Assistant Professor, Temple University, 1998-present

Adjunct Assistant Professor, Drexel University, 1999-2001

Instructor, Bucks County Community College, 2001-2002

Senior Lecturer, University of the Arts, 2005-present

Adjunct Assistant Professor, Temple University, Tokyo, Japan, 2007-present

Adjunct Faculty, Philadelphia University, 2009-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Perkins Center for the Arts Purchase Prize, 2001.

Pew Fellowship in the Arts, Philadelphia, 2001.

City Abandoned, The Open Lens Gallery at the Gershman Y, Philadelphia. January 8 - March 8, 2001.

Memento Mori, Fleisher Challenge 3, Samuel S. Fleisher Art Memorial, Philadelphia. January 5 – February 2, 2002.

The New York Times, "A Painterly Look for Camera Images", Fred B. Adelson, February 2, 2003.

AIA Newsletter Philadelphia, "City Abandoned", Vincent Feldman, May, 2003.

Philadelphia Magazine, "Convention Hall", May 2005.

Alumni Travel Grant, The Center for Emerging Visual Artists, Philadelphia, 2005.

The Philadelphia Inquirer, "A Photographer's City of Ruins", Amy S. Rosenberg, October 19, 2006.

Memoria, PLP Gallery, New York. March 1- 23, 2006.

City Abandoned, Ursula Hobson Fine Art, Philadelphia. September 1 - October 31, 2006.

Tokyo – Shanghai "Mo-dan", Stella Elkins Gallery, Tyler School of Art. September 8 –22, 2009.

Art of the State: Pennsylvania 2009, The State Museum of Pennsylvania.

Documentary PIX: Philadelphia, a Century of Change, Philadelphia Free Library.

Professional Memberships:

Wendi Furman

Courses Taught (FL 2009 – SP 2011)

AHIST-205 History 1: Built Environment- Ancient to Medieval

Educational Credentials:

B.A. in Fine Arts/Art History, Ramapo College of New Jersey, 1996

M.A. in Art History, University of Pennsylvania, 2002

Teaching Experience:

Teaching Staff, The Maine Photographic Workshops, 1983

Teaching Fellow, University of Pennsylvania, 2000

Adjunct Faculty, Philadelphia University, 2003-2009

Professional Experience:

Director, Philadelphia Museum of Jewish Art, Philadelphia, PA, 2009-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Professional Memberships:

Jewish Art Salon – Advisory Board

Small Museums Association

Council of American Jewish Museums

American Association of Museums

Mary Gale

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies

Educational Credentials:

BFA in Interior Design, Pratt Institute, 1968

Teaching Experience:

Adjunct Professor, Sage College, 1981-1983

Adjunct Professor, Drexel University, 2005 -2007

Adjunct Professor, Philadelphia University, 2004 - Present

Professional Experience:

Designer, A. Blank Inc, Office Furniture Dealer Architectural Draftsman & Apprentice, McKinley Architects, New York, NY, 1966-1969

Intermediate Designer, Stephen Klein Architects, New York, NY, 1966-1969

Designer, Detailer, Ellen McClusky Associates, New York, NY, 1970-1973

Senior Designer, Jack Lowery and Associates, New York, NY, 1970-1973

Free Lance work for Architects and Interior Designers, NY, 1974-1975

Architectural Draftsman and Apprentice, Saratoga Associates, NY, 1975-1983

Designer & Architectural Draftsman and Apprentice, Frost McConnell Architects, NY, 1975-1983

Architectural Draftsman & Apprentice, Nadaskay Kopelson Architects, Morristown, NJ, 1983-2000

Senior Interior Designer, The Hillier Group, Princeton, NJ, 1983 - 2000

Senior Interior Designer & Associate, Kling Lindquist Partnership, Philadelphia, PA, 1983 - 2000

Senior Interior Designer, KPA (now the Granary) Philadelphia, PA, 1983-2000

Director of Design GHK, New York, NY, 1983-2000

Senior Interior Designer, The Hillier Group, New York, NY, 1983-2000

Senior Interior Designer, The Hillier Group, Philadelphia, PA, 1983-2000

Director of Design, Nelson & Associates, Philadelphia, PA, 1983-2000

Self Employed, mfg Design, Inc. Morrisville, PA, 2001

Licenses/Registration:

Selected Publications and Recent Research:

Facilities Design & Management, USF&G Corporate Headquarters. Baltimore, MD, 1998

Contract Interiors, Sterling Winthrop Research Facilities, upper Providence Township, PA, 1993

Facilities Design & Management, Glaxo Research Facility, Research Triangle Park, NC, 1991

Facilities Planning News, Glaxo Research Facility, Research Triangle Park, NC, 1991

Professional Memberships:

Sara Gally, NCIDQ

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Visualization I: Digital Modeling

Educational Credentials:

B.S. in Interior Design, Philadelphia University, 2005

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2006-present

Professional Experience:

Licenses/Registration:

NCIDQ Certified

Selected Publications and Recent Research:

AtlantiCare Health System Regional Medical Center, Atlantic City, NJ, 9-story addition.

Atlantic Health System Gagnon Cardiovascular Institute at Morristown Memorial Hospital, Morristown, NJ, 4-story addition.

Geisinger Health System, Wilkes-Barre, PA, Critical Care Building and Henry Cancer Center.

Mercy Health System of Maine, Mercy Hospital Fore River, Portland, ME, replacement hospital.

Professional Memberships:

Matt E. Gindlesparger

Courses Taught (FL 2009 – SP 2011)

ARCH 511-Tech V: Advanced Lab

Educational Credentials:

B.S., Southern Illinois University, 2003

B. Arch, University of Arizona, 2008

M. Arch, University of Arizona, 2008

Teaching Experience:

Lecturer, University of Arizona, 2008

Studio Advisor & Project manager for UA Solar Decathlon Team, University of Arizona, 2008-2009

Capstone Engineering Team Sponsor, University of Arizona, 2009

Solar Car Team Coordinator & Capstone Engineering Team Sponsor, University of Arizona, 2010

Adjunct Faculty, Philadelphia University, 2010

Clinical Assistant Professor, Rensselaer Polytechnic Institute (Center for Architecture Science and Ecology) 2010-present

Professional Experience:

Project Manager & Co-Principal Investigator, SEED[pod] 2009 Solar Decathlon Project, University of Arizona, 2008-2009

Technical Program Manager, AzRISE, University of Arizona, Arizona Research Institute for Solar Energy, 2009-present

Licenses/Registration:

Selected Publications and Recent Research:

Clifford, Dale and Matt Gindlesparger. "Forming Logics: Digital and Material Experiments in Building Technology." ACADIA Conference: Expanding Bodies. October, 2007

Gindlesparger, Matt. "Thermal [MU]: A Classification of Performative Masonry Building Units." University of Arizona Graduate Student Showcase. April, 2007

SEED[pod] Demonstration Site - lead the reassembly of and continued research on the 2009 UA Solar Decathlon House. AzRISE, Arizona Research Institute for Solar Energy, 2009

Solar powered 50kW Compressed Air Energy Storage Demonstration Site Facilitate and administer the design of 50 kW compressed air energy storage system, Arizona Research Institute for Solar Energy (ARISE), University of Arizona, 2010

Arizona Department of Housing, Low-Income Housing Tax Credit Program – "Green/Healthy Points" Criteria, establish metrics to evaluate sustainable building criteria for low-income housing programs, ARISE, 2010

University of Arizona Land Assessment Task Force, lead an effort to evaluate the potential of land for the placement of renewable energy resources, ARISE, 2010

Active Modular Phytoremediation System (AMPS) Prototype, CASE | RPI, Oversee the fabrication of a full scale prototype for a plant based wall system that improves interior air quality and reduces energy consumption in buildings, 2010-present

Active/Passive Building Enclosure (HPMS, SEWR): Passive Thermal Exchange Systems, CASE | RPI, Researcher and prototyper for High Performance Masonry System (HPMS) and Solar Enclosure for Water Reuse (SEWR) systems, 2010-Present

Integrated Concentrating (IC) Solar Façade System, CASE | RPI, Development and testing of prototypes for a hybrid solar concentrating/daylighting façade system, 2010-Present

Professional Memberships:

Liz Goldberg-Johnson

Courses Taught (FL 2009 – SP 2011)

ADFND-104 Drawing II for Architecture

Educational Credentials:

BFA., Painting and Graphics, York University, Toronto, 1973

MFA., Painting and Graphics, Pratt Institute, 1979

Post Graduate Film, Temple University, 1985

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2002-present

Adjunct Faculty, Drexel University, 2006-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research/Practice:

“Goldberg/Dupree” Hicks Art Center, Newton, PA, 2 person, 1997

“Puppet Love” Mum Puppettheatre, Phila, PA, solo, 1997

“Paper” NAP IV, Kutztown, PA, 3 person, 1997

“Two Artists” Zenith Gallery, Pittsburg, PA, 2 person, 1998

“Puppet Inspired” Jim Henson Foundation, NY, 1998

“Group Show” Ciano Gallery, Phila, PA, 2000

“Millennium Show” Lindenberg Gallery, NY, 2000

“Arabesque with Strings” The Public Theatre Gallery, solo, NYC, 2000

Mainline Center for the Arts, Haverford, PA, 2001

Ciano Gallery, Phila, Solo, 2001

Azoth Gallery, York Square, New Haven, CT, solo, 2002

Loredo Center for the Arts, TX, 2003

Lancaster Museum of Art, juried PA council exhibition, 2003

International Museum of Art, El Paso, TX, 2003

Finalist, First Glance International Film Festival, June 2004

First Place, Athens International Film Festival, May 2004

Trophy Winner, Rochester International Film Festival, May 2004

First Place, Worldfest Houston International Film Festival, April 2004

Juried Selection, Oberhausen International Film Festival, April 2004

Juried Selection, Canadian Festival of Films on Art, Montreal 2004

“5 New York Artists” Gallerie Chiz, Pittsburg, PA, 2 person, 2007

“Intimate Apparel” Gallerie Chiz, Pittsburg, PA, 3 person, 2007

“The Art of Contemporary Puppet Theatre” Katonah Museum, 2010

“Fact and Fiction: The Dark Side of Fashion” Drexel University, 2010

“Divas: Amsterdam Whitney Gallery, New York, 3 person, 2003-2010

“Green with Envy Divas” Gallerie Chiz, Pittsburg, PA, 2 person, 2011

Professional Memberships:

Stephen Douglass Grout, D. Art (Full-time faculty in Interior Design Program; retired 2010)

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies
AHIST-205 History 1: Built Environment- Ancient to Medieval
ARCHDSN-493 Interior Design Internship I

Educational Credentials:

BSLA, Pennsylvania State University, 1968
M. Art Education, Pennsylvania State University, 1975
D. Art Education, Pennsylvania State University, 1982

Teaching Experience:

Continuing Education Instructor, Pennsylvania State University, 1973-1975
Aesthetic Education Programs in the Art Museum, Pennsylvania State University, 1974-1975
Arts Program Co-Director, Pennsylvania State University, 1975
Museum Educator, The Philadelphia Museum of Art, 1977-1978
Elderhostel, Philadelphia University, 1985-1987
Associate Professor, Philadelphia University, 1980-2010

Professional Experience:

Landscape Architect, Dept. of Forests & Waters, Bureau of State Parks, Harrisburg, PA, 1968-1969
Landscape Architect, Dept. of Physical Plant, Pennsylvania State University, 1969-1971
Director of Exhibits, Pennsylvania State University Library, 1972-1973
President, Textile Arts Society of Philadelphia, 1982-1983
Board of Directors, Arts Workshop, Inc., Delaware State Correctional Institutions, 1982-1984

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Artwork (woven piece) pictured on frontispiece of book entitled: *Dyes from Plants* by Seonaid Robertson
Van Nostrand Reinhold, 1973)
Art Programs in Correctional Institutions, VIEWPOINTS College of Fine Arts, Illinois State University,
Normal, IL – April 1976
Doctoral Dissertation, Pennsylvania State University, *A Descriptive Study of Art Programs in Two State
Correctional Institutions*, March 1982
1884: A Glimpse, The Philadelphia System of Textile Manufacture, brochure design and text to
accompany exhibition, Sept. 1984

Professional Memberships:

American Society of Interior Designers
Interior Design Educators Council
Interior Design Council of Philadelphia (IBD)

Christopher Hall, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-202 Design 4: Architecture Foundations Studies

ARCH-511 Technology V: Advanced Lab

Educational Credentials:

B. Arch, University of Maryland, 1993

M. Arch, University of Pennsylvania, 1995

Teaching Experience:

Adjunct Professor, Philadelphia University, 1999-present

Professional Experience:

Project Architect, Ewing Cole Cherry Brott, Philadelphia, PA, 1995-2000

Project Architect, MGA Partners, Architects, Philadelphia, PA, 2000-present

Project Designer/Project Manager, H2L2 Architects/Planners, Philadelphia, PA 2003-2010

Licenses/Registration:

Registered Architect – Pennsylvania, 2001

NCARB Certified

Selected Publications and Recent Research/Practice:

Grand Prize Winner: Constructive Ideas for An Urban Corridor, Baltimore, MD, 1996

John Stewardson Memorial Competition in Architecture, University of Pennsylvania, Finalist, 1995

Urban Outfitters Corporate Campus, Philadelphia, PA – Construction observation for 330,000 SF adaptive reuse.

Wyeth Ayerst Laboratories, Richmond, VA – Project Architect for 268,000 SF Pharmaceutical Research & Development Headquarters.

ING Direct, Wilmington, DE – Project Manager for 130,000 SF Office Renovations.

American Community School, Abu Dhabi, UAE – Project Designer for new 1600-student middle and upper school building and campus.

American International School of Florence, Florence, Italy – Project Designer for new 800-student middle and upper school campus.

Drexel University, Philadelphia, PA – Project Manager & Designer for college expansion spaces.

Honolulu Memorial, National Memorial Cemetery of the Pacific – Project Manager & Designer for Memorial addition & renovations

Mexico City National Cemetery Master Plan, Mexico City, Mexico – Project Manger and Designer for accessibility renovations.

United States Court of Appeals, Lynchburg, VA – Project Architect for new 45,000 SF courthouse and post office.

Philadelphia Geriatric Center, New Campus, Horsham, PA – Staff Architect for a new Continuing care retirement community.

Professional Memberships:

American Institute of Architects

The Athenaeum of Philadelphia, stockholder

Charles L. Hancock, RA, NCIDQ

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-210 Technology I: Materials Method

Educational Credentials:

B. Arch, Cornell University

Zoltan Kodaly Pedagogical Institute, Keszkesmet, Hungary, 1979, Masters equivalent diploma in teaching pedagogy, ear training, voice, and choral conducting

Teaching Experience:

Adjunct faculty, Philadelphia University, 2000-present

Professional Experience:

Construction detailer, Robert Gilmour, Architect, St. David's, PA, 1980-82

Project architect for interiors, Space/Data Group (now Space Design), Philadelphia, 1983

Designer and project architect, Ralph R. Miller Architect, King of Prussia, PA, 1983-84

Designer and project architect, Altemose Architect and Engineers, King of Prussia, PA, 1984-85

Project architect, Goldfarb Kline & Assoc. (now GGK), Philadelphia, 1985-87

Designer and project architect, Kling-Linquist Partnership (now Kling Stubbins), Philadelphia, 1987-92

Designer, project architect, detailer, Granary Associates, Philadelphia, 1995-2000

Designer and project architect, Lawrence Gilbert, Architect, Philadelphia, 1999-present

Licenses/Registration:

Registered Architect, State of Pennsylvania EX 009624

NCIDQ registration, Certificate Number 24273

Selected Publications and Recent Research/Practice:

Misericordia Hospital (for Granary Associates), Philadelphia

Steelcase Show Room (for Granary Associates), Philadelphia

Medical Arts Pavilion at Montifiore Medical Center (for Granary Associates), Philadelphia

Student Activity Center at Philadelphia College of Osteopathic Medicine (for Granary Associates), Philadelphia

Professional Memberships:

Philadelphia Ship Preservation Guild and Philadelphia Seaport Museum: Volunteer working on the construction of several traditionally built wooden boats

Andrew Hart

Courses Taught (FL 2009 – SP 2011)

ADFND-112 Technics of Communication
ARCH-201 Design 3: Architecture Foundations Studies
ARCH-202 Design 4: Architecture Foundations Studies

Educational Credentials:

B. Arch, Temple University, Tyler School of Arch, 2005

Teaching Experience:

Guest Critic, Philadelphia University, 2005-2007
Guest Critic, Temple University, 2005-2007
Adjunct Professor, Temple University, 2006-present
Adjunct Faculty, Philadelphia University, 2009-present

Professional Experience:

Awarded Summer Internship, Studio Posemato, Naples, Italy, 2004
Intern Architect, St. Onge Ruff & Associates, York, PA, 2005
Intern Architect, Bohlin Cywinski Architects, Philadelphia PA, 2005-2008
Intern Architect, Claflen Associates, Architects & Planners, Philadelphia, PA, 2008

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Work on new Philadelphia Zoning Code
Common Ground Installation & Park for Fairmount Park Art Association, 2010
Consulting with City of Philadelphia Capital Project Division, 2008-present

Professional Memberships:

John Stewardson Memorial Competition Managing Committee, 2007-present
Huber Breaker Action Committee, 2007-present
Temple Univ. Alumni Thesis Award Committee, 2006-present
Stimulant (artist group), 2005-2006
Huber Breaker Preservation Society, 2004-present
Society for Industrial Archeology, 2004-present

Charles Hemphill

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Visualization I: Digital Modeling

Educational Credentials:

B. Arch, Temple University, Tyler School of Art, 2006

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2011-present

Professional Experience:

Francis Cauffman, Philadelphia, PA, 2006-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Coop Cancer Institute – 3ds Max, V-Ray, Autocad

Atlantic Sports Health Institute – 3ds Max, Mental Ray, Autocad

Annex Building at Rivertown – 3ds Max, V-Ray, Autocad, Adobe Illustrator

“L Home” Project – Rhinoceros, 3ds Max, V-Ray

“Habitat” Site Usage Diagram – Illustrator, Maya, Mental Ray

Design Philadelphia: Corian Bench Competition, Finalist – Rhino, V-Ray, Corian

Professional Memberships:

Alan P. Hoffmann, Assoc. AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-505 Professional Management I
ARCH-506 Professional Management II

Educational Credentials:

B.S. Business Administration, Drexel University, 1975

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2001-present

Professional Experience:

Staff Accountant, Day & Zimmermann, Inc., 1975-1980
Controller, VITETTA Architects/Engineers, 1980-1984
 Director of Marketing, 1984-1988
 Executive Vice President/Chief of Operating Officer, 1988-1995
 President, 1995-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Design and Construction Supervision of Educational, Healthcare, Historic Preservation, Justice and Library projects.

Professional Memberships:

American Institute of Architects, Associate Member
Philadelphia Chamber Commerce, 2011; Director, 2000-2003
Delaware River Waterfront Corporation, 1994-present
Architecture Program Advisory Board, Philadelphia University, 2011-present

Hollie Holcombe, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-326: Visualization: Advanced Modeling

Educational Credentials:

B. Arch, University of Minnesota, 2003

M. Arch, University of Pennsylvania, 2008

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010

Professional Experience:

Intern Architect, Design Forum, Minneapolis, MN, 1999-2005

Intern Architect, VLB JR, Norristown, PA, 2005-2007

Intern Architect, Brian J. Billings Architects, Norristown, PA, 2007

Staff Architect, Jacobs Engineering, Conshohocken, PA, 2008-2009

Licenses/Registration:

LEED Accredited Professional

Selected Publications and Recent Research/Practice:

Holcombe, Hollie. "Living with the Birds." Grid Magazine March 2011: 30.

Landela, Hollie et al. "Winnebago: Architecture for a Nomadic Modernity." Via Occupation. Comp. and ed. Morgan Martinson. Philadelphia: Trustees of the University of Pennsylvania, 2007. 31-37.

Professional Memberships:

National Trust for Historic Preservation

Preservation Alliance for Greater Philadelphia

USGBC member

Penn Alumni Club of Philadelphia

University of Minnesota Alumni Association

Robert J. Hotes, AIA, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-424 Historic Preservation Documentation: Drawing

Educational Credentials:

BSE in Civil Engineering, Princeton University, 1985

M. Arch, University of Pennsylvania, 1991

Teaching Experience:

Coordinator, University of Pennsylvania, 1989-1991

Adjunct Faculty, Philadelphia University, 1997-1999, 2010-present

Professional Experience:

Junior Engineer, Tippetts-Abbet-McCarthy-Stratton, Washington, DC, 1981-1982

Junior Architect, Metcalf & Associates, Washington, DC, 1983-1984

Architect, Skidmore, Owings & Merrill, Washington, DC, 1985-1986

Architect, Bass, Gick & Mickley, Washington, DC, 1986-1988

Architect, Martin & Jones, Architects, Washington, DC, 1989

Architectural Conservator, ICCROM, Rome, Italy, 1989

Architect, University of Pennsylvania, Phila, PA, 1990

Preservation Intern, Institute Spetsproyektrestavratsiya, Moscow, USSR, 1990

Associate, Susan Maxman & Partners, Architects, Ltd., Philadelphia, PA, 1991-2001

Senior Associate, DPK&A Architects, LLP, Phila, PA, 2001-2005

Associate/Senior Preservation Architect, RMJM Hillier Architecture, Philadelphia, PA, 2005-2008

Senior Associate/Senior Preservation Architect, John Milner Architects, Inc., Philadelphia, 2008-present

Associate/Restoration Group Leader, Klein & Hoffman, Inc., Philadelphia, PA, 2011-present

Licenses/Registration:

Registered Architect – Delaware, Florida, New Jersey, Pennsylvania, Virginia

NCARB Certified, 1994

Selected Publications and Recent Research/Practice:

“Coming Clean: Exterior Restoration of the Union League of Philadelphia,” *Traditional Building*, April 2005.

“Sustainable Building,” *The Practice of Sustainable Development*, Urban Land Institute, Washington, DC, 2000 (with S Maxman, M. Martin, D. Prowler, G. Brewster, and D.R. Porter).

Review of: Magaziner, Henry Jonas, “The Golden Age of Ironwork,” *The Philadelphia Architect*, December 2000.

“Selecting and Working with Building Professionals,” *The Old City Historic District: A Guide for Property Owners*, Philadelphia Historical Commission, Philadelphia, PA, 2004.

“Selecting and Working with Building Professionals,” *Girard Estate Historic District: A Guide for Property Owners*, Philadelphia Historical Commission, Philadelphia, PA, 2001.

Professional Memberships:

American Institute of Architects (AIA) – Member, 1993-present; AIA Philadelphia – Director, 2003-2004

Preservation Alliance for Greater Philadelphia – Advocacy Committee, 1998-present

Association for Preservation Technology International, Delaware Valley Chapter, Board of Directors

Architects/Designers/Planners for Social Responsibility

US Green Building Council

International Council on Monuments and Sites

National Trust for Historic Preservation/Preservation Forum

Society of Architectural Historians

Partners for Sacred Places

DOCOMOMO International

Historical Society of Washington, DC

Preservation Pennsylvania, Preservation New Jersey and Preservation Delaware

Alan Jalón, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH 201-Design 3: Architecture Foundations Studies

Educational Credentials:

B. Arch, Philadelphia University, 2004

M.S. in Sustainable Design, Philadelphia University, 2010

Teaching Experience:

Adjunct Professor, Philadelphia University, 2007-2010

Professional Experience:

Architectural Intern, Johnsrud & Associates Architects, Trevose, PA, 2001-2004

Architectural Intern, Spearman Associates Architects, Glenside, PA, 2004-2006

Staff Designer, Mark Thompson Associates, Philadelphia, PA, 2006-2008

Partner, eco-ventive LLP, Philadelphia, PA, 2009-present

Licenses/Registration:

Green Advantage Certified

Selected Publications and Recent Research/Practice:

Professional Memberships:

Brian Johnston, AIA, LEED AP, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-302 Design V for Architecture

Educational Credentials:

B. Arch, University of Kentucky, 1986

M. Arch, University of Pennsylvania, 1991

Teaching Experience:

Instructor, University of Kentucky, 1982-1983

Instructor, Architecture in Education, 1988-1989, 1993

Adjunct Professor, Spring Garden College, 1992

Adjunct Professor, Temple University, 1993

Adjunct Professor, Philadelphia University, 1994-1995, 2005-present

Professional Experience:

Architect, Leonardo Ricci Architect, Venice, Italy, 1985-1987

Architect, MGA Partners (Mitchell/Giurgola Architects), Philadelphia, PA, 1987-1990

Project Architect/Architect, Jacobs/Wyper Architect, Philadelphia, PA, 1992

Project Architect/Asst. Project Director, Wallace Roberts & Todd Architects, Philadelphia, PA, 1995-2000

Associate, Cecil Baker & Associates, Philadelphia, PA, 2000-2005

Principal, BSJ architects, Philadelphia, PA, 2005-present

Licenses/Registration:

Architectural Registration – Commonwealth of Pennsylvania, 1990

NCARB Certified, 1998

Architectural Registration – Commonwealth of Virginia, 2005

Selected Publications and Recent Research/Practice:

Private Residence, Townhouse Gut Renovation, Philadelphia, PA 2008

Private Residence, Loft Addition, Philadelphia, PA 2008

Philadelphia Studio Ballet, Dance Studio/School (with PMArch), Philadelphia, PA 2009

Beck's Cajun Café, Restaurant, Reading Terminal Market, Philadelphia, PA 2009

Guacamole MexGrill, Restaurant, Philadelphia, PA 2010

Private Residence, Addition, Philadelphia, PA 2010

Mixed Use Development, Renovation, Retail and 2 Apartments, Philadelphia, PA 2011

Professional Memberships:

US Green Building Council - LEED Accredited Professional 2003

American Institute of Architects, 1997-present

Community Service:

French International School of Philadelphia, Board of Trustees, 2005-present

French International School of Philadelphia, Building & Grounds Committee, Chair, 2009-present

French International School of Philadelphia, Building & Grounds Committee, 2004-present

Center City Residents' Association, Board of Trustees, 2007-present

Center City Residents' Association, Zoning Committee, Co-Chair, 2011-present

Center City Residents' Association, Zoning Committee, 1999-present

Crosstown Coalition, Neighborhoods Matter Committee, 2009-present

Christian Jordan

Courses Taught (FL 2009 – FL 2011)

ARCH-324 Visualization: Experimental Modeling
ARCH-326 Visualization: Advanced Modeling
ARCH-502 Design X for Architecture
ARCHDSN-208 Visualization I: Digital Modeling
ARCHDSN-381 Independent Study in Architecture, Interior Design & Landscape

Educational Credentials:

B. Arch, Cum Laude, Philadelphia University, 2005

Teaching Experience:

Adjunct faculty, Philadelphia University, 2006-present

Professional Experience:

Francis Cauffman Architects, PA 2004-2005
Phillip Jordan Architects, PA 2005-present

Licenses/Registration:

Completed Four of Seven ARE Exams
Anticipated Completion: December 2011

Selected Publications and Recent Research/Practice:

Sharon Savings Bank, Westtown Township, PA
Armen Cadillac, Plymouth Meeting, PA
West Grove Mixed Use Buildings, West Grove, PA
Engelman Residence, Rosemont, PA

Professional Memberships:

Spence R. Kass, AIA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-302 Design VI for Architecture
ARCH-409 The Great American City Seminar

Educational Credentials:

B.A., Rhode Island School of Design, 1977
B. Arch, Rhode Island School of Design, 1978
M. Arch, Cornell University, 1985

Teaching Experience:

Assistant Lecturer, Cornell University, 1983-1984
Adjunct Professor, Spring Garden College, 1990-1992
Adjunct Professor, Drexel University, 1997
Visiting Assistant Professor, Philadelphia University, 1993-2008
Adjunct Professor, Philadelphia University, 1991-1993, 2008-present

Professional Experience:

Project Architect, Kenneth Parker Associates, Philadelphia, PA, 1982-1987
Associate, Shapiro Petrauskas Gelber, Philadelphia, PA 1987-1989
Project Architect, The Hillier Group, Philadelphia, PA, 1980-1990
President, IEI Architects, Philadelphia, PA, 1994-present
Principal, Kass & Associates, Philadelphia, PA ,1990-present

Licenses/Registration:

Registered Architect: Pennsylvania, New York, New Jersey, Delaware, Maryland, Florida, Illinois
NCARB Certified

Selected Publications and Recent Research/Practice:

Mildred F. Schmertz, "A Pennsylvania Chronicle," *Architectural Digest*, February 2009, pp. 4, 146 –154.
Newell, Kathryn. *Dream Homes – Greater Philadelphia*. Panache Partners, LLC., 2006. pp. 50-55.
Newell, Kathryn. *Spectacular Homes of Philadelphia*. Panache Partners, LLC., 2006. pp. 52-55.
Berschler, Susan Pevaroff. "Makeover Magician." *Philadelphia Inquirer–Homes & Design*. Nov/Dec '04, pp. 24-27.
Burns, Alexandra P. "At Liberty." *House Beautiful*. May 1999, p. 166.
Cohen Ragas, Meg. "Cabanarama." *Philadelphia Magazine: Home & Garden*. Spring/Summer 2003, pp. 70-73.
Coniff, Richard. "Bennett and Judie Weinstock, Rewriting a Philadelphia History with Color and Pattern." *Architectural Digest*. September 2002, pp. 244-290.
"Design Home 2003 – City Living." *Philadelphia Magazine*. December 2003, pp. DH 6 – DH 26, DH 48.
Donohue, Amy & Cohen Ragas, Meg. "Cool Rooms." *Philadelphia Magazine*. October 2003, pp. 102-111.
Harper, Rebecca. "Family Matters." *Philadelphia Style Magazine*. March/April 2006, pp. 86-87.
Kass, Spence. "The Voluminous Wall." *The Cornell Journal of Architecture* 3. Rizzoli, New York, 1987. pp. 44-55.
Molina, Joanne. "Redefined & Defined." *Philadelphia Style Magazine*. November/December 2004, pp. 136-141.
Shaffer, Gwen. "Stepping Up." *Philadelphia Style Magazine*. September/October 2003, pp. 77-83.
Snider, Bruce. "Civic Virtue, Philadelphia Rowhouse Rise to a New Day." *Custom Home*. July/Aug '02, pp. 68-73.

Professional Memberships:

Institute of Classical Architecture & Classical America, 2002 – present
Society of Architectural Historians, 2001- present
Society of Fellows, American Academy of Rome, 1981 - present
American Institute of Architects, 1985-1991; 2006 - present

Brian King

Courses Taught (FL 2009 – SP 2011)

ARCH-326 Visualization: Advanced Modeling
ARCH-408 Visualization II: Technical Documentation
ARCHDSN-381 Independent Study in Architecture

Educational Credentials:

B. Arch, Philadelphia University, 2006

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2006-present

Professional Experience:

Intern, Schradergroup Architecture, LLC, Philadelphia, PA, 2005-2006
Designer, Schradergroup Architecture, LLC, Philadelphia, PA, 2006-2007
JDavis Architects, Philadelphia, PA, 2007-2008
Freelance Contract, WRT Architects, Philadelphia, PA, 2009

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Professional Memberships:

Christopher Kircher, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundation Studies
ARCH-202 Design 4: Architecture Foundation Studies
ARCH-301 Design V for Architecture

Educational Credentials:

B. Arch, Philadelphia University, 1998

Teaching Experience:

Guest Design Juror, Mercer County Community College, 2003, 2005
Guest Design Juror, Temple University, 2002, 2005, 2009
Adjunct Faculty, Philadelphia University, 1999-present

Professional Experience:

Architectural Consultant, Simon Koumjian & Associates, Conshohocken, PA, 1996-1998
Project Architect, CLRdesign Inc., Philadelphia, PA, 1999-2006
Architect/Principal, Design by Process, Philadelphia, PA, 2006-2009
Architect, Metcalfe Architecture & Design, Philadelphia, PA, 2006-2009
Founding Partner/Principal, Fishtank PHL LLC, Philadelphia, PA, 2008-present

Licenses/Registration:

Registered Architect – New Jersey, Pennsylvania
NCARB Certified

Selected Publications and Recent Research/Practice:

Governor's Island, NY - International Design Idea's Competition, New York, NY, team member, First Place Award, 1995
Broad Street Concourse Redesign Competition, Philadelphia, PA, team member, Second Place Award, 1996
Morris Arboretum - Out-On-A-Limb, Project Architect for Metcalfe Architecture & Design, Pennsylvania AIA Excellence Award and Philadelphia AIA Gold Medal Award, 2010

Professional Memberships:

Freedom by Design: Pro-Bono Service

Thomas P. Kirchner, AIA, NCARB

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies
ARCH-402 Design VIII for Architecture
ARCH-501 Design IX for Architecture

Educational Credentials:

B.A. in Philosophy, Colgate University, 1997
M. Arch, University of Pennsylvania, 2000

Teaching Experience:

Instructor, University of Pennsylvania, 2007
Adjunct Faculty, Philadelphia University, 2007-present

Professional Experience:

Burt Hill Kosar Rittelmann Associates, Philadelphia, PA, 1998-1999
HLM Design, Philadelphia, PA, 2000-2003
wesleyArchitects, Philadelphia, PA, 2003-2007
BWA architecture + planning, Philadelphia, PA, 2007-present

Licenses/Registration:

PA, RA405051, 2010

Selected Publications and Recent Research/Practice:

"Urban DeNewal" *Pamphlet Architecture 23: MOVE Sites of Trauma*, 2002
Exhibited "Stool 74" furniture design "Philly Works" - University of Pennsylvania, School of Design, Fall 2010
Exhibited "Spynal Lamp" lighting design "Philly Heart Design" – Seamen's Merchants Gallery, Philadelphia, Fall 2007
Connelly House, Philadelphia, Pennsylvania – Project Architect for an eight story, 64,000 square foot, 79 unit affordable housing structure in Center City Philadelphia. The project is the recipient of the AIA Philadelphia 2010 Community Design award.
Lafayette Elementary School, Lancaster, Pennsylvania – Produced construction documentation and Revit model for a two story, 36,000 square foot addition and 68,000 square foot renovation of an existing elementary school in Lancaster, PA.
Mount Tabor Cyber Village Residential Complex, Philadelphia, Pennsylvania – Produced construction documentation, Rhinoceros computer model, and renderings for a four story, 60,000 square foot residential complex in the Northern Liberties neighborhood of Philadelphia.
Ross Elementary School, Lancaster, Pennsylvania – Produced construction documentation and Revit model for a two story, 5,500 square foot addition and 42,000 square foot renovation of an existing elementary school in Lancaster, PA.

Professional Memberships:

Brandon Kruysman

Courses Taught (FL 2009 – SP 2011)

ARCH-324 Vis: Experimental Modeling

Educational Credentials:

Denmark International Study Program, Copenhagen, DK, Aug-Dec. 2006

B. Arch, Philadelphia University, 2008

M. Arch, SCI-Arc, in progress, 2010-present

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010

Professional Experience:

Architectural Assistant, Richard W. Sauder, AIA, Philadelphia, PA, 2006

Architectural Assistant & Designer, Skill Space Variations, Conshohocken, PA, 2007-2008

Architectural Designer & Fabricator, Point B Design Ltd., Philadelphia, PA, 2008-2009

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Dantchik Gallery, Philadelphia (for Point B Design), 2008-09

Modoids exhibited at the Elga Wimmer Gallery, New York, NY, 2009

Exhibited work in collaboration with Point B Design at the "Philly Heart Design" show, 2008

Exhibited at Vitetta's 'Best and Brightest Student Competition' 2nd St. Gallery, Philadelphia, PA, 2008

Professional Memberships:

Jared Laucks

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Visualization I: Digital Modeling
ARCH-326 Visualization: Advanced Modeling

Educational Credentials:

Study Abroad Program, American University of Rome, 2007
B. Arch, Philadelphia University, 2008

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Fabrication Specialist & Installer, Continental Signs, York, PA, 2002-2006
Founder/Consultant/Researcher, j_laucks, Philadelphia, PA, 2005-present
Architectural Inter & Designer, SpaceVariations, Conshohocken, PA, 2006-2007
Architectural Intern & Designer, Michael Ryan Architects, Philadelphia, PA, 2007-2008
Project Manager/Research Collaborator, Theverymany, Brooklyn, NY, 2007-2010
Architectural Intern & Designer, Stephen Varenhorst Architects, Philadelphia, PA, 2008-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Mark Magazine no. 28 select projects with Theverymany, Oct./Nov. 2010
Code + Form by Casey Reas with Theverymany, Sept. 2010
Contemporary Digital Architecture: Design and Techniques with Theverymany, Sept. 2010
Pasajes Arquitectura y Critica with Theverymany, March 2009
AD Journal: Theoretical Meltdown Article: Algorithmic Design with Theverymany, March 2009
Total Design Display with Theverymany, Sept. 2008

Professional Memberships:

Bevan Lawson, PE

Courses Taught (FL 2009 – SP 2011)

ARCH-309 Structures I
ARCH-310 Structures II

Educational Credentials:

BSCE, Lehigh University, 1984
Graduate work in Structural Engineering, Drexel University, 1985-87

Teaching Experience:

Adjunct faculty, Philadelphia University

Professional Experience:

Project Engineer, Ewing Cole Cherry Parsky, Philadelphia
Principal, Bevan Lawson, PE, Consulting Structural Engineer, Philadelphia

Licenses/Registration:

PE, Pennsylvania (1988), Delaware (1993), New York (1993)

Selected Publications and Recent Research/Practice:

St. Monica's Church and Parish Center, glue-laminated timber arches and structural steel framing
Ursinus College, Collegeville, PA, additions adjacent to an existing laboratory building
The Restaurant School, Philadelphia, addition
Walnut Street Theater, Philadelphia, additions and renovations to this historic building

PARTIAL LIST OF PROJECTS AS PROJECT ENGINEER AT:

Methodist Hospital, courtyard addition and second-floor alterations (for Ewing Cole)
John Wanamaker Building Renovations, Philadelphia new sidewalk vault framing, foundations, and reinforcing steel frame (for Ewing Cole),
Mezzanine-Flower at the Ben, Benjamin Franklin Hotel, Philadelphia, PA, 1987
New residence at 217 Broughton Lane, Tredyfrin Township, PA, 1990, timber and steel framing, masonry basement walls
Bedford Residence Addition, Villanova, PA, 1990, glue-lam floor and roof members, precast concrete floor plank system
Structural Conditions Survey, Bromley at Burlington, NJ, 1991

Professional Memberships:

American Concrete Institute
American Institute of Architects
National Trust for Historic Preservation

John Q. Lawson, FAIA, NCARB

Courses Taught (FL 2009 – SP 2011)

ADFND-101: Interdisciplinary Foundation Studies

Educational Credentials:

B.Arts in Architecture, Rice University, 1962

M.F.A. in Architecture, Princeton University, 1964

Teaching Experience:

Jury Member/Lecturer, University of Pennsylvania, 1972-1990

Studio Design Critic, University of Pennsylvania, 1972-1987

Adjunct Associate Professor, University of Pennsylvania, 1972-1987

Adjunct Professor, Philadelphia University, 2003-09

Professional Experience:

Frank Schlesinger Architects, 1963-1964

Kneedler Mirick & Zantzing Architects, 1964

Mitchell/Giurgola Architects, 1965; Associate 1971, Partner 1974–1985

Mitchell/Giurgola & Thorp Architects, Partner 1980-1985

John Lawson Architects, Principal, 1986-present

Licenses/Registration:

Registered Architect – New Jersey, Pennsylvania

NCARB Certified

Selected Publications and Recent Research/Practice:

Merchants' Exchange Building Entrance Renovations, Philadelphia, 1989

College Hall Interior Renovations, University of Pennsylvania, 1996-2000

Building Renovations at Betsy Ross House, Philadelphia, 1996

Women's Screening, Duncan 2E Renovations, Pennsylvania Hospital, Philadelphia, 1997

1010 Arch Street Façade Renovations, Philadelphia, 2009

"Small Firms: Making the Dream Work," *The Philadelphia Architect*, Nov 1988 (Harry Fields Gallery for the Sculpture of Joe Brown, University of Pennsylvania)

"Grand Getaways," Magazine Home & Design, Philadelphia Inquirer, July 17, 1998 (Beach House, Loveladies, NJ)

Professional Memberships:

Member, Central Delaware Advocacy Group (CDAG), as a representative of the Society Hill Civic Association (SHCA) (2009-present)

Member, Fellows Steering Committee, AIA Philadelphia (1996-present)

Member, Board of Managers, City Parks Association, (1988-1999)

Member, Board of Trustees, Awbury Arboretum, (1989-1999)

Member, Eastern State Penitentiary Task Force, (1988-2002)

Chairman, Urban Design Committee, Philadelphia Chapter AIA (1986-99)

Fellow, College of Fellows, American Institute of Architects (1986-present)

Corporate Member, American Institute of Architects (1972-present)

Chairman, Architectural Advisory Board, Spring Garden College (1978-1990)

Troy Leonard, AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-202 Design 4: Architecture Foundations Studies
ARCH-302 Design VI for Architecture

Educational Credentials:

B.S., Temple University, 1986
B. Arch, Temple University, 1990
M. Arch, Cornell University, 1995

Teaching Experience:

Instructor, Drexel University, 1995-present
Adjunct Professor, Philadelphia University,

Professional Experience:

Staff Architect, Joel David Zeiden Architect, Princeton, NJ 1985-1988
Staff Architect, Kreider/Matsinger Associates, Philadelphia, PA 1987-1988
Staff Architect, Killinger Kise Franks Straw Inc., Philadelphia, PA 1988-1989
Staff Architect, H.O.L.T. Architects, Ithaca, NY 1994
Project Architect, Kelly/Maiello Inc. Architects & Planners, Philadelphia, PA 1989-present

Licenses/Registration:

Registered Architect – New Jersey, 2003-present, and Pennsylvania, 1992-present
NCARB, 2003-present

Selected Publications and Recent Research/Practice:

Professional Memberships:

American Institute of Architects – Member
National Organization of Minority Architects – Member

Josh Lobel

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Visualization I: Digital Modeling

Educational Credentials:

Traveling Summer Studio: Scandinavia, Cornell University, 1997

Rome Program, Cornell University, 1998

B.Arch, Cornell University, 1999

S.M.Arch.S, Design and Computation, Cornell University, 2008

Teaching Experience:

Adjunct Faculty, Boston Architectural Center, 2007

Guest Lecturer, Cornell University, 2009

Adjunct Faculty, Philadelphia University, 2010

Professional Experience:

Project Architect, Mark Horton / Architecture, San Francisco, CA, 1999-2003

Project Architect, Gensler, New York, NY, 2003-2004

Freelance Designer, Scott Abrahams Architecture, New York, NY, 2004

Project Architect, Matthew Baird Design, New York, NY, 2004-2006

Façade Consultant, Front Inc., New York, NY, 2008-2009

Design Development Consultant, KGS Buildings, Cambridge, MA, 2009

Theme Development Consultant, Victory Schools, NYC Charter High, 2009-2010

Consultant, b.Digi, Point B Design Ltd., Philadelphia, PA, 2009-2010

Contractor, Architectural Woodwork Industries, Philadelphia, PA, 2010

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Chen, S. and Lobel, J. eds. *Computational Constructs: Architectural Design, Logic and Theory*. China Architecture and Building Press: Beijing, 2009.

Lobel, J. "Computer Aids to Design" in Chen, S. and Lobel, J. eds. *Computational Constructs: Architectural Design, Logic and Theory*. China. Architecture and Building Press: Beijing, 2009.

"Mark Horton / Architecture." In *Form.Z*, June 2001: 21. Models / renderings featured.

"Mark Horton / Architecture: CCA Dormitory." *Small Firms / Great Projects*, San Francisco AIA, 2000. Project model and rendering featured.

Built Projects: Lincoln Square Synagogue, NY, NY

MahaNakhon Tower, Bangkok, Thailand

"Polaroid House" Condo Renovation, NY, NY

Layton Residence Winery, Sonoma, CA

SiGraDI Conference, Scientific Committee Reader, 2010

coLab: Parametric Design to Digital Fabrication Workshop, Organizer and Instructor (with Point B in association with modeLab), 2010

Professional Memberships:

F. Greg Lucado

(Full-time faculty in the Construction Management Program)

Courses Taught (FL 2009 – SP 2011)

ARCH-427 Construction Management I

ARCH-428 Construction Management II

Educational Credentials:

BS Civil Engineering, Virginia Military Institute, 1976

MS Engineering Management, University of Missouri, 1979

MBA Finance, Temple University, 1989

Teaching Experience:

Adjunct Faculty, Eastern University, 2005-present

Adjunct Faculty, University of the Sciences in Philadelphia, 2005-present

Adjunct Faculty, Philadelphia University, 2005-10

Associate Professor, Philadelphia University, 2010-present

Professional Experience:

Commissioned Officer, United States Army, 1976-1979

Project Engineer, Wilbur Smith & Associates, New Haven, CT, 1979-1981

Owner's Construction Representative, Abington Memorial Hospital, Abington, PA, 1981-1986

Vice President, E. Clifford Durell & Sons, North Hills, PA, 1986-1988

Division Director-Renovations, Nason & Cullen, Inc, Wayne, PA, 1988-1991

Executive Vice President, Co-Owner, Clemens Construction Co., Philadelphia, PA, 1991-2005

Licenses/Registration:

Selected Publications and Recent Research/Practice:

construction of facilities for health care, securities trading, and internet/telecom switching

Professional Memberships:

General Building Contractors Association of Philadelphia

Kestutis Lukas, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-403 Technology III: Lighting & Acoustics

Educational Credentials:

B. Arch., Kent State University, 1971

Illuminating Engineering Society, Advanced Lighting Design, 1989

GE's Nela Park Lighting Design Center, Lighting Seminar for Educators, 1991

Philips' Lighting & Research Center, Lighting Seminar for Educators, 1998

Teaching Experience:

Instructor, Antonelli Institute, Plymouth Meeting, PA, 1983-1989

Visiting Professor, Spring Garden College, Philadelphia, PA, 1989-1990

Adjunct faculty, Philadelphia University, 1989-present

Professional Experience:

Construction documenter, H2L2, Philadelphia, PA

Design Engineer, United Engineers and Constructors, Philadelphia, PA, 1973

Senior Architect, Bechtel Power Corp., Houston, Texas, 1978

Proprietor, Tools 'n' Talent Contractors, Wyndmoor, PA, 1978-present

Project Manager, Robert Couch Associates, Jenkintown, PA, 1987-1988

Owner, Kestutis V. Lukas, Architect, Wyndmoor, PA, 1988-present

Licenses/Registration:

Registered Architect, Pennsylvania, 1990

Selected Publications and Recent Research/Practice:

Municipal Complex, Upper Dublin Township, PA, reorganize scattered 10-acre facility, including new police wing and assessment of mechanical equipment

Littleton's Diner, Philadelphia, PA, site redesign including parking and access for handicapped

Stotesbury Gatehouse, Wyndmoor, PA, inspection of historic structure

Buccleuch Mansion, New Brunswick, NJ, solution for ongoing severe water penetration problem

Federal Courthouse Plaza, Philadelphia, PA, project manager, redesign of drainage system and replacement of waterproofing membrane

Professional Memberships:

American Institute of Architects, Interiors committee, 1988-1994

Associated Builders & Contractors, Southeast Pennsylvania Chapter

Building Owners & Managers Association of Philadelphia

Springfield Township (PA) Historical Society, Board Member

Montgomery County (PA) Chamber of Commerce, Membership Committee

Ali Mahjouri

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

Pre-College, Carnegie Mellon University, 1989
Study Abroad, Ecole D'Architecture De Paris- U.P.6- La Villette, 1993-1994
B. Arch, Georgia Institute of Technology, 1990-1994
M. Arch, Rice University, 1997-2000

Teaching Experience:

Lecturer, Temple University, 2005-present
Adjunct Faculty, Philadelphia University, 2007-present
Adjunct Faculty, Lehigh University, 2009

Professional Experience:

Assistant, Chelsea Construction, Atlanta, GA, 1995
Architectural Intern, Cooper Carry & Associates Inc, Atlanta, GA, 1995-1997
Architectural Intern, Hanrahan Meyers Architects, New York, NY, 1998
Architectural Intern, STUDIOS Architecture, Washington, DC, 2000-2001
Designer, Shinberg.Levinas Architects, Washington, DC, 2001-2002
Project Designer, CORE Architecture, Washington, DC, 2002-2003
Project Manager, The Heiserman Group, Washington, DC, 2003-2005
Project Architect, Stokes Architecture, Philadelphia, PA, 2005-2006
Project Architect/Designer, KlingStubbins, Philadelphia, PA, 2006-2008
Design Staff, BLT Architects, Philadelphia, PA, 2008
Consultant, Ray King Studios, Philadelphia, PA, 2010
Owner, [medium]space, Philadelphia, PA 2006-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Inclusion in *Everything Must Move*, Lars Lerup & Thumb. Architecture At Rice 44/ACTAR 2009
Inclusion in *Camp David: Spectacle of Retreat*, Srdjan Jovanovic Weiss (Temple University, Tyler School of Art, 2008)
Inclusion in *Palimpsest* by KlingStubbins (Images Publishing, 2008)
Publication in *Cube* by David Morris Guthrie (Princeton Architectural Press, 2005)
Inclusion in *Selected Works and Projects*, STUDIOS (Architecture Images Publishing, 2004)
Publication "Diary of a Thesis Student" in *Working*, Rice School of Architecture web magazine, 2000

Professional Memberships:

Alisa McCann

Courses Taught (FL 2009 – SP 2011)

ARCH-421 Historic Preservation

Educational Credentials:

B.A., American Studies, Pennsylvania State University, 1978

M.A., Preservation Studies, Boston University, 1983

Teaching Experience:

Professional Experience:

Administrative Assistant, Historic Boston, Inc., Boston, MA, 1984-1985

Architectural Historian, National Park Service, Phila, PA, 1986-present

National Park Service Agency Representative, White House Millennium Council, Executive Office of the President, Washington, DC, 1998-1999

Licenses/Registration:

Selected Publications and Recent Research/Practice:

“Return on Investment – How \$10 Grew to \$16 Million,” in *People, Land and Water*, and *Arrowhead*, Winter 2008.

“Dollars and Sense: The Rehabilitation of Dimock Community Health Center,” Chapter 14 in *Changing Places: Remaking Institutional Buildings*, 1992.

“Interpreting the Secretary of the Interior’s Standards for Rehabilitation,” Number 112, *Interior Alterations to School Buildings to Accommodate New Functions*, 1990.

Professional Memberships:

Friends of Narberth Community Library – Volunteer and former President

Community Design Collaborative – Volunteer

Lower Merion Affordable Housing Corporation – Board Member

Mark McCullen

Courses Taught (FL 2009 – SP 2011)

ADFND-104 Drawing II for Architecture

Educational Credentials:

BA in English Literature, LaSalle College, 1970

Certificate, Pennsylvania Academy of the Fine Arts, 1979

MFA in Painting, University of Delaware, 1990

Teaching Experience:

Guest Lecturer & Critic, University of Delaware, 1987-1988

Instructor, Chestnut Hill College, 1987-1988

Guest Lecturer, Moore College of Art, 1988-1989

Guest Lecturer & Critic, University of the Arts, 1988-1989

Guest Lecturer, Rutgers University, 1988-1989

Guest Lecturer, Philadelphia Museum of Art, 1990-1991

Instructor, Hussian School of Art, 1990-1991

Adjunct Assistant Professor, University of Delaware, 1992-1993

Instructor, Samuel S. Fleisher Art Memorial, 1990-1996

Lecture, Museum of the Pennsylvania Academy of the Fine Arts, 1997

Visiting Artist & Critic, University of Delaware, 1999

Lecture & Demonstration, Graduate Program of the Pennsylvania Academy of the Fine Arts, 1999

Adjunct Professor, Drexel University, 1988-1989, 1999

Adjunct Instructor, Delaware County Community College, 2000-2005

Instructor, Main Line Art Center, 1990-1994, 2004-2006

Adjunct Faculty, Philadelphia University, 2004-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Pennsylvania Council on the Arts, Individual Artist Grant for Painting, 1990

LaNapoule Art Foundation, artist's residency, LaNapoule, France, 1991

Gallery K, solo exhibit, Washington, DC, 1991

Devonish Gallery, solo exhibit, Anguilla, B.W.I., 1994

Devonish Gallery, solo exhibit, Anguilla, B.W.I., 1996

Museum of American Art, solo exhibit, Pennsylvania Academy of the Fine Arts, Philadelphia, PA, 1997

Catalogue, *The Fine Art of Giving*, State Museum of Pennsylvania, 1998

Jeanne Nugent, *Body Painting*, *Philadelphia Weekly*, February 19, 1997

Edward J. Sozanski, *Morris Gallery*, *Philadelphia Inquirer*, February 14, 1997

F.A.N. Gallery, group exhibit, Philadelphia, PA, 2006

Professional Memberships:

Thomas M. McLaughlin, PE

Courses Taught (FL 2009 – SP 2011)

ARCH-404 Technology IV: Dynamic Systems

Educational Credentials:

Teaching Experience:

Adjunct Professor, Drexel University, 1995-1998

Adjunct Professor, Philadelphia University, 1995-present

Professional Experience:

Project Manager, Pisarek Engineering PC, Philadelphia, PA

Project Manager/Design Team Leader, PWI Engineering Inc., Philadelphia, PA

Licenses/Registration:

Professional Engineer – Pennsylvania

Selected Publications and Recent Research/Practice:

Hahnemann University Hospital: Philadelphia, PA – Parking garage, renovations & assessments.

Johns Hopkins Hospital: Baltimore, MD – Cardiac Catheterization renovations & utility master plan.

Penn State Center for Graduate Students: Great Valley, PA – new classroom & conference center.

Rosemont College: Rosemont, PA – Science building renovations

Villanova University: Villanova, PA – Plant growth chamber & team room renovations

Hershey Medical Center: Hershey, PA – Clinical laboratories expansion

Graduate Hospital: Philadelphia, PA – Cardiac catheterization renovation & angiography renovation

The Meridian Center at Spring Ridge: Wyomising, PA – 400,000 FT² Banking Operations Center

Professional Memberships:

American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE)

International Society of Pharmaceutical Engineers (ISPE)

Pablo Meninato, RA

Courses Taught (FL 2009 – SP 2011)

ARCH-502 Design X for Architecture

ARCHDSN-371 Special Topics/Design Theory: Buenos Aires Short Course

Educational Credentials:

Diploma of Architecture, Universidad de Belgrano, Buenos Aires, Argentina 1982

M. Arch, University of Pennsylvania, 1988

PhD Candidate, Universidade Federal do Rio Grande do Sul, Brazil, 2007-present

Teaching Experience:

Research Fellow, University of Belgrano, 1984-1986

Assistant Professor, University of Maryland, 1986-1987

Assistant Professor, Universidad de Belgrano at Buenos Aires, 1994-1999

Academic Director, Progetto Italia, 1999-2000

Assistant Professor, Universidad de Palermo at Buenos Aires, 2000-2002

Professor, Universidad de Monterrey, 2009-2010

Adjunct Professor, Philadelphia University, 2003-2008, 2011-present

Professional Experience:

Staff Architect, Venturi, Scott Brown and Associates, Philadelphia, PA, 1988-1989

Staff Architect, MGA Partners, Philadelphia, PA, 1990-1991

Partner, Timerman/Meninato Arquitectos, Buenos Aires, 1992-1994

Pablo Meninato Arquitecto, Buenos Aires, 1996-2000

Project Designer, Kelly/Maiello Architects & Planners, Philadelphia, PA, 2002-2003

Associate Architect, Stokes Architecture, Philadelphia, PA, 2003-2004

Project Architect, D+S Architects, Philadelphia, PA, 2005-2006

Project Architect, KlingStubbins, Philadelphia, PA, 2007-2008

Principal, PMarch w/ Brian Johnston Architect, Philadelphia, PA, 2009

Principal, PMarch, Philadelphia, PA, 2009

Principal, Elosua Arquitectura, Monterrey, Mexico, 2010-present

Licenses/Registration:

Registered Architect – Argentina

Selected Publications and Recent Research/Practice:

“ART & ARCHITECTURE: RECONSIDERED” (tentative title) A reconsideration of the relationship between art and architecture, focusing on the work of Duchamp, Le Cobrusier, & Diller-Scofidio. Arqtexto –journal of the UFRGS. July 2011 –expected

“(DIS)ASSEMBLING” Essay on Duchamp, architecture, readymade, and displacing in architecture. d3: dialogue January 2011 -expected

“DUCHAMP Y LA ARQUITECTURA” Commentary about the influence of Duchamp in architecture, including examples of Philadelphia University’s students projects. Summa+ 104 December 200

“TIPOLOGIA Y PROCESO DE DISEÑO” Commentary about the possibilities of typology as a design methodology, including examples of Philadelphia University’s students projects. Summa+ 80 June/July 2006

“DENTRO DE UN CELLO” Critical review on Viñoly’s Kimmel Center at Philadelphia. Summa+ 61 August/September 2003

Professional Memberships:

CPAU: Consejo Profesional de Arquitectura y Urbanismo (Association of Registered Architects, City of Buenos Aires)

United States Green Building Council

Delaware Valley Green Building Council

Richard Conway Meyer, AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-402 Design VIII

Educational Credentials:

B. Arch, University of Virginia, 1962

Fontainebleau Fellowship: American School of Fine Arts, Fontainebleau, France, 1961

Teaching Experience:

Adjunct Faculty, University of Pennsylvania Graduate School of Fine Arts, 1973-1977, 1985-1989

Faculty, University of the Arts, Department of Environmental Design, 1977-1982

Adjunct faculty, Philadelphia University, 2009

Professional Experience:

Martin, Stewart and Noble, Architects, 1962

United States Air Force (Reserve), 1963

Stewart, Noble and Class, Architects, 1964

Associate, Bower Lewis Thrower/Architects, 1965-7198

Owner, Richard Conway Meyer Architect, 1979-present

Licenses/Registration:

Registered Architect, Pennsylvania

Selected Publications and Recent Research/Practice:

Concannon Residence Addition, Villanova, PA, Citation, *Progressive Architecture* 27th Design Awards
1980

“Artists Who Teach,” Publication and Exhibition: BROAD SPECTRUM at The Philadelphia College of Art
1980

“Manifestations of Shiva” Casebooks: Beat Exhibitions of 1981, Philadelphia Museum of Art
Carousel House Recreation Center, Philadelphia, Silver Medal, Philadelphia Chapter AIA, 1986
Kip duPont Boat House, St. Andrew’s School, Middletown, DE Honor Award, American Society of
Architectural Perspectivists 1987; published as “Wood Craft” *Architectural Record*, July 1990 and
Large Scale Timber Architecture, Series IV (Japan Wood Products Information and Research
Center, 1996)

Gymnasium Addition, The Philadelphia School, Philadelphia, PA, Award of Recognition, Philadelphia
Chapter AIA, 2002

The O’Neill Gymnasium, Design Architect (with BKP Ltd.), Rosemont School of the Holy Child, Rosemont,
PA, published in *CONTEXT The Journal of AIA Philadelphia*, 2009

Professional Memberships:

Professional Licensing Examination Seminar, AIA Philadelphia Design Instructor 1985-2007

Joseph Mulà, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-309 Structures I, 2009

ARCH-310 Structures II, 2010

Educational Credentials:

B. Arch, Philadelphia University, 2006

Teaching Experience:

Adjunct faculty, Philadelphia University, 2008-2010

Professional Experience:

R&R Components, York, PA, 2000-2004, framing plans for engineered roof and floor trusses

Architectural designer intern, SAArchitects, York, PA, 2004-2006, field measurements, CDs

Project manager, spg3, Philadelphia, 2006-2010

Project architect and project manager, SAArchitects, York, PA, 2010-present

Licenses/Registration:

Registered Architect, Pennsylvania, 2010

National Council of Architectural Registration Boards Certified, 2008

Selected Publications and Recent Research/Practice:

Pennsylvania Society of Professional Engineers Building Competition, fourth place, 2001

Professional Memberships:

American Institute of Architects, 2001-2008

Docent, The Historical Society of York County (PA), 1999-2000

Diana S. Nicholas, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies

Educational Credentials:

B. Arch, Carnegie Mellon University, 1994

M.F.A., University of the Arts, 2000

Teaching Experience:

Assistant Professor, Temple University, Tyler School of Art, 2003-2007

Co-Instructor/Course Developer, Temple University, Tyler School of Art, 2003

Adjunct Professor, Philadelphia University, 2000-2004

Instructor, Drexel University, 1999-2001

Professional Experience:

Project Designer, Stuart G. Rosenberg Architects, 1994-1996

Project Designer, Brawer & Hauptman Architects, 1996-1997

Part-time Residential Renovation Consultant, Susan Maxman & Partners, 2001

Project Architect, Project Design & Management, Michael Shannon Designs, 2001-2002

Owner/Architect, On Design LLC, 2002-present

Licenses/Registration:

Registered Architect – Pennsylvania

Selected Publications and Recent Research/Practice:

“Traversing Disciplinary Boundaries: Augmenting Speculative Vision through Installation Practice,” *Arch-inform Journal*, University of Nebraska Department of Architecture, Spring 2007

“Processes of Generative Analysis and Exploration: Considering Decisions Physically,” *FormZ Joint Study Annual Journal*, Spring 2005

“An Alternate Lens: Installation Based Curriculum In Foundations Studies” *Conference Proceedings: Intersections 2006, 22nd International Conference on the Beginning Design Student* (Iowa State University 2006)

“Installation Art and Space: Participation as the Meta-medium” *Conference Proceedings: ACSA 94th Annual Meeting, Getting Real: Design Ethos Now 2006* (Salt Lake City, 2006)

“Dissolving Machines” *Conference Proceedings: ECAADE 23*, edited by Jose Pinto Duarte et al. (2005)

“The Owl and the Phoenix” *Temple Review*: article about The Village of Arts and Humanities and architecture studio involvement, Fall 2005

“Is It Art/Is It Architecture?” (article by Jennifer Trachtman) *Tyler Gestures*, Spring 2004

Professional Memberships:

Women owned Business (WBE) City of Philadelphia certification 2010

NCARB Certification 2009

Member AIA Philadelphia

On Design Registered Firm, Pennsylvania: December 2002

Member: Acadia 2002-present

Member: Delaware Center for Contemporary Art

David O'Connell, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-303 Structures 1
ARCH-309 Structures I
ARCH-310 Structures II

Educational Credentials:

B.A. in English, University of Pennsylvania, 1996
B.S.E. in Material Science Engineering, University of Pennsylvania, 1996
M.S.C.E., Structural Engineering, Princeton University, 2006
Received ATC-20 training, 2009

Teaching Experience:

Vocational Teacher, United States Peace Corps, Cape Verde, West Africa
Adjunct Faculty, Philadelphia University, 2009-present

Professional Experience:

Senior Engineer, Thornton Tomasetti, Philadelphia, PA
Vocational Teacher, United States Peace Corps, Cape Verde, West Africa
Engineering Intern, Keast & Hood Co., Philadelphia, PA
Conservator, Fairmount Park Historic Preservation Trust, Philadelphia, PA

Licenses/Registration:

SE1 exam in Pennsylvania, P.E. license pending

Selected Publications and Recent Research/Practice:

As a senior engineer, designs and analyzes steel, concrete, wood and masonry structures

Professional Memberships:

Ashraf Osman

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B.S. in Biology, American University of Beirut, 1997
Florence Program, Syracuse University, 2000
M. Arch, Syracuse University, 2002

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-2011

Professional Experience:

Architect Intern, Skidmore, Owings & Merrill LLP, New York, NY, 2000
Architect Intern, KSS Architects LLP, Princeton, NJ, 2001
Architect Intern, CUH2A Inc., Princeton, NJ, 2002-2004
Architect Intern, KieranTimberlake Associates LLP, Philadelphia, PA, 2004-2005
Architectural Designer, KCBA Architects, Philadelphia, PA, 2005-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Bear Stearns & Company Headquarters, New York, NY
Volkswagen Service Headquarters, Cranbury, NJ
Philadelphia Theater Company, Philadelphia, PA
Yale University School of Sculpture, New Haven, CT

Professional Memberships:

Joshua C. Otto, AIA, NCARB, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-511 Technology V

Educational Credentials:

B.Arch, University of Kentucky, 1997

M.S. in Advanced Architectural Design, Columbia University, 2002

Teaching Experience:

Guest Critic & Lecturer, University of Kentucky,

Guest Critic, University of Hartford,

Guest Critic, Temple University,

Adjunct Faculty, Philadelphia University, 2007-present

Professional Experience:

Project Architect, Roger Ferris + Partners, Westport, CT, 1998-2001

Project Manager, GBQC Architects, Philadelphia, PA, 2002-2006

Associate, Brett Webber Architects, Philadelphia, PA, 2006-2010

Principal, Otto Architects, Jenkintown, PA, 2010-present

Licenses/Registration:

Registered Architect – Connecticut, New Jersey, Pennsylvania

LEED Accredited Professional

NCARB Certified

Selected Publications and Recent Research/Practice:

One Shot Coffee, Philadelphia, PA, 2010-11

1 Trick Pony, Hammonton, NJ, 2010-11

Meadowbrook Residence, Meadowbrook, PA, 2010-11

Oyster House, Philadelphia, PA, 2006-10

Biba Wine Bar, Philadelphia, PA, 2006-10

Deegan Gateway, The Bronx, NY, 2006-10

Curtis Square Masterplan, Philadelphia, PA, 2006-10

Lawrence Dining Hall Addition, West Chester University, West Chester, PA, 2002-06

Outreach Innovation Building, Pennsylvania State University, State College, PA, 2002-06

Bill Bradley Center for Sports & Recreation, Ramapo College of New Jersey, Ramapo, NJ, 2002-06

Oskar Stonorov Residence, Historic Preservation & Addition, Phoenixville, PA, 2002-06

Professional Memberships:

NCARB

American Institute of Architects

AIA Philadelphia Chapter – Design Committee Member

Philadelphia Emerging Architecture Prize (PEAPrize) – Co-Founder & Coordinator

AIA Architecture Group Mentoring Program – Mentor

The 1%, Pro Bono Design Program

Beth Sholom Synagogue, Elkins Park, PA – Needs Assessment Committee Member

Amy Owen-Jones

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B. Interior Architecture, Auburn University, 2004
B. Arch, Auburn University, 2005

Teaching Experience:

Arts Guest Review, University of the Arts, 2007
Guest Critic, Drexel University, 2008
Guest Reviewer, Parsons, 2010
Guest Critic, Philadelphia University, 2008-2010
Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

SMP Architects, Philadelphia, PA, 2005-2008
Stanev Potts Architects, Philadelphia, PA, 2008-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

“Of Marginal Populations: Development of a design curriculum to challenge the marginalization of discreet populations through pairing design reasoning with perceptual processes and design application for democratic access.” Issues in Design Education and Design Consciousness (University of Manitoba 2004)

Professional Memberships:

Lauren Hoerst Patterson

Courses Taught (FL 2009 – SP 2011)

AHIST-205 History 1: The Built Environment, Ancient to Medieval

AHIST-206 History 2: Renaissance/Baroque Architecture and Interiors

Educational Credentials:

B.F.A., Beaver College (now Arcadia University), 2001, minor in Art History

M.A., Temple University, 2006

Ph.D. in progress, Temple University, completed coursework

Teaching Experience:

Adjunct faculty, Philadelphia University, xxxx-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research/Practice:

“Grounded in Technique: The Craft of Caravaggio’s Paintings,” 2005

“From Narcissus to Intra-Venus: the Limitations of Feminist Criticism of Hannah Wilke’s Work,” 2005

Alice Neel in the Sixties: A Stylistic approach to Form and Meaning,” 2005

“Lisa Yuskavage’s Consideration of the Spectator,” 2004

“The Symbolist Drawings of Georges Seurat and Odilon Redon,” 2004

“Peintre de la Femme Moderne: Edouard Manet’s Pastel Portraits of Ladies, and the Specificity of the Means by Which He Created Them,” 2004

Professional Memberships:

College Art Association, 2002-present

Philadelphia Museum of Art, 1999-present

Richard Burr Pedranti, AIA, LEED AP

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies
ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B. Arch, Pennsylvania State University, 1987
M. Arch, Harvard University, 1990

Teaching Experience:

Adjunct Professor, New York Institute of Technology, 2001-2002
Adjunct Professor, Philadelphia University, 2009-2010
Adjunct Professor, Temple University, 2010

Professional Experience:

Project Architect, Peter Tagiuri, Cambridge, MA, 1989-1990
Rafael Viñoly Architects, New York, NY, 1990-1994
Project Architect, WPG Design, New York, NY, 1994-1996
Project Architect, Stephen Tilly, Dobbs Ferry, NY, 1996-1998
Principal, Richard Pedranti, Philadelphia & Milford, PA, 1998-present

Licenses/Registration:

Registered Architect – New Jersey, New York, Pennsylvania

Selected Publications and Recent Research/Practice:

Tokyo International Forum, Tokyo, Japan (team leader for Viñoly's office)
Charlie Rose Production Studio, New York (for Stephen Tilly)

Professional Memberships:

American Institute of Architects
United States Green Building Council
Delaware Valley Green Building Council

Giovanna Paola Piga

Courses Taught (FL 2009 – SP 2011)

ARCH-321 Itineraries of European Architecture
ARCH-401 Design VII for Architecture

Educational Credentials:

“Laurea” in Architecture (5 year Professional Degree), University of Rome “La Sapienza”, 1989
Proficiency level English course (1 year course) Westminster College, London, UK, 1991
Postgraduate Studies (1 year course) in “Architecture Design”, University of Rome “La Sapienza”, 1993
Postgraduate Studies (1 year course) in “Sustainable Architecture”, A.N.A.B., 1995

Teaching Experience:

Design Instructor/Lecturer, University of Rome “La Sapienza”, 1993-1994, 1995-1998
Design Instructor/Lecturer, University of Arkansas, Rome Program, 1994-2002
Adjunct Faculty, Philadelphia University, Study Abroad Program, 1999-present
Adjunct Faculty, St. John’s University, Study Abroad Program, 2007-present
Adjunct Faculty, Loyola University, Rome, 2009-present

Professional Experience:

Architectural Assistant Internship, A.B.T. Architects, Nonis Architects, Bordini Architects, Nobili Architects, Rome, 1990-1994
Project Designer Partner, T-Studio, Rome, Italy, 1995-2002
Independent Practice, Vico Indoratoria, Genoa, Italy, 2003-1007
Independent Practice, Via Riccardo Grazioli Lante, Rome, Italy, 2008-present

Licenses/Registration:

Registered Architect, Italy (at the “Ordine degli Architetti CCPP di Roma”)

Selected Publications and Recent Research/Practice:

Participation in conference on Contemporary Rome: Changing Faces of the Eternal City at the American University of Rome, November 26-27, 2010 – in PANEL 1 - The Built Environment, paper: “Contemporary Rome the nearly possible architecture - high quality urban space in the contemporary city”
Exhibition’s curator for the Spring Design Workshop 2009 a joint effort of Auburn University, Philadelphia University and the University of Arkansas, in collaboration with the Comune di Roma, the Regione Lazio, under the auspices of AACUPI. Trajan’s Market, Via Wuattro Novembre, 94 April 29th (link: <http://sites.google.com/sites/springworkshop2009/>)
Concept and Coordination: Conference, Seminar and Exhibition on “Sustainable Redevelopment of Waterfront in Tourist Resorts” - Palau (OT – Italy) Sept. 30 – Oct. 5 2008.
Biennale di Venezia, the 11th International Architecture Exhibition, “*Out There: Architecture Beyond Building*”, Interviews with American Architects participating at the USA Pavilion at the XI Biennale di Architettura _ Venice. Sept. 11-13 2008 published in (link:<http://www.archphoto.it/2008/09/11/venezia>)
Piga, Giovanna. “L’eta del ghetto. Roma ebraica dopo il ghetto” (“The Time of the Ghetto. Jewish Rome after the ghetto”) in *Arte ebraica a Roma e nel Lazio* (Palombi, 1994)

Professional Memberships:

Kasha A. Preston

Courses Taught (FL 2009 – SP 2011)

ARCH-309 Structures I

ARCH-310 Structures II

Educational Credentials:

B.S. in Architectural Engineering, University of Oklahoma, 2007

M.S. in Civil Engineering, Drexel University, 2009

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Project Designer, BAMCOe LLC, Ocean City, NJ, 2006-2008

Project Design Engineer, Gibson Associates, Ocean View, NJ, 2008-2009

Structural Designer, Ballinger Architects, Philadelphia, PA 2010-present

Licenses/Registration:

E.I.T., Commonwealth of Pennsylvania, 2007

Selected Publications and Recent Research/Practice:

Resorts Casino, Atlantic City, NJ (for BAMCOe, 2006-08)

George Washington University Research and Engineering Complex, Boeing Helicopter Center Building
362 (for Ballinger Architects, 2010-11)

Professional Memberships:

Alice M. Rudy Price

Courses Taught (FL 2009 – SP 2011)

AHIST-305 History 3: Early Modern Architecture and Interiors

AHIST-306 History 4: Modern/Contemporary Architecture and Interiors

Educational Credentials:

B.A. in Romantic Studies with honors in English, Wellesley College, 1982

M.A. in History, American University, 1984

M.A. in Education w/ distinction, LaSalle University, 1990

Ph.D. Art History Candidate, Temple University, 2008-present

Teaching Experience:

George School, History Teacher, Newton, PA, 1984-1987

Supervisor for Student Teachers, LaSalle University, 1992

Neshaminy High School History Teacher, Neshaminy (PA) School District, 1993-present

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Co-Owner & Manager, WP Associates, Inc., Langhorne, PA, 1987-1990

Researcher, Center for African American History & Culture, Temple University, 1992-1993

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Professional Memberships:

Jonathan Price, PE

Courses Taught (FL 2009 – SP 2011)

ARCH-303 Structures I
ARCH-405 Structures III
ARCH-406 Structures IV

Educational Credentials:

BS Architectural Engineering-Structures, University of Colorado
MS Civil Engineering-Structures, Drexel University

Teaching Experience:

Adjunct faculty, Philadelphia University, 1999-present

Professional Experience:

Designer, Cuckler Steel Span Co., Monticello, IA 1979-1981
Project Engineer, STV/Sanders & Thomas, Pottstown, PA 1981-1990
Chief Structural Engineer, STV Group, Pottstown, PA 1994-1995
Project Structural Engineer, A W Lookup Corp., Conshohocken, PA 1990-1994
Manger Structural Design, R E Lamb, Inc., Valley Forge, PA 1995-present

Licenses/Registration:

Registered professional engineer in 12 states

Selected Publications and Recent Research/Practice:

Professional Memberships:

ASCE, American Society of Civil Engineers
Engineers' Club of Philadelphia
Vice Chairman of the North Coventry Township Planning Commission
The Masonry Society

Jonathan Proto

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Vis I: Digital Modeling

Educational Credentials:

Denmark International Study Program, Copenhagen, 2006

B. Arch, Philadelphia University, 2008

M. Arch, SCI-Arc, in progress, 2010-present

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010

Professional Experience:

Architectural Assistant, Terra Studio, Philadelphia, PA 2007

Architectural Assistant & Designer, SPACEVARIATIONS, Conshohocken, PA 2007-2009

Architectural Designer & Fabricator, Point b Design, Philadelphia, PA 2009

Architectural Designer & Fabricator, THEVERYMANY, New York, NY 2009

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Penn Medical Center, Philadelphia, facade consulting, shop drawings and coordination with sub-contractors, finish carpentry, and CNC 3-axis mill technician (for Point b Design), 2009

Professional Memberships:

David Quadrini, RA, NCARB

Courses Taught (FL 2009 – SP 2011)

ARCH-302 Design VI for Architecture

ARCH-501 Design IX for Architecture

Educational Credentials:

B. Arch, Drexel University, 2004

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2007-present

Professional Experience:

Project Architect, Designer, Administrator, Paul Steege & Assoc., 2000-2004

Project Architect, Peter F. Arfaa, Architects, 2004-2005

Project Manager, Design Architect, SMP Architects, 2005-2007

Project Manager, DLR Group|Becker Winston Architects, 2007-2009

Founding Partner, craftsman, designer, Bench Dog Design, 2009-present

Licenses/Registration:

Registered Architect – Pennsylvania

NCARB Certified

Selected Publications and Recent Research/Practice:

“See What Develops,” *Dwell Magazine*, April 2011.

“Noble Salvage: Wood Works,” *GRID Magazine*, February 2010.

Professional Memberships:

Fishtown Neighborhood (Philadelphia) Zoning Board

Sustainable Building Network (SBN) of Philadelphia

Kensington Community Food Cooperative Committee

Michael Roden

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208: Visualization I

Educational Credentials:

B. Arch, Philadelphia University, 2003

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2006-present

Professional Experience:

Rendering Manager, Francis Cauffman, Philadelphia, 2003-present

Licenses/Registration:

AREs in progress

Selected Publications and Recent Research/Practice:

Professional Memberships:

Jesse C. Saborsky, MBA, Assoc. AIA

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-210 Technology 1: Materials and Methods

Educational Credentials:

B. Arch, Philadelphia University, 2003

M.B.A., Philadelphia University, 2008

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010

Professional Experience:

Architectural Intern, The Prisco Group, Hopewell, NJ, 2001-2004

Job Captain, The Prisco Group, Hopewell, NJ, 2004-2006

Project Manager, The Prisco Group/Architects Construction Group, Hopewell, NJ, 2006

Project Manager, The Architectural Team, Chelsea, MA, 2006-2007

Project Manager/Project Architect, Buckl Architects, Cherry Hill, NJ, 2007-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Northwood Hospital, New Construction, Bethlehem, PA

Stroudsburg Hospital, Addition and Interior Renovation, Stroudsburg, PA

Overlook Hospital, Life Safety Analysis, Summit, NJ

113 Essex Street, Lobby Addition and New Parking Garage, Maywood, NJ

PLUS Diagnostics Pathology Lab Relocation and Building Upgrades, Union, NJ

Obstetrics Unit, Morristown Memorial Hospital, Renovation, Morristown, NJ

Antepartum Unit, Morristown Memorial Hospital, Renovation, Morristown, NJ

Fox Chase Cancer Center, Barrier Building Renovation, Philadelphia, PA

Fox Chase Cancer Center, Barrier Building Mold Evaluation and Remediation, Philadelphia, PA

Atlas Lofts Apartments, Historic Renovation; Chelsea, MA

Wingate at Silver Lake, The Residences II and Patio Homes, Kingston, MA

Riverwalk Condominiums, New Construction; Portland, ME

Disabled Accessible/Adaptable Duplex (Habitat for Humanity), Germantown, Philadelphia, PA

Pohatcong Township School Dist. Long Range Facilities Plan; Phillipsburg, NJ

Monroe Township Elementary School Land Acquisition; Monroe Township, NJ

Monroe Township School District Long Range Facilities Plan; Monroe Township, NJ

Endicott Plaza, Exterior Evaluation and Planning; Danvers, MA

Professional Memberships:

Allison Schapker, LEED AP

Courses Taught (FL 2009 – SP 2011)

ADFND-101 Design 1: Interdisciplinary Foundation Studies

ADFND-102 Design 2: Foundation Studies

Educational Credentials:

B. Arch, University of Cincinnati, 2001

M. Arch, University of Cincinnati, 2003

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2007-present

Professional Experience:

Intern Architect, Bravura, Louisville, KY, 2000

Exhibition Designer, Metaphor, London, UK, 2001

Senior Designer, Andropogon Associates, Philadelphia, PA, 2005-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

The Franklin Institute, Site Design, Philadelphia, PA

Lower Venice Island, Programming, Masterplan, Site Design, Philadelphia, PA

Fort Worth Botanic Garden, Masterplan, Fort Worth, TX

Ross Residence, Masterplan, Site Design, Montego Bay, Jamaica

Lisi Lakes: Tblisi, Masterplan and Site Design for Planned Community, Republic of Georgia

Venter Institute, Site Design for carbon-zero campus, La Jolla, CA

Project Arrow, Green Infrastructure Planning, Masterplan for 80,000 attendee event Fayette, WV

Professional Memberships:

Joseph M. Scheidly, Jr.

Courses Taught (FL 2009 – SP 2011)

ADFND-104 Drawing 2 for Architecture
DRAW-101 Drawing I

Educational Credentials:

A.A., in Commercial Art, Philadelphia Art Institute, 1978
B.F.A., Tyler School of Art, Temple University, 1981
M.F.A., The Maryland Institute, College of Art, 1986

Teaching Experience:

Instructor, The Maryland Institute, College of Art, 1985-1986
Associate Professor to Drawing Faculty, Drexel University, 1987-present
Adjunct Faculty, Philadelphia University, 1991-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Group Show, Rosemont College, Rosemont, PA, 1983
Group Show, The Maryland Institute, College of Art, Baltimore, MD, 1985
Painted Bride Art Center, Philadelphia, 1990
Solo Exhibit, Rosemont College, Rosemont, PA, 1990
Sculpture Show, Drexel University, Philadelphia, 1992
Abington Art Center, Abington, PA, 1992
"Viewpoints" one person show, PCT&S (now Philadelphia University), 1993
State Museum of Pennsylvania, 30th Annual Juried Exhibition, 1997
SAI Gallery, Juried International Contemporary Art Competition, New York, 1998
Solo Exhibit, Exile Studios, Philadelphia, 1998

Reviewed in: *Artery Magazine*, April/May 1981

Reviewed in: *Art Forum Magazine*, April 1982

Reviewed in: "The Artists of West Philly," *University City Review*, April 1990

Professional Memberships:

Kurt Schlenbaker

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-210 Technology 1: Materials and Methods

ARCH-211 Building Technology II

ARCH-212 Technology 2: Passive Systems and Building Enclosure

Educational Credentials:

B. Arch, Temple University, 1997

Teaching Experience:

Adjunct Professor, Philadelphia University, 2007-present

Professional Experience:

PDK Architects, Philadelphia, PA, 1998-2000

Design/Build, Philadelphia, PA, 2002-2003

Rag Flats, Philadelphia, PA, 2003-2005

B+B, Philadelphia, PA, 2006-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Giuliano/Palladino Residence, Design/build collaboration with Boxwood Architects, Philadelphia, PA, 2010-present

Galvanic Flats, Design/build collaboration with Todd Grant, 2010-2011

National Constitution Center, Gift Shop Store Fixtures, Design/build collaboration with T+A Architects, 2009-2010

Capital Flats, Philadelphia, PA 2002

Davidson Residence, Philadelphia, PA 2005-2006

Ermilio Residences, Philadelphia, PA 2006

Professional Memberships:

Lorraine Schnabel

Courses Taught (FL 2009 – SP 2011)

ARCH-466 Preservation Technology

Educational Credentials:

B.A. Geology, Pomona College, 1981

M.S. Historic Preservation, Conservation concentration, Columbia University, 1988

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Mortar Analysis Part 3: Buying the Right Services, 2011, *Association for Preservation Technology International Bulletin, Practice Points Number 11*, v. XLII, No. 1.

Mortar Analysis Part 2: Analytical Methods, 2009, *Association for Preservation Technology International Bulletin, Practice Points Number 07*, v. XL, No. 2.

Mortar Analysis Part 1: Mortar Making Materials, 2008, *Association for Preservation Technology International Bulletin, Practice Points Number 05*, v. XXXIX, No. 1.

Considerations for the Conservation of Stone Monuments, 2002. In *Tips, Tales, & Testimonies to Save Outdoor Sculpture*, Heritage Preservation, Inc., Appendix H.

Mortar Analysis, 1998. In *Preservation Brief 2: Repointing Mortar Joints in Historic Masonry Buildings* by Robert C. Mack, FAIA and John P. Speweik, U.S. Department of the Interior, National Park Service, Cultural Resources, Heritage Preservation Services.

Caring for Architecture, 1997. American Institute for Conservation of Historic and Artistic Works, Washington, DC.

Mortar Analysis, 1993. *Building Renovation*, September-October 1993, p. 25-28.

The Conservation of the Mudejar Temple at the Royal Monastery of Our Lady of Guadalupe, Extremadura (Caceres), Spain, 1992. In *Conservation of the Iberian and Latin American Cultural Heritage, Preprints of the Contributions to the Madrid Congress*.

Evaluation of the Barium Hydroxide-Urea Consolidation Method, 1992. *Proceedings of the 7th International Congress on Deterioration and Conservation of Stone*, 15-18 June 1992, Lisboa, Portugal.

The Treatment of Biological Growths on Stone: A Conservator's Viewpoint, 1991. *International Biodeterioration*, v.28, nos. 1-4, p. 125-131.

Professional Memberships:

American Institute for Conservation of Historic and Artistic Works – Professional Associate

American Society for Testing Materials

Member APTI and APTI-DVC; currently board member of APTI-DVC

Sara Schuh, RLA

Courses Taught (FL 2009 – SP 2011)

ARCH-301 Design V for Architecture

Educational Credentials:

B.Sc. in Political Communication, University of Texas at Austin, 1989

M. Landscape Architecture, University of Pennsylvania, 1995

Teaching Experience:

Adjunct Professor, Temple University, 2003

Adjunct Professor, Philadelphia University,

Professional Experience:

Field Assistant, National Park Service, Philadelphia, PA 1993

Planning Intern, Planning Department, Lower Merion Township, Ardmore, PA 1994

Landscape Designer, Wells Appel Land Strategies, Haddonfield, NJ 1995-1996

Senior Landscape Architect, Andropogon Associates, Ltd., Philadelphia, PA 1996-2004

Principal, SALT Design Studio, Philadelphia, PA 2004-present

Licenses/Registration:

Registered Landscape Architect – Pennsylvania

Selected Publications and Recent Research/Practice:

Schuh, S., Franklin, C. and Durkin, T. "The Role of the Landscape in Creating A Sustainable Campus,"
Planning for Higher Education v. 31 (2003): p 142-149

University of Pennsylvania: Philadelphia, PA – Project Manager, Site Design through Construction
Review for Sansom Common, 36th Street Plaza & Graduate Towers

Atlanta Botanical Garden: Atlanta, GA – Project Manager, Master Plan & Site Strategy Plan

Delaware Department of Transportation: Wilmington, DE – Project Manager, Pilot Landscape Design &
Construction for one-mile stretch of Interstate-95 in collaboration with Delaware Center for
Horticulture.

Bryn Mawr College: Bryn Mawr, PA – Project Manager, Campus Heritage Preservation Initiative funded
through Getty Foundation

Historic Smithville Park, Burlington County Parks Department: Smithville, NJ – Project Manager,
Landscape Master Plan & Phase I Site Design

Smithgall Arboretum: Gainesville, GA – Project Manger, Master Plan & Phase I Site Design through
Construction Review for 175-acre Satellite facility of Atlanta Botanical Garden

Dallas Arboretum: Dallas, TX – Project Manager, Master Plan

Fallingwater: Bear Run, PA – Project Designer, Landscape Management & Master Plan

Professional Memberships:

Benjamin J. Shermeta, AIA, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH 414-Experimental Materials

Educational Credentials:

MB. Arts, Magna Cum Lade, Vanderbilt University, 1992

M. Arch, University of California, 1997

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2006-present

Professional Experience:

Intern Architect, Stanley Saitowitz Architecture & Design, San Francisco, CA, 1996-1998

Intern Architect, Skidmore, Owings, & Merrill, LLP, New York, NY, 1999-2001

Project Architect, Pasanella + Klein, Stolzman + Berg, LLP, New York, NY, 2002-2004

Associate and Project Architect, KSS Architects, Philadelphia, PA, 2004-present

Licenses/Registration:

Registered Architect – New York, 2006-present

Selected Publications and Recent Research/Practice:

Design Solutions Magazine, Fall 2010

American Craft, September 2006

Public Art Review, October 2006

Context AIA Philadelphia, Spring 2007

Professional Memberships:

American Institute of Architects – Associate Membership, 2006-present

Andrew J. Simmons

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Vis 1

Educational Credentials:

B. Arch., Pennsylvania State University, 2007

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2010-present

Professional Experience:

Staff Designer / Staff Architect, Francis Cauffman, Philadelphia, PA, 2007-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Penn Medicine at Valley Forge – Chesterbrook, PA

St. Joseph's Regional Medical Center Master Plan, Paterson, NJ

FF Thompson, Canandaigua, NY, Surgical Suites, Sports Med, OT and PT Rehab, Cardiac Rehab,
Nursing Admin, Dining/Kitchen

Atlantic Health Sports Institute, Florham Park, NJ

Professional Memberships:

George Skarmas, AIA, AICP, NCIDQ

Courses Taught (FL 2009 – SP 2011)

ARCH-371 Design Theory: Special Topics

Educational Credentials:

B. Architectural Engineering, National Technical University of Athens, Greece 1977

M. Arch, Ohio State University, 1978

Master of City and Regional Planning, Ohio State University, 1980

Ph.D in Architecture, University of Pennsylvania, 1983

Teaching Experience:

Teaching Fellow, University of Pennsylvania, 1980-1983

Assistant Professor, Ball State University, 1983-1986

Adjunct Professor, Philadelphia University, 2011

Professional Experience:

Designer & Architect of Record, G. Skarmas & P. Skarmas, Inc, Athens, Greece, 1977-1982

Designer, Planner, Historic Preservation Coordinator, Nitschke Associates, Inc., Columbus, OH, 1983-1984

Designer, Planner, Historic Preservation Coordinator, Midwest Engineering, Inc., Canal Winchester, OH, 1984-1986

Historic Preservation Studio Manager, Associate, Program Manager, Program Director, Project Director/Architect, The Vitetta Group, Phila, PA, Cherry Hill, NJ, Houston, TX, Alexandria, VA, Sacramento, CA, Orlando, FL, 1986-1996

Principal, Board Member, Director of Preservation Design, RMJM, Inc., Philad, PA, Princeton, NJ, New York, NY, Washington, DC, 1996-2010

Partner & Design Director, Preservation Design Partnership, LLC, Phila, PA, 2010-present

Licenses/Registration:

Registered Architect – Greece

NCARB Certified

American Institute of Certified Planners (AICP) Certificate No. 11066

NCIDQ Examination, Certificate No. 9484

Selected Publications and Recent Research/Practice:

Professional Memberships:

American Institute of Architects

US ICOMOS (Chair, 2010-present)

The Victorian Society of American, Philadelphia

Philadelphia Chapter of the AIA, (Past Chairman, Historic Preservation Committee)

Preservation Alliance of Greater Philadelphia (Advisory Board Member 1992-1994)

Delaware Valley Chapter, The Association for Preservation Technology, Philadelphia, PA (Life Member, Past Board Member)

Society of Architectural Historians (Life Member)

The American Planning Society, Columbus, OH

Association for the Protection of National Landscapes and Towns, Athens, Greece

The Society for the Protection of Hellenic Christian Antiquities, Athens, Greece

The International Council of Monuments and Sites, ICOMOS, Hellenic Chapter

The Association for Preservation Technology, Ottawa, Canada

The National Trust for Historic Preservation, Washington, DC

The National Engineering Chapter of Greece, Athens, Greece

The Hellenic Association of Registered Architects, Athens, Greece

Jason Smith, RA, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-505 Professional Management I
ARCH-506 Professional Management II

Educational Credentials:

B. Arch, Pennsylvania State University, 1994

Teaching Experience:

Guest Lecturer, Philadelphia University, Fall 2008

Professional Experience:

Senior Associate (since 2008), Kieran Timberlake, 1995-present

Licenses/Registration:

Registered Architect – Pennsylvania

Selected Publications and Recent Research/Practice:

Houghton Memorial Chapel and Multifaith Center, Wellesley College (associate-in-charge)
Student Residential Initiative, Johns Hopkins University
Car Shops at the B&O Railroad Museum
Atwater Commons at Middlebury College (project manager)
Bennett Family Center at The Pennsylvania State University (project manager)
Lower School Science Laboratories, Wilmington Friends School (project manager)
Brockman Hall for Physics, Rice University in Houston, TX
Quaker Meeting and Arts Center, Sidwell Friends School, Washington, DC
Several off-site fabricated housing initiatives with the Santa Monica, CA developer LivingHomes

Professional Memberships:

Virginia Smith

Courses Taught (FL 2009 – SP 2011)

ARCH-326 Visualization: Advanced Modeling

Educational Credentials:

Fine Art Summer Abroad Program, France, Italy, Belgium & Holland, University of Massachusetts, 1987

B.F.A. in Printmaking, Magna Cum Laude, University of Hartford, 1989

M.S. in Interior Design, Summa Cum Laude, Drexel University, 2003

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2003-2011

Adjunct Faculty, Drexel University, 2003-present

Professional Experience:

Mural Artist in Residence, American Indian Archaeological Institute, Washington, CT, 1988

Design Director/Production Manager Environmental Graphics, Signs Etc., Princeton, NJ, 1989-1994

Creative Director/Production Manager Exhibits, Exponents New York, Jamesburg, NJ, 1994-1999

Exhibit Designer, Impact Unlimited, Dayton, NJ, 1999-2001

Project Coordinator for High End Residential Contractor, Art Smith Builders, Princeton, NJ, 2001-2003

Self-Employed Freelance Designer, Breathe Design, Ewing, NJ, 2001-present

Interior Design/Part-time Sales, Reinboth & Co., Lambertville, NJ, 2002-2004

Senior Graphic Artist, Toll Brothers Inc., Toll Architecture, Horsham, PA, 2004-2006

Artwork Manager, Toll Brothers Inc., Toll Architecture, Horsham, PA, 2006-2007

Architectural Visualization/Designer, SPG3, Philadelphia, PA, 2007-2009

Licenses/Registration:

Passed New Jersey State License Exam, Princeton School of Real Estate, 2001

Selected Publications and Recent Research/Practice:

Professional Memberships:

Michael Spain, Assoc. AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies

ARCH-202 Design 4: Architecture Foundations Studies

Educational Credentials:

B. Arch, Cornell University, 1985

Teaching Experience:

In-Class Instructor, Foundation for Architecture, 1989-1999

Assistant Instructor, Bryn Mawr College, 1993-1994

Instructor, Community College of Philadelphia, 1996, 1998

Adjunct Professor, Philadelphia University, 1997-2005, 2007-2008

Professional Experience:

Job Captain/Designer, Salkin Group Inc., 1985-1987

Designer/Staff Architect, Cope Linder Associates, 1987-1992

Project Architect, Agoos/Lovera Architects, 1992-1997

Project Architect, Burt Hill Kosar Rittlemann Associates, 1997-1999

Senior Project Architect, Agoos/Lovera Architects, 1999-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Hawthorne Recreation Center (for Agoos/Lovera)

Simons Recreation Center (for Agoos/Lovera)

Red Tettemer Advertising Offices (for Agoos/Lovera)

New High School of Engineering and Science (for Agoos/Lovera)

Locust Club Condominium Project (for Agoos/Lovera)

Abraham Lincoln High School (for Agoos/Lovera)

Professional Memberships:

Advisory Council – Community Design Collaborative 2011

Board Member – Community Design Collaborative 2003-2006

Past President – Philadelphia Chapter of the National Organization of Minority Architects 2006-2009

Design Committee Co-chair – American Institute of Architects, Philadelphia 2001-2003

Founding Board Member – Foundation for Architecture and Design 1995-1997

Advisory Board Member- Foundation for Architecture, Architecture in Education, 2000-2008

Philadelphia Chapter of the AIA – Associate Director 2001-2002

Will Stanforth

Courses Taught (FL 2009 – SP 2011)

ARCH-211 Building Technology II
ARCHDSN-210 Tech 1: Materials and Methods

Educational Credentials:

B. Arch, Ohio State University, 1996

Teaching Experience:

Adjunct Professor, Philadelphia University, 2008-present

Professional Experience:

Data Communication Field Technician, Spencer Engineering, 1997-2001
Architect, Designer/Builder, MNB Architecture/G Space, Philadelphia, PA 2001-2008
Freelance design-build projects, 1997-2010

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Schuyler Street Residence, Philadelphia, PA, 1998-present
Spencer Residence, Columbus, OH, 1996-97
Insti-Prints, office renovations, Columbus, OH, 1997
Laurentius Salon, Philadelphia, PA (for MNB Architecture/G Space)
Passyunk Street Residence, Philadelphia, PA (for MNB Architecture/G Space)
Chigirinskaya Residence, steel guardrail design/fabrication, Philadelphia, PA, 2010

Professional Memberships:

Adrienne M. Yancone Stinger

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-202 Design 4: Architecture Foundations Studies

Educational Credentials:

B.S. in Architecture, The Catholic University of America, 2002
M. Arch, University of Pennsylvania, 2006

Teaching Experience:

Adjunct Professor, Temple University, Tyler School of Art, 2008
Lecturer, University of Pennsylvania, 2006-present
Adjunct Faculty, Philadelphia University, 2007-present
Adjunct Faculty, Drexel University, 2010

Professional Experience:

Designer, Becker Winston Architects, Philadelphia, PA, 2002-2005
Designer, Project Manager, Otto Design Group, Philadelphia, PA, 2006-2007
Principal, Die Creative LLC, Philadelphia, PA, 2007-2010
Architectural Designer, Marguerite Rodgers, LTD, Philadelphia, PA 2011-present

Licenses/Registration:

LEED Accredited Professional

Selected Publications and Recent Research/Practice:

Geoff Manaugh, *BLDGBlog Book*, Chronicle Books, 2010
Featured in "Ecopolis," Produced by Discovery Science, 2009
"In the Modern World," *Dwell Magazine*, 2008
"Power Plants," *Seed Magazine*, 2008

Professional Memberships:

Patrick Stinger, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-511 Technology V: Advanced Lab

Educational Credentials:

B. Arch, The Catholic University of America, 2002
M. Arch, University of Pennsylvania, 2004

Teaching Experience:

University of Pennsylvania, 2004-2008
Adjunct Faculty, Philadelphia University, 2009-present

Professional Experience:

Garret George Associates, Willow Grove, PA
Intern Architect, Becker Winston Architects, Philadelphia, PA, 2002-2003
20/2 Collaborative, Philadelphia, PA, 2005-present
Architect/Designer, Erdy McHenry Architecture, Philadelphia, PA, 2003-present

Licenses/Registration:

LEED AP

Selected Publications and Recent Research/Practice:

Geoff Manaugh, *BLDGBLOG Book*, Chronicle Books
"Ecopolis, Road To The Future," TV Series for Discovery Channel Asia, Darlow-Smithson, 2008.
Zoe Ryan, *Coney Island: The Parachute Pavilion*, Princeton Architectural Press
Christopher Kieran, "Urban Multifamily Housing: Fringe Benefits," *Architectural Record*, June 2008
"In The Modern World," *Dwell Magazine*, May 2008
"Power Plants," *Seed Magazine*, March/April 2008
"A Stylish Update for a Modernist Beacon," *Philadelphia Inquirer*, April 17, 2007
Vatnsmyri/102 Reykjavik, Reykjavik Planning & Building, Skipulags-Og Byggingarsvid

Professional Memberships:

Christopher M. Stromberg, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-301 Design V for Architecture

Educational Credentials:

B. Design in Architecture, University of Florida, 1996

M. Arch, University of Virginia, 2001

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2006-present

Professional Experience:

Senior Project Manager, Garcia Stromberg Architects, 1996-2004

Senior Project Architect, SMP Architects, 2004-2007

Founding Partner, SOLIBS, 2006-2009

Project Manager, Always by Design, 2007-2008

Founding Partner, Designer & Craftsman, Bench Dog Design, 2009-present

Licenses/Registration:

LEED Accredited Professional

Selected Publications and Recent Research/Practice:

Dwell Magazine, *See What Develops*, April 2011; article featuring custom dining table by Bench Dog Design

Grid Magazine, *Woodworks*, March 2010; article on Bench Dog Design

Green Building Elements, *Showing the Green Building Process*, July 2008; article on Montrose Green

Design/build Business, *Mountainside Retreat*, Feb-Mar 2005; article on Miller Residence, Banner, Elk, NC

Professional Memberships:

Urban Land Institute – member, 2000-2004

Habitat for Humanity – Board of Directors & community volunteer, 2003

Community Design Collaborative – lead volunteer, mentor & project reviewer, 2004-present

Architecture in Education – developed and led 10-wk environmentally-focused 3rd grade curriculum, 2005

Delaware Valley Green Building Council – Member/Residential Circle participant, 2005-2009

Big Brothers & Big Sisters – mentor, 2006

Alliance for a Sustainable Future – committee member and lecture series leader, 2008

Sustainable Business Network – member, 2008-present

South of South Street Neighborhood Association (SOSNA) Zoning Committee, 2010-present

Laura J. Strychalski, AIA

Courses Taught (FL 2009 – SP 2011)

ARCH-430 Architecture in Education

Educational Credentials:

B.S. Design, Buffalo State College, 1978

M.Arch, University of Pennsylvania, 1984

Teaching Experience:

Instructor, State University of New York at Buffalo, 1978-1980

Advisory Committee, Architecture in Education, 1993-present

Adjunct Faculty, Philadelphia University, 1995-present

Professional Experience:

Intern, Davis, Brody & Associates, 1984-1985

Intern, Mitchell-Giurgola, Architects, 1985

Intern, James Oleg Kruhly, Architect, 1985-1986

Project Architect, McDowell Associates, P.C., 1986-1988

Principal, BBLM Architects (and predecessors), 1988-present (principal since 1993)

Licenses/Registration:

Registered Architect – Pennsylvania

Selected Publications and Recent Research/Practice:

Medical Center, University of Pennsylvania, Philadelphia, PA, Orthinolaryngology Outpatient Suite, C-Section Recovery, Outpatient Radiology Suite, Penn Tower

Retail Boutique, Rowan Cancer Center, Trauma Division Offices & On-Call Suites, Veterans' Affairs Medical Centers, Coatesville, PA

St. Luke's Hospital, Bethlehem, PA, Lab Renovations, Medical Simulation Suite, Feasibility Study, Vivarium Planning and Renovations Cancer Center/Linear Accelerator Addition,

United States Postal Service, Olney Carrier Station, Philadelphia

Southeast Veterans Center Dietary Addition, Spring City, PA

Holy Redeemer Hospital, Emergency Department Renovations, Meadowbrook, PA

Professional Memberships:

American Institute of Architects

Construction Specifications Institute

National Trust for Historic Preservation

Association for Preservation Technology, Delaware Valley Chapter

Sara E. Sweeney, RA, CSI, CDT, LEED AP, BPI Building Analyst

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-210 Technology 1: Materials Method

ARCH-211 Building Technology II

ARCH-212 Technology 2: Passive Systems and Building Enclosure

Educational Credentials:

B. Environmental Design, Miami University, 1991

B. Arch, Drexel University, 1994

M. Arch, University of California, Berkeley, 1999

Teaching Experience:

Adjunct Professor, Philadelphia University, 2008-present

LEED Course Instructor, 2006-2009

Professional Experience:

Staff Architect, Susan Maxman & Partners, Philadelphia, PA, 1994-1997

Project Architect, Rosenberg & McGinnis, San Francisco, CA, 1998

Associate, Blackney Hayes Architects, Philadelphia, PA, 1999-2007

Founder/Principal, EcoVision Green Solutions Services LLC, Collingswood, NJ, 2008-present

Independent Contractor, Bedford Cost Segregation, Jenkintown, PA, 2010-present

Licenses/Registration:

Registered Architect, New Jersey

Leadership in Energy and Environmental Design Accredited Professional

Construction Specifications Institute Certified Document Technologist Building Performance Institute

Certified Building Analyst

RESNET HERS Certification in Progress

Selected Publications and Recent Research/Practice:

"Mixed Mode Ventilation," an in-depth analysis of the mixed mode ventilation system, 1998.

"The GAP Inc.," an analysis of a dual-mode ventilated building, located in San Bruno, California, 1998.

PSE&G Energy Efficiency Stimulus Initiative Market Specific Retro-Commissioning Program (with Clive Samuels & Assoc.), Architectural and sustainability consultant during benchmarking effort of 35 grocery stores throughout New Jersey, 2010-11.

The Philadelphia School Early Childhood Learning Center, Philadelphia, PA, sustainability consultant, 2010-present

West York Carriage Works Apartments, West York, PA, (with Haley-Donovan Architecture), 2010-present

Professional Memberships:

Construction Specifications Institute, Philadelphia Chapter

Brian Szymanik, RA, NCARB, LEED AP

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-202 Design 4: Architecture Foundations Studies
ARCH-302 Design VI for Architecture

Educational Credentials:

B. Arch, Temple University, Tyler School of Art, 2000
M. Arch, University of Pennsylvania, 2004

Teaching Experience:

Fabrication Shop Director, Temple University, 2000
Invited Guest Design Critic, Temple University, 2000-present
Invited Guest Design Critic, Philadelphia University, 2000-present
Invited Guest Design Critic, Drexel University, 2006
Thesis Advisor, Philadelphia University, 2006-present
Adjunct Professor, Philadelphia University, 2007-present

Professional Experience:

Fabricator, Carpenter, Laborer, Onion Flats, Philadelphia, PA, 2000
Intern Architect, Susan Maxman & Partners, Philadelphia, PA, 2000-2002
Project Architect, Staff Architect, Voith & Mactavish Architects LLP, Philadelphia, PA, 2002-2003
Project Manager, Project Architect, Becker Winston Architects, Philadelphia, PA, 2004-2007
Associate, Project Manager, Project Architect, DLR Group Becker Winston, Philadelphia, PA, 2007-2009
Project Manager, Project Architect, BWA Architecture + Planning, Philadelphia, PA, 2009
Principal, Brian Szymanik Architects, Philadelphia, PA, 2009-present

Licenses/Registration:

Registered Architect – Pennsylvania, New Jersey, Virginia
LEED Accredited Professional
NCARB Certified

Selected Publications and Recent Research/Practice:

Will Dean, "Everyone Deserves a (Green) Home. Permanent Housing for the Homeless Uses Green Design," *Grid Magazine* #3, April 2009.
Bob Finkelstein, "Senior Living with a High-Tech Twist," *Philly.com* | *The North Star*. January 15, 2009, <http://www.philly.com/community/37651139.html>.
"Breaking Out of the Box: The Affordable Infill Housing Design Challenge," *The Philadelphia Architect*. *AIA Philadelphia*, February 2006, p 5.
Larry Eichel, "Public Housing is the Challenge for Designers," *The Philadelphia Inquirer*, December 15, 200, p. B04.

Professional Memberships:

L. Erika Tapp

Courses Taught (FL 2009 – SP 2011)

AHIST-205 History 1: Built Environment - Ancient to Medieval

AHIST-306 History 4: Modern/Contemporary Architecture and Interiors

Educational Credentials:

Cornell Summer Studio Abroad, Brazil, 1998

Cornell-in-Rome, College of AAP, Rome Italy, 2001

B. Arch, Cornell University, 2001

M. Arts, University of Pennsylvania, 2009

Teaching Experience:

Adjunct Faculty, Rosemont College, 2005-2007

Adjunct Faculty, Philadelphia University, 2010

Professional Experience:

Architectural Intern, Moule & Polyzoides, Architects & Urbanists, Los Angeles, CA 1999-2000

Mostar 2004, Aga Khan Office, Mostar BiH, 2000-2001

Graphics Editor, Archeological Survey of the Island Jerba, Tunisia, 2002-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

"The International and the Regional in late Twentieth-Century Bosnian Architecture,"

DOCOMOMO Conference Proceedings, 2004

Jerba Survey: Final Report, Graphics Editor, to appear as Supplement of Roman to

Roman Journal of Archaeology (January 2008)

Professional Memberships:

Society of Architectural Historians

Historians of Islamic Art

College Art Association

American Institute of Magrib Studies

Ian M. Toner, RA

Courses Taught (FL 2009 – SP 2011)

ARCH-408 Visualization II: Technical Documentation

Educational Credentials:

B. Arch, University of Virginia, 1999

M. Arch, Washington University, 2004

Teaching Experience:

Adjunct Faculty, Philadelphia University, 2005-present

Professional Experience:

Intern, Michael Yoshida Architect, San Francisco, CA, 1991-2001

Intern, Cope Linder Architects, Phila, PA, 2004-2007

Architect, Bohlin Cywinski Jackson, Phila, PA, 2007-2010

Principal, ITstudio Architecture, Phila, PA, 2010-present

Licenses/Registration:

Registered Architect – Pennsylvania

LEED Accredited Professional

NCARB Certified

Selected Publications and Recent Research/Practice:

Lehigh University STEPS Building: Bethlehem, PA – Project Architect for a multidisciplinary science building

Newport Beach Civic Center and Park: Newport Beach, CA – new City Hall with an adjacent parking garage, an addition to the main public library, and a sixteen-acre park.

Midtown Crossing: Omaha, NE – Midtown Crossing mixed-use development and neighborhood revitalization project

The Water Club at Borgata: Atlantic City, NJ – The Water Club is a 43-story, 800-room hotel tower

Tyler Residence: Pebble Beach, CA – private residence with main house, guest house, and caretaker's cottage

52 Telegraph Place: San Francisco, CA – renovation and expansion of a three-unit apartment building

Professional Memberships:

Christine Tyreus

Courses Taught (FL 2009 – SP 2011)

ARCH-201 Design 3: Architecture Foundations Studies
ARCH-202 Design 4: Architecture Foundations Studies
ARCH-211 Building Technology II
ARCHDSN-210 Technology 1: Materials Method

Educational Credentials:

B. Arch, University of Virginia, 1999
M. Arch, University of California – Los Angeles, 2005

Teaching Experience:

Visiting Lecturer, Los Angeles County Schools, 2004-2005
Adjunct Faculty, Philadelphia University, 2009-present

Professional Experience:

Drafter/Materials Research, Hughes Group Architects, Washington, DC 1997-1998
Designer, STUDIOS Architecture, San Francisco, CA 1999-2001
Designer, Project Manager, Garcia + Francica Architecture, San Francisco, CA 2001-2002
Project Manager, Designer, Onion Flats, Philadelphia, PA 2006-2008
Principal, Teckna Design Studio, Los Angeles, CA 2004-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

“Critical Mass at the Fringe” *Thought Matters*, 2006. (Thesis project published by UCLA)
“Foundry Square,” *Architectural Record*, June 2000. (Foundry Square project completed with Studios Architecture team)
Athletic field house designs (built from jumbo jet parts) for Fox TV Studios productions TV pilot, Los Angeles, 2005

Professional Memberships:

Jesse D. Vaughn

Courses Taught (FL 2009 – SP 2011)

ARCHDSN-208 Visualization I: Digital Modeling
ARCH-415 Visualization: Multimedia

Educational Credentials:

B. Arch, Philadelphia University, 2008

Teaching Experience:

Adjunct Professor, Philadelphia University, 2008-present

Professional Experience:

Computing Support & Helpdesk Technician, Philadelphia University Office of Info Tech, 2004-2008
Architectural Intern, Spearman Associates, Glenside, PA 2007-2008
CAD Designer/Renderer, VITETTA, Philadelphia, PA 2008-present

Licenses/Registration:

Selected Publications and Recent Research/Practice:

Children's Public Library, Muscat, Oman, 2008-present
Ludington Public Library, Bryn Mawr, PA, 2008-present
Pennsylvania Convention Center, Philadelphia, PA, 2008-11
Camden County Community College Science Building, Camden, NJ, 2010
Atlantic City Holocaust Memorial Competition, 2010

Professional Memberships:

Anthony E. Weber, AIA, NCARB, MRIAI

Courses Taught (FL 2009 – SP 2011)

ARCH-402 Design VIII for Architecture

Educational Credentials:

B. Arch, University of Kentucky, 1983

M. Arch, Syracuse University, 1990

Teaching Experience:

Adjunct Professor, Spring Garden College, 1991

Adjunct Professor, Philadelphia University, 1992, 2009

Professional Experience:

RTKL & Associates, Baltimore, MD 1983

Mitchell Giurgola Architects, Philadelphia, PA 1984

Mitchell Giurgola Thorp Architects, Canberra, Australia 1986

Lynch Martinez Architects, Plymouth Meeting, PA 1989

Arch. Aldo Rossi/ Arch. Marco Mattei, Firenze, Italia 1990

Tommaso Spadolini, Architetto Navale, Firenze, Italia 1991

Kieran Timberlake & Harris Architects, Philadelphia, PA 1991

Weber & Company Architects, Inc., Philadelphia, PA 1992-present

Licenses/Registration:

United States; Pennsylvania, New Jersey, New York, Kentucky, North Carolina, Florida, Texas, Connecticut, Delaware, Ohio

Selected Publications and Recent Research/Practice:

Rag Flats Residential Development; *Architectural Record*, Philadelphia, PA, 2006

Progetti per L'isola di Capri Exhibition Catalog. Sponsored by Comune di Livorno; Scuola di Musica – Livorno and Capri, Italy, 1990

Philadelphia Interiors Design Competition Winner; Northwestern Corporate Offices. *Interiors Magazine*, 1989

Professional Memberships:

American Institute of Architects, AIA

Royal Institute of Architects of Ireland, MRIAI

American Institute of Architects, Philadelphia Chapter

American Institute of Architects Pennsylvania

European Council of American Institute of Architects

National Council of Architectural Registration Board, NCARB

International Code Council

IV.3 Visiting Team Report, previous visit , 2006 (Fig. 61)

**Philadelphia University
Department of Architecture**

**Visiting Team Report
Bachelor of Architecture (166 credit hours)**

The National Architectural Accrediting Board
15 November 2006

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

- a. The team appreciated Philadelphia University's outstanding hospitality. The team room was comprehensive, well organized, and an appropriate celebration of the program's "high pass" work. (However, "low pass" work was difficult to find.) Students, faculty, staff, and community members were open and frank about the program's challenges and opportunities.
- b. Research and instruction in experimental materials is a unique bridge between the architecture program and university's origins as a textile school.
- c. The interior design and landscape architecture program work well with the architecture program in the foundation years. The team encourages more collaboration at upper levels. Indeed the school's strengths range from woven (and non-woven) fabric to urban fabric.

2. Progress Since the Previous Site Visit

Condition 6, Physical Resources: *The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member, and related instruction support space.*

Previous Team Report: Two serious concerns and deficiencies exist in the program's Physical Resources—the Model Shop and the First- and Second-Year Design Studios.

Model Shop: The Model Shop is inadequate in meeting the needs of the students. Its remote location, away from the upper-year studios, represents a major challenge for students. The equipment is limited to wood (no facilities are available for other construction materials like metal), and its restricted floor area limits the number of machines, work areas, and storage available. Most critically, the Visiting Team believes that there are serious safety issues that require immediate attention. While a half-time faculty member capably manages the Model Shop, and while he clearly emphasizes safety training, the Physical Resources require more deliberate policies and action on the part of the University to remedy this deficiency.

First- and Second-Year Design Studios are inadequate. Each full-time student is expected to have exclusive use of desk space, and the current hot-desk arrangement is not consistent with NAAB expectations in this regard. The open classroom setting is noisy and disruptive for classes housed within the Ravenhill Studio. Storage space for students in this area is limited. It should be noted that the program included the combined first and second year studio in its candidacy plan, and had been operating on the assumption that this arrangement would be acceptable to the NAAB (notwithstanding the reference to the "exclusive use of desks" provision in the C&P). Problems with "overcrowding" were noted in the last VTR, causing the previous team to indicate that this aspect of Physical Resources was not met (without specifically citing the "hot desk" arrangement however).

Physical resources are also limited in the following areas:

Office Space: Faculty members have access to private meeting spaces for confidential discussions with students or colleagues. While the full-time faculty offices are not technically "exclusive use" arrangements, they appear to be working adequately, although the quarters appear to be tight.

Accessibility: the University is continuing its work to address handicapped-accessibility issues, and progress has been made in this area. Any immediate problems that may arise for the program

can be accommodated through scheduling.

Access: With the exception of the previous note about the Ravenhill Studio, facilities appear to accommodate students, but there is confusion resulting from a lack of clear communication and understanding about rules, procedures and policies. This relates particularly to hours in which studio spaces are open, to security measures, and to how students go about gaining access to closed building after hours. These issues need to be clarified.

Beyond these particular areas of concern, the first two of which (the Model Shop and First- and Second Year Design Studios) contributing to a deficiency in this condition, the program has made impressive progress in several ways:

- Technology resources have consistently improved and are constantly in development.
- The Photography Lab and adjacent facilities are impressive, and they successfully accommodate student and program needs.

This is still a concern in the areas of limited office space for faculty, and unconsolidated facilities. See Condition 8 in this report.

Criterion 12.3, Research Skills: Ability to *employ basic methods of data collection and analysis to inform all aspects of the programming and design process.*

Previous Team Report: There is ample evidence that students are made aware of, and have a basic understanding of, research skills employing basic methods of data collection and analysis. The evidence presented, however, did not convince the team that students use this data to inform subsequent aspects of the programming and design process. Ability was not sufficiently evident in the Team Room.

This is no longer a concern.

Criterion 12.30, Program Preparation: Ability to *assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

Previous Team Report: Although the program has provided adequate opportunities for students to learn about programming at several points in the curriculum, student work at the level of ability falls short in the provision of a comprehensive program. In particular, the development of programmatic spaces in detail, including inventories of equipment requirements, the impact of laws and standards on project design and the explicit definition of site and building-design assessment criteria, were missing.

This is no longer a concern.

Causes of Concern (Taken from VTR dated October 4, 2000)

Human Resources – Growth and Change

At this time, the program has sufficient human resources. However, as the program continues to grow, there are several areas of concern, including the balance between full-time and adjunct faculty; the heavy work load and minimal number of full-time faculty; the increasing demands on the Dean/Director, who is filling several roles that are traditionally held by separate individuals; and the

need for additional support *staff* in areas such as the Wood Shop and the Cooperative Education and Career Center.

As additional full-time faculty are added to the program, consideration should be given to candidates who provide a balance of experience that complements that of existing faculty. It may become important to expand faculty-development opportunities for the professional growth of tenure-track and contract faculty. Likewise, under growing demands, as the School of Architecture and Design continues to expand with additional programs such as eDesign, it would be wise to delegate some of the roles and responsibilities of the Dean/Director of Architecture to others in a structure appropriate to the institution.

The students are enthusiastic about the commitment and accessibility of the faculty and the administration; however, “overload” was a commonly expressed concern about the amount of work and responsibility demanded of the Dean/Director.

Program Administration

The role of the Dean/Director has been central to the success that the program has achieved. The *Team* was impressed with his dedication and the extraordinary effort that he puts into his many responsibilities. At the same time, there are clear indications that the original plan for program administration could encounter serious problems if the status quo is maintained amidst rapidly expanding and changing conditions within the School of Architecture and Design. Effective refinements to the current approach should be studied, and strategies for implementation should be developed, to address the contexts of change and development.

Communication

One-on-one communication at all levels is superb. Nonetheless, on a wider scale, there are problems with basic communication in the program. Between students and administration, a more formal structure for dialogue needs to be developed, and the same may be true at the collective level, between faculty and administration. Comments and concerns from students and faculty could be eliminated with relative ease if more effective efforts to communicate and organize were put in place. Students can play an important role in organizing themselves more effectively.

Program administration and faculty overloads remain a concern. See Condition 6 in this report.

3. Conditions Well Met

- 4 Social Equity
- 13.1 Speaking and Writing
- 13.9 Non-Western Traditions
- 13.15 Sustainable Design
- 13.26 Technical Documentation

4. Conditions Not Met

- 3 Public Information
- 6 Human Resources
- 8 Physical Resources
- 13.34 Ethics and Professional Judgment

5. Causes of Concern

- 10 Financial Resources

11 Administrative Structure
13.18 Structural Systems
13.30 Architectural Practice

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and the administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

Philadelphia University integrates architecture education into a unique academic setting. Faculty and students are involved in innovative research and instruction exploring and developing new materials, particularly textiles—a strategic link to the university's origins as textiles school. Architecture faculty, who are perceived as leaders in the university, often chair university committees. Many school activities, such as well-publicized lecture series, expose the academic community to architecture.

1.2 Architecture Education and Students.

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

Generally, students are sharing in a rich educational experience reaffirmed by a high level of mutual respect and cooperation. The studio culture policy has set a series of guides for the school to foster a positive environment in which to learn and with the studio agreement, the norms established help to foster an environment of peer support and cooperation. So too, the relationship students have with full-time faculty can be considered a strongly positive aspect of the program.

The growth of the institution has caused a number of issues that could inhibit the academic experience for students. With limited space, the program has offered core

classes in several buildings separated by significant distances. This has caused a disconnect between classmates and there is difficulty in finding vertical integration and dialogue between the years. The Manayunk center has added difficulties with issues of personal safety, particularly when the center closes. The institution's growth has also

created new difficulties for students. While computer labs have become somewhat more accessible with software in various locations around campus, there is a problem of studio spaces not having outlets for laptop computers and other devices. However, the team believes that these issues are not long-term concerns and will be worked out as the school adjusts to the changes at the University.

The opportunities of interdisciplinary study are also a benefit to the student body. The integration of textile research into architectural processes at the Engineering and Design Institution is a strong asset for students to engage in innovative research. Though there is integration between architecture, landscape architecture and interior design at the foundation studies level is present, students have noted that they seek greater exploration and discussion between the disciplines as well as with other programs at the University as a whole. This is a unique strength of the program that could serve as a prototype for the University in finding ways to enhance the student experience through interdisciplinary study.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit

Met	Not Met
[X]	[]

The interaction of students with licensed professionals is available on many levels through adjunct professors who are local practitioners, the internship program, and the opportunity for students to work in local offices, the visiting lecturers and the high percentage of full time faculty who are licensed. The number of graduates who have become licensed appears to be consistent with the national average. Even with the high exposure to licensed architects there is room for improvement because many students are confused about the formal IDP process and the path to licensure.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architect's obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

The school is engaged with the professional community through the adjunct professors, visiting lecturers and interning in local offices whether part-time or through the internship semester. The high percentage of students interning is in keeping with the Program Mission. The inclusion of the Interior Design and Landscape Architecture Programs in the School of Architecture provides an opportunity for students to understand associated disciplines.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

Student understanding of social and environmental problems was vividly illustrated by their design response to natural disasters such as Hurricane Katrina and the tsunami in Indonesia. Emphasis on sensitivity to cultural traditions and unique environmental conditions was evident. These exercises were supplemented by the design/build projects for Habitat for Humanity, the Boys and Girls clubs, and the Solar Decathlon entry model. Writing is interwoven throughout the curriculum and strengthened by a tutoring service available to all students. These activities offer understanding of the ethical decisions necessary when creating new habitats. However, there was minimal evidence of similar understanding with reference to urban design issues.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[]

The Architecture Program has continually engaged in a rigorous process of self-assessment, refinement, and development. The core of full time faculty participates in the development of curriculum standards. The team does have some concerns in this area:

1. The School relies heavily on adjunct faculty to teach required classes. Some curriculum areas, such as structures, are taught almost exclusively by part-time faculty. The part-time faculty have a limited role in curriculum development and program governance.
2. There does not seem to be a structured mechanism for students to be involved in curriculum development, other than participation at the beginning of all school faculty meetings.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met
[]

Not Met
[X]

The required information is published in the university catalog but is not published on the school's website.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met
[X]

Not Met
[]

Philadelphia University has published its policy on diversity in several places: the *University Catalog 2005-2007* has the Anti-Discrimination Policy on page 2. The *Faculty Manual and Organization of the Faculty, 2006* has an Equal Opportunity and Affirmative Action Plan on Page 6 that also requires all employees with "authority in personnel decisions...to be familiar with and to carry out the Diversity and Equal Opportunity policy of the University. Conformity with the affirmative action commitment of the University is a criterion for judging professional performance." This statement strengthens and brings further attention to the matter. The criteria and procedures used to achieve equity and diversity in faculty appointments, reappointment, compensation, and promotion are published in the *Faculty Manual and Organization of the Faculty, 2006* pages 6 through 30.

In an effort to recruit a diverse body of students, the Philadelphia University Admissions office has initiated a procedure of having an alumnus/a follow-up with potential students by personal contact. Several architecture students were favorably influenced by this action.

The size of the campus community enables close interaction between faculty, staff, and students, and the ancillary services of the student tutoring and advising center. The combined support systems all help facilitate personal interaction and equitable opportunities for each to share in program governance as articulated in the APR.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met

Not Met

[X] []

Evidence of this criterion can be found in the School's studio culture policy. The team notes that the policy on studio culture can have a greater role in inciting a comprehensive discussion between the administration, faculty, staff, and students that has not yet occurred. The use of student agreement forms has successfully established set values of sharing and engagement but can go further in creating dialogue and understanding in the creation of culture within individual groups.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship and practice to enhance their professional development.

Met Not Met
 [] [X]

Philadelphia University has assembled a team of outstanding faculty members. Numerous adjunct faculty members compliment a corps of about 10 full-time faculty. The balance between full-time and part-time faculty has appeared to reach a breaking point. In addition to full teaching and research/practice loads, the full-time faculty are responsible for advising almost 400 majors in the architecture programs, coordinating curricular areas. Inconsistent instruction in some courses indicates inadequate mentoring of the adjuncts by the core faculty and administration. Furthermore, the pay scale for adjuncts is much lower than peer schools, leading to rapid turnover in part time faculty.

The Dean also serves as Director of the architecture program, causing an unbalanced relationship between architecture, interior design, and landscape architecture.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met Not Met
 [X] []

While the existing policy is clear, provides many opportunities for development, and support for such activities is evident, the team is concerned that the current faculty loads may not provide sufficient time for that development and, if continued, will ultimately be an impediment.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met Not Met
[] [X]

Physical resources continue to be lacking although some progress has been made since the previous visit.

Size issues noted by the previous team have been resolved through the expansion of the existing area into adjacent spaces. The facility itself, however, continues to be remote to upper level studios and even further from the school's new Manayunk (in town) campus where several third year studios are located.

The team is concerned about the continued use of "hot-desks" in the first and second year design studios although as "foundation studios" the team questions whether these are truly in the "professional track" which would make the exclusive desk a requirement. The school has attempted to improve conditions by providing project storage and locker areas within those studios so that students may leave project materials such as site models but the large item storage shelves are not secured. Whatever the applicability of the exclusive desk requirement, the team feels that if hot desks are to remain in use, the school should focus on providing better, secure storage so that each student may have access to such space. The facility also fails to provide acoustically adequate facilities. The team witnessed actual critiques in progress where ambient noise made for a non-workable learning environment.

Faculty office space remains a problem. Full-time faculty are forced to share limited and tight space with no opportunity for confidential discussions without leaving the area to see such accommodations. No designated office facilities (shared or otherwise) are available for adjunct faculty.

The lower level studio spaces in the A&D Center were extremely crowded and in certain areas, student work areas are on raised platforms (along exterior walls). The areas are at least 18 inches higher than adjacent floor areas without any edge or railing protection. Some tables are situated directly in front of the steps to and from these platforms raising additional safety issues. The heights of makeshift enclosures in the area leading towards one stairway are too high and block visibility of the Exit signs directing users to the stairs.

The lack of "review" space and limited availability of computer workstations were noted as problems by faculty and students.

In general, the studio spaces lack sufficient power outlets for student's laptop computers and other devices. This was mentioned as a particular issue and in the A&D center. More and more students are making use of laptops as a way of resolving access to computers, therefore the lack of power outlets has become worse.

Several comments were made concerning the limited hours of operations at both the Search building computer labs and the Manayunk campus spaces. In the case of Manayunk, an additional concern about the frequency and lack of availability of University provided shuttle transportation to and from the area is a concern. We heard on several occasions that late night transportation is limited and sometimes not provided, leaving students to find alternative means of returning to main campus.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720-29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate

resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met
]

Not Met
]

The integrated library works extremely well in a university of this size due to the collaborative mission between the design disciplines represented on the campus. The Gutman Library is adjacent to the A&D Center. The monographs in the library related to architecture and design number over twenty-two thousand with over nine thousand in the NA section. There is a library liaison who works with the School of Architecture. All students are introduced to the library in first year. There is a focus to provide a cross section of international periodicals.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs with the institution.

Met
]

Not Met
]

Expenditures per student are lower than most other accredited architecture programs, including those that the program considers to be its peers. The low expenditure can be partly explained by the pay scale for part-time faculty, who have a heavy teaching load in the program. The program relies on adjunct professors because of high turnover of part-time professors and the added responsibilities taken on by the full-time professors, appearing to have a negative effect on the program.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met
]

Not Met
]

States Association of Colleges and Schools accredits Philadelphia University. The University has maintained its accreditation status since 1955.

All professional/accredited programs on campus have similar organizational structures. Program directors typically report to the dean of the school in which their discipline resides. School deans report to the Vice President for Academic Affairs.

The Architecture program does not have the same organizational structure as other campus because the Director of the Architecture Program is also the Dean of the School of Architecture.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.) the Master of Architecture (M.Arch), and the Doctor of Architecture (D.Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B.Arch., and/or D.Arch are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met
[X] Not Met
[]

Philadelphia University offers the Bachelor of Architecture. The minimum credit hours and ration of core course to electives/general studies exceed NAAB minimums.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively.

Met
[X] Not Met
[]

The team noted strong writing skills in lecture courses and several studios. Writing aspects of capstone/thesis projects indicate clear success in meeting this criterion.

13.2 Critical 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 them against relevant criteria and standards.

Met
[X] Not Met
[]

Evidence of this criterion was found in Design X (A812)

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

Met
[X] Not Met
[]

Evidence of this criterion was found in numerous design studios including Design IX (A811).

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework.

Met
[X] Not Met
[]

Evidence of this criterion was found in Design VI (A512) and Design X (A812).

13.5 Formal Ordering Skills

Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.*

Met
[X] Not Met
[]

Evidence of this criterion was found in History of Architecture and Interiors III (A531). Design Studio IX (A811) and Design X (A812).

13.6 Fundamental Skills

Ability to use *basic architectural principles in the design of buildings, interior spaces, and sites.*

Met
[X] Not Met
[]

Evidence of this criterion was found in many studios.

13.7 Collaborative Skills

Ability to recognize *the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.*

Met
[X] Not Met
[]

Evidence of this criterion was found in Design IX (A811).

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.*

Met
[X] Not Met
[]

Evidence of this criterion was found in History of Architecture and Interiors IV (A531).

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

Met
[X] Not Met
[]

Evidence of this criterion was found in History of Architecture and Interiors I and II (A331, A332), A428 and Design VI (A512). This criterion was well covered -- projects contrasting western and non-Western traditions were well conceived. Design projects located in non-Western countries that have experienced natural disasters were especially sensitive of cultural conditions. However, urban design on the non-Western world was lacking.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in History of Architecture and Interiors III (A531) as well as in Survive! Program of Design V (A511) that incorporates native typologies in architecture.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in Design X (A812).

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in History of Architecture and Interior Design IV (A532).

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in History of Architecture and Interior Design II (A332).

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in Design V (A511) and Design X (A812). Very few ramps were in evidence indicating students rely on vertical transportation systems.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

Met	Not Met
[X]	[]

Evidence of this criterion was found in various studios and projects. Design V (A511) most clearly exhibited understanding of sustainable design and its relationship to design but also threads through many courses. This criterion is well met.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

Met	Not Met
[X]	[]

The team determined that this criterion is now met, though minimally. The Program provides opportunity for development of programming skills and the projects presented confirm improvement in the areas of site condition analysis, review of relevant laws and their implications on the project. There is also evidence of comprehensive programming, though several of the projects exhibited are housing related and the programming is therefore "lighter" than what would be required of more complicated building types.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

Met	Not Met
[X]	[]

Evidence of this criterion was found in design IX (A811) and Design X (A812).

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Met	Not Met
[X]	[]

Evidence of this criterion was found in Technology V (A845). There is a concern with the core structures courses; anecdotal evidence suggests inconsistent teaching from section to section and minimal emphasis on structural concepts.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in Design V (A511). Design VI (A512) and Technology V (A845). A741 Lighting and Acoustics has a thorough lighting section but only a small portion of the course is devoted to acoustics.

13.20 Life-Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress.*

Met	Not Met
[X]	[]

The team found evidence that this criterion is met in several studios. The team notes that there is room for great improvement in areas of egress width, length of egress route, and exiting routes.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in several courses in the Technology course sequence.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

Met	Not Met
[X]	[]

Evidence of this criterion was found in Technology IV (A742)

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

Met	Not Met
-----	---------

[X] []

Evidence of this criterion was found in Design IX (A811).

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse.*

Met Not Met
[X] []

Evidence of this criterion was found in Technology I (A341), Technology II (A342), Technology V (A845), Design V (A11).

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating.*

Met Not Met
[X] []

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design.*

Met Not Met
[X] []

Evidence of this criterion was found in Visualization II (A622). This criterion is well met.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner and user.*

Met Not Met
[X] []

While there is evidence of this criterion in Design IV (A512) and X (A812), there is opportunity for an understanding of client needs to be more strongly emphasized. Budgetary and legal concerns of owners were presented in Professional Management (A851), but there was not strong evidence of an understanding of the interaction, elicitation and analysis of program and social needs in professional management or the design sequence.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

Met Not Met

[X] []

Evidence of this criterion was found in Design IX (A11) and Technology V (A45).

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts.*

Met
[X] Not Met
[]

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others.*

Met
[X] Not Met
[]

Evidence of this criterion was found in Professional Management I and II (A851 and A852).

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers.*

Met
[X] Not Met
[]

Evidence of this criterion was found in Professional Management I and II (A851 and A852). For team concerns, see Condition 1.3.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities.*

Met
[X] Not Met
[]

This criterion is met through evidence in the Design sequence and in the Professional Management courses (A851, A852).

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws.*

Met
[X] Not Met
[]

Issues concerning codes, regulations and ordinances are covered in design studios as well as in professional practice but evidence of their being applied is thin. The architect's responsibilities under registration law seems to be dealt with in professional practice and through lecture series' as determined through interviews and meetings with both faculty and students but evidence of understanding in this area is thin as well.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice.*

Met	Not Met
[]	[X]

Given the amount of material covered by both professional practice courses, one might assume that issues of ethics and professional judgment must certainly be covered in sufficient detail during the two semesters. However, no evidence of this was found in the materials provided for this course or within the material for any other course.

We did find papers on ethics within one of the professional writing courses; however, this appears to be a singular "assignment" not a topic of discussion and the assignment was not common to all sections. Notwithstanding this finding, the team feels that this criterion is of sufficient importance that it should be handled within professional curriculum and not peripherally.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 Philadelphia University Architecture Program Report.

During the U.S. Centennial celebration in 1876, a group of textile manufacturers, led by Theodore Search, noticed that the quality and variety of American textile products were inferior to those displayed by European mills. To address this problem, the group established the Philadelphia Textile School in 1884 and began a formal educational program for America's textile workers and managers.

Several years later, the Philadelphia Museum of Art and the School of Industrial Art invited the Philadelphia Textile School to sign an affiliation. By the mid-1890s, the School had offices located at Broad and Pine streets in central Philadelphia. The School survived the tough years of the depression and entered a new period of growth at the onset of World War II. In 1941, the school was granted the right to award baccalaureate degrees and to reflect this progress the institution changed its name to the Philadelphia Textile Institute.

By 1949, the School, which was no longer affiliated with the museum, began teaching classes at its present site in the East Falls section of Philadelphia. Facilities, programs and faculty continued to grow in the 1950s and 60s. In 1961, the school changed its name to Philadelphia College of Textiles & Science. The student population doubled from 1954 through 1964, and doubled again by 1978. Programs in the arts and sciences and business administration were added. The institution purchased an adjoining property in 1972, doubling the size of the campus.

As Philadelphia College of Textiles & Science, the institution offered its first graduate degree, the Master's of Business Administration, in 1976. During the next ten years, the institution grew to include additional classrooms, research laboratories, student residences and athletic facilities.

Viewing its accomplishments of the past as a prelude to achievements in its future, Philadelphia College of Textiles & Science continued through the 1990s with a strong commitment to providing its students with the highest quality education and real-world experience demanded by their chosen professions. To better reflect the institution's breadth and depth and its successful growth, the College applied for and was granted university status by the Commonwealth of Pennsylvania in 1999. And, in a historic move, the Board of Trustees voted to change the College's name to Philadelphia University, the first private university to be named exclusively after the City of Philadelphia. The name Philadelphia University became effective on July 13, 1999.

Today, Philadelphia University attracts students from 36 states and 42 countries, offering graduate and undergraduate degrees in more than 40 areas of study. There are now six schools within the University community: Architecture, Design and Media, Liberal Arts, Business Administration, Science and Health, and Engineering and Textiles.

Philadelphia University is accredited by the Middle States Association of Colleges

and Schools and is a member of the American Council on Education; the college Entrance Examination Board; the National Council for Textile Education, the Association of Collegiate Schools or Architecture; the Pennsylvania Association of Colleges and Universities; and various additional professional and institutional associations that are pertinent to the individual schools, programs, departments, and divisions.

2. Institutional Mission

The following text is taken from the 2005 Philadelphia University Architecture Program Report.

Mission

Since 1884, Philadelphia University has offered professional education in a variety of fields. Founded to raise the art and technology of the American textile industry to international standards of quality, the University has maintained its commitment to academic excellence while greatly expanding its undergraduate and graduate programs. The University's unique blending of the liberal arts and sciences with professional studies prepares graduates for successful careers in areas that include architecture, business, design, fashion, health, science, engineering and textiles.

At the University, students, faculty, and staff form close relationships in an environment that encourages personal and intellectual growth. Students gain professional skills combined with a broad general education that enables them to thrive in diverse and changing contexts and to maintain a global perspective. While outstanding teaching is central to its mission, the University also encourages research and professional practice as a basis for faculty and student development and as a service to industry and society.

Through its dedication to maintaining a community that is varied and intellectually stimulating and a campus rich in learning resources and natural beauty, the University enables students to establish a foundation for success, lifelong learning, and active citizenship.

Acceptance

The above mission statement was approved by the University faculty on February 16, 1999.

3. Program History

The following text is taken from the 2005 Philadelphia University Architecture Program Report.

Traditionally strong in textile engineering and science, Philadelphia University (previously Philadelphia College of Textiles & Science) has, since the 1970s, expanded its design programs based on the technical foundations within the School of Engineering and Textiles. The School of Architecture evolved from a single interior design course in 1980 to its current status with a projected enrollment in fall 2005 of over 650 Architecture, Interior Design, and Landscape Architecture majors.

In the late 1970s, Textile Design surpassed Textile Technology in enrollment, and in 1980 Textile Design majors were offered an elective course in Interior Design. Recognizing the interdisciplinary relationship between textiles and interior design, the

College hired Dr. Stephen Grout to explore the viability of developing an Interior Design Program and, subsequently, to direct its implementation. The Interior Design Program officially began in 1982 as part of the Evening Division, offering an Associate in Science degree. The Program continued to grow, and in 1985 the School of Textiles introduced a full-time day program leading to a Bachelor of Science in Interior Design.

Coincident with the introduction of the bachelor's program, the curriculum was significantly revised. The impetus for those revisions came from many sources—faculty, administration, and students. The most important changes came in response to developments in the profession and the anticipated requirements for FIDER (Foundation for Interior Design Education Research) accreditation. In 1990 Alexander Messinger was appointed Director of the Interior Design Program, and in December 1993 the Program was granted FIDER accreditation.

Concurrent with the restructuring of the Interior Design program, the College began exploring the feasibility of a professional program in Architecture. In 1990, with the involvement of consultants, an initial proposal was prepared and refined into an implementation plan for a Bachelor of Architecture Program. The Board of Trustees voted to introduce the Bachelor of Architecture degree in fall 1991. The search for a director of the new Architecture Program yielded over sixty national and international candidates. Gary Crowell, AIA, was selected as the Founding Director in 1991.

In the fall of 1991, the Bachelor of Architecture Program was initiated with eighty first-year students comprising the inaugural class. That semester also marked the opening of the Ravenhill Studios, dedicated to teaching foundation design courses. The opening of the Gutman Library in 1992 allowed renovation of the existing library into the Architecture and Design Center. This additional space, on the main campus, provided immediate proximity to the new library; new administrative/faculty office space; new conference, exhibit/gallery, and review/critique space; and new dedicated studio space for over 200 upper level architecture and interior design students.

In the summer of 1992, the Department of Architecture and Interior Design was established as a separate academic unit (no longer housed in the School of Textiles) with an autonomous status equivalent to other academic units in the College.

Professor Crowell was appointed Chair of the Department and continued in his position as Director of the Architecture Program. When the department became the School of Architecture and Design in the summer of 1995, Professor Crowell was appointed Dean of the School and again continued in his position as Director of the

Architecture Program. At this time the School offered the following professionally related degree programs.

- Bachelor of Architecture
- Bachelor of Science in Architectural Studies
- Bachelor of Science in Architectural Studies/MBA
- Bachelor of Science in Graphic Design Communication
- Bachelor of Science in Industrial Design
- Bachelor of Science in Interior Design

Professor Crowell's priorities subsequent to the founding of the School focused on the following four tasks: 1) development of plans for staffing, administration, and facilities; 2) development of new programs and refinement of curricula; 3) maintenance of FIDER accreditation for the Interior Design Program; and 4) achievement of NAAB accreditation for the five-year B.Arch program. He also focused on providing enrichment opportunities

Including an expanded, more diverse fall and spring lecture series; opportunities for research and community design; and elective studio options during the fourth-year (Design VII studios) that allow students to explore individual interests without interrupting the required studio sequence.

The fourth-year elective Design VII studio allows students a wide array of options. Students may elect to participate in the organized Study Abroad Program at the American University in Rome, Italy or choose to study independently at another international institution. If they remain in Philadelphia, students can participate in a design build studio working with Habitat/ Germantown, etc.; elect an interdisciplinary studio from one of the other programs on campus; or enroll in two elective courses other than a studio. Further curriculum refinements include; linking the fourth-year Design VIII studio with the visualization (CAD documentation) course, reinforcing the importance of design development and documentation; creating an advanced technology course that supports the fifth-year Design IX Studio, addressing issues of integration of technology/systems synthesis; and strengthening the urban focus of Design VI by locating the studio in the School/University's newly opened outreach center (Center for Urban, Community, and Housing Design) in nearby Manayunk.

Now in its 15th year, current activities within the School/Program continue to focus on building new programs, refinement of professional curricula, and development of electives and enrichment. In achieving the goals of the 1999-2004 Strategic Plan, the School/Program developed and implemented three new degree programs (BS in Digital Design—implemented fall 2000, interdisciplinary MS in Digital Design—implemented fall 2002, and Bachelor of Landscape Architecture—implemented fall 2003). In addition, the School/Program has developed new elective courses and four new minors (Multimedia and Visualization, Historic Preservation, Photography, Landscape Architecture—as offered in 2005-07 University Catalog). Currently the School is preparing a feasibility study looking at possibilities for new graduate and undergraduate programs in urban design and planning with a focus on sustainable communities.

During the academic year 2004-2005, the University changed the name of The School of Architecture and Design to the "School of Architecture" and created a new "School of Design and Media." Five of the School of Architecture and Design's undergraduate programs remain in the "School of Architecture" and three undergraduate programs were assigned to the new "School of Design and Media."

Programs currently offered in the School of Architecture include:

- B.Arch. (5-yr. NAAB accredited professional program)
- BS in Architectural Studies (4-yr. pre-professional program)
- BS in Architectural Studies/MBA (5-yr. joint program)
- BS in Interior Design (4-yr. FIDER-now CIDA-accredited professional program)
- BLA (5-yr. B.Landscape Arch.-implemented fall 2003, LAAB candidacy in process)
- MS in Sustainable Design (implementation planned for fall 2007)

Programs currently offered in the new School of Design and Media include:

- BS in Graphic Design Communication
- BS in Digital Design
- BS in Industrial Design
- MS in Digital Design
- MS in Instructional Design and Technology

Complementing the above programs, the University offers graduate study opportunities in textile design, business, and engineering. The University has continued to demonstrate its commitment to the School/Program by establishing two new centers located near the campus in Philadelphia's Manayunk area: the "Engineering and Design Institute" (focusing on green/sustainable research and design) and the "Center for Urban Community and Housing Design" (focusing on design services for the community). Funding through the "Institute" and "Center" has provided research and design opportunities for faculty and staff positions.

4. Program Mission

The following text is taken from the 2005 Philadelphia University Architecture Program Report.

Mission

In considering the diverse and changing contexts of today's professional practitioner, the School of Architecture of Philadelphia University recognizes that design professionals require an in-depth understanding of economic, technical and aesthetic issues within a complex social, cultural, and environmental framework. Building on the University's goal to provide professional skills combined with a broad general education, the mission of the School of Architecture is to prepare students to be creative, independent thinkers, and innovative problem solvers. The School encourages students to question as they develop critical design skills—the focus is on exploring process as much as product in searching for solutions to problems in the built environment. Emphasis is placed in creative excellence, balanced with the fundamental knowledge and skill required for meaningful contributions to the professional design practice. In congruence with the University, the School encourages, through its faculty and programs, the enabling of students to establish a "foundation for success, life-long learning, and active citizenship," as stewards of a sustainable society.

Acceptance

The mission statement for the School of Architecture continues to be assessed, evaluated, referenced back to the University's Mission, and refined. The current document was developed by consensus. The School faculty adopted the above revised mission statement on July 25, 2005. The University President and Vice President for Academic Affairs endorsed the above revised mission statement on September 15, 2005.

As a dynamic document, recent refinements to the School Mission reflect on the new configuration of the School and support and guide studio culture in the School's programs.

Context

The School's new configuration—architecture, interior design and landscape architecture—places a priority on addressing critical issues in the "built environment," focusing on green/ sustainable design and community outreach. The School draws from the academic context, location, and professional orientation of the University in pursuing its mission and attracting a diverse faculty and student body. Located on the edge of Fairmount Park near Philadelphia's Center City, the University offers a "living laboratory" for research and student design work. Three different career options (architecture, interior design, and landscape architecture) are offered in an intimate collegiate setting with a cooperative faculty/ student learning environment. The School encourages

interdisciplinary and collaborative work in offering the following professional related degree programs:

Five-Year Bachelor of Architecture (NAAB accredited)
Five-Year Bachelor of Landscape Architecture (LAAB candidate status in process)
Four-Year Bachelor of Science in Interior Design (FIDER—now CIDA—accredited)
Five-Year Joint B.S. in Architectural Studies/ M.B.A. Program
Four-Year Bachelor of Science in Architectural Studies (with areas of concentration in business, historical preservation, photography, CAD/digital design, etc.) Master Science in Sustainable Design (in progress)

Completing the above School programs, the University offers graduate study opportunities in business and an interdisciplinary Master of Science in Digital Design. The School/University's "Engineering and Design Institute" (focusing on green/ sustainable research and design) and the newly established "Urban Center" (Center for Urban, Community and Housing design—focuses in design services for the community) are located near the campus in Philadelphia's Manayunk area.

PROGRAM MISSION

Mission

The primary pedagogical goal of the Architecture Program is to provide a comprehensive professional education that will develop the knowledge, skill and vision necessary for the student to understand contemporary global issues and address the varied needs of society. Fundamental to the Program's philosophy is a commitment to design excellence and innovation, including the nurturing of creative individuals. An essential premise of the Program is the recognition of the critical relationship between the theory and practice in shaping and sustaining the built environment (buildings, cities, and landscapes). The Program has a strategic focus on integrating principles of sustainability in research, design and practice. An additional focus is the University's rich tradition of craft and the understanding of the materials and technology as integral parts of design. In response to the rapidly changing profession, the Program emphasizes the integration of digital technologies in design process, project development, and building construction.

In congruence with the mission of the University and spirit of its urban/suburban location, the Program encourages a pluralistic approach to design and advocates the belief that different views of the world can coexist respectfully side by side. The Program encourages the development of self-reliance, self-critical abilities and independent thinking by both faculty and students. The intent is to provide a meeting place for differing intellectual and artistic viewpoints.

In summation, the mission of the Architecture Program is to examine, define and amplify the issues in architecture and architectural education critical to society and based on the strengths and context of the School and University. The mission is pursued by a faculty whose goal is to engage and challenge while providing a concrete framework for abstract ideas and theories that make connections across the curriculum.

Acceptance

The mission statement for the Architecture Program continues to be assessed, evaluated, referenced back to the university and School Missions, and refined. The current document was developed by consensus. The Architecture Program faculty adopted the above revised mission statement on July 25, 2005. The University President and Vice President for Academic Affairs endorsed the above revised

mission statement on September 15, 2005.

As a dynamic document, recent refinements to the Architecture Program Mission reflect on the new configuration of the School and support and guide studio culture.

Context

The Architecture Program's diverse faculty and student body, traditional campus setting, and dynamic urban context combine to create an ideal environment for the development of the intellectual rigor and imagination necessary to achieve the goals of its mission. The Program shares an integrated curriculum with Interior Design and Landscape Architecture, providing students with opportunities for collaboration and time to experience aspects of allied design disciplines.

5. Program Strategic Plan

The following text is taken from the 2005 Philadelphia University Architecture Program Report.

Since its inception the School, as called for in its mission, has demonstrated a strong commitment to preparing professional who are innovative problem solvers and independent thinkers with the ability to achieve creative excellence in design. Supporting the School mission, the Architecture Program, in its mission, is committed to: 1) providing a comprehensive professional education; 2) continuing the University's rich tradition of craft and the understanding of materials and technology as an integral part of design; 3) recognizing the critical relationship between theory and practice in shaping and sustaining the built environment; and 4) building a diverse faculty, staff, and student body. The University, School, and programs missions have guided the faculty in achieving the following strengths.

Strengths:

College Studies

College Studies, the University's general education common curriculum requirement, provides a comprehensive sequence of courses that study the social, political, economic, and cultural forces that shape design. These courses work together with the professional curriculum to help students expand their understanding of contemporary global issues and address the varied needs of society.

Integrated Curriculum

The Architecture Program shares an integrated curriculum with Interior Design and Landscape Architecture, providing the students with the opportunities for collaboration and time to experience aspects of allied design disciplines. The interdisciplinary foundation year; required technology and history courses; and optional upper-level interdisciplinary studios and elective courses, provide students with shared knowledge, understanding, technical skill, and design vocabulary.

Writing Program

There are several writing-specific courses in which writing is a central focus. Students take the first course in the freshman year and the second in the sophomore year. In addition to these writing-specific courses, students take four writing-intensive courses – one in their major and three in College Studies – throughout the University years.

Global Awareness

The School/program is dedicated to increasing the awareness of global issues and diverse methodologies. In support of this, the Architecture Program has initiated plans to offer a number of opportunities to investigate architectural theory and practice beyond the University campus. These include the established visiting critics/lecture series and an established study abroad program (Rome, Italy). It is the intent of the Architecture Program to encourage the development of “self reliance, self-critical abilities, and independent thinking” in addressing the issues and needs of global society.

Sustainability

The School/Program’s Design V Architecture and Landscape Studio focuses on the natural environment and introduces basic principles of sustainability. In support of the Architecture and Landscape Architecture programs’ focus on sustainability and urban ecology, the University/School’s Engineering and Design Institute offers opportunities for faculty, staff, and students to address critical issues in the built environment with funded research and design projects.

Urbanism and Community

The University’s park-like campus offers students an intimate place to study and work within a diverse environment of urban and suburban communities. Its position, as a laboratory in the heart of this contextually rich and dense setting, provides a unique opportunity to study and understand architecture’s obligation to community – in all of its multifarious meanings.

Community Service and Housing

The School nurtures student engagement in civic and public service by immersing them in the social realities of depressed neighborhoods. For example, Design VI focuses on urban, social, and cultural issues, and the Habitat/Housing elective course provides opportunities for hands-on construction experience by participating in the Habitat for Humanity projects. The Architecture Program also actively participates in various other community service related programs (e.g., “Architecture in Education” program, Allegheny West Foundation neighborhood projects etc.). The School/Architecture program has strengthened the urban focus of Design VI by locating it in the newly established Center for Urban, Community, and Housing Design in neighboring Manayunk.

Craft, Materials, and Technology

The professional design studio sequence (third, fourth, and fifth years), builds upon the fundamental vocabulary, craft, skills, conceptual knowledge, and methodology developed in the first two years. Through further integration of theoretical and technical knowledge in the upper level studio and by maintaining its emphasis on the “art of architecture,” the Architecture Program continues with the University’s long tradition of innovation in design and technology. In upper level studios the integration of building systems (systems synthesis) is stressed. Emphasis continues to be placed on the understanding of craft, materials, and technology as an integral part of design. Capstone courses and electives in the fourth and fifth years (i.e., Technology V: Advanced Lab, Experimental Structures, Experimental Materials, Housing Construction Technology, Habitat/Housing, etc.) emphasize the integration of technology and construction in design.

Fabric and Composite Structures

The professional Architecture Program at Philadelphia University offers an unusual

opportunity for exploring new architectural forms and technology using fiber, fabrics, and composite materials. Faculty and students are encouraged to work with textile faculty in upper level studios and courses (Experimental Structures, Experimental Materials, etc.). As indicated in the "Academic/Strategic Plan," the School intends to again co-sponsor the biennial "fabStruct" student design competition, offering students the opportunity to collaborate with faculty from the School of Engineering and Textiles in exploring the integration of fabric/composite materials in a competition design project.

Visualization

Given the increased impact of computers in the design professions, the School has additional CAD lab and a photographic studio/lab have been added to the physical facilities. Also, a digital technology studio has been added in the Architecture and Design Center, and Visualization II: Technical Documentation is now a required course that parallels Design VIII in the curriculum sequence, integrating studio design work with digital documentation. Also, additional visualization/modeling elective courses have been added to the curriculum.

Faculty and Staff

The location of the Program, near Philadelphia's Center City, provides access to a diverse professional community--providing a rich source of design and technical faculty, staff, studio critics, and lecturers.

Students

The University is experiencing strong demand for the Architecture Program, with enrollment for the Architecture, Interior Design and Landscape programs at 600+/- students. This demand is allowing more selective admissions and improving the academic quality of the Program. To assist in increasing minority enrollment, the University Admissions Office has placed an increased emphasis on identifying minority students, and is working to improve minority enrollment.

Professional Practice/Internship Program

The School/Program with its proximity to Philadelphia's Center City provides an ideal context for student work/internship experience. A formalized Internship Program assists students with job placement in architectural firms or organizations in Philadelphia and throughout the Mid-Atlantic Region.

Facilities/Equipment

The University has provided the School of Architecture and Design with excellent facilities for its design programs. Facilities dedicated to the Architecture, Interior Design, and Landscape Architecture programs include the Architecture & Design Center, Ravenhill Studios, Weber Hall, and the Center for Urban, Community and Housing Design in neighboring Manayunk. The University continually assesses and supports School/program facility & equipment needs.

CHALLENGES

In developing the strategic plan for the School of Architecture, the faculty sought to identify its potential in relationship to its uniqueness and the University/School/programs' missions. Future directions and goals for the School/programs were established by examining the following challenges related to the School's potential.

Challenges

1. Make the School of Architecture at Philadelphia University a premier school regionally and nationally.
2. Strengthen the academic quality by refining curricula and developing new program offerings that complement the School of Architecture's new configuration and focus (built environment, sustainability, diversity and global/international issues).
3. Promote collaborative/interdisciplinary work at all levels of the University and community and nurture the School's supportive student learning environment.
4. Continue to recruit and maintain quality faculty and staff, and promote excellent teaching.
5. Continue to provide a supportive physical environment for the School's growing programs including appropriate digital infrastructure and peripherals (hardware and software).
6. Continue to support and build advancement opportunities for the School/programs—fund raising, faculty/staff development, community outreach, communication, etc.

GOALS

As stated in the vision statement of the Strategic/Academic Plan (section 1.6.2 Vision), the School of Architecture's vision for design education is shared by all of its programs (Architecture, Interior Design, Landscape Architecture):

The School/program faculty believe that the education for future professionals in these design fields must focus on the development of strong analytical, evaluative, and synthesizing abilities. Equally important (in response to rapidly changing modes of practice) is the requirement that each graduate be an expert in the use of digital technology specific to his/her chosen field. When based on a rigorous foundation of general studies, these abilities will ensure decision-making confidence and the ability to function as a contributing citizen, capable of leadership in supporting a sustainable physical and social environment, in the culture of which he/she can be a dynamic part.

The School of Architecture is committed to exhausting all possibilities in pursuing and maintaining excellence in professional design education. As a relatively new School (celebrating our 10th anniversary—1995-2005), we believe that Philadelphia University (academic context) and our location (central northeast) strategically and logistically position our programs to potentially become part of a premier "School of Architecture" regionally and nationally. To educate students who will exemplify the education envisioned, and to retain its leadership role, the School is committed to the maintenance and enhancement of its programs.

The goals listed below are intended to guide the School of Architecture's future development. They were derived by addressing 1) the School's challenges listed above, 2) educational intents stated in the missions, and 3) various University/School/program planning documents (see School/program planning document 1.6 Strategic/Academic Plan).

Goals

Goal #1: Continue to assess School/programs' progress relative to missions, strategic plan, and curricula and learning context to provide guidance for continuing program improvement.

Action: Develop a School of Architecture “Outcomes Assessment Plan.”

Goal #2: Continue to enhance the School’s academic quality through 1) curriculum refinement; 2) development of complementary programs, minors, and courses; and 3) development of additional international study/travel opportunities focusing on diverse environments and cultural experiences.

Action: Continue to refine curricula to address the following: technical integration in studios, design/build opportunities, urban/community focus and outreach, and sustainability. Action: Consider new complementary undergraduate majors and minor/concentration options. Action: Continue to develop the five-year Bachelor of Landscape Architecture Program. Action: Consider complementary professional graduate programs (architecture, interior design, and landscape architecture) and post-professional graduate program (urban design, etc.). Action: Development Complementary post-professional graduate program in sustainable design. Action: Increase study abroad opportunities focusing on diverse environmental and cultural experiences.

Goal #3: Building on the climate of respect and collaboration between the school s and programs in the University, continue 1) encourage collaborative/interdisciplinary activities at all levels (program, School, University, and community); 2) foster an environment that is conducive to professional activism, community service, and responsible citizenship; and 3) maintain and enhance the University/School’s supportive and cooperative learning environment.

Action: Develop and define options/opportunities for cross-disciplinary research and teaching, interdisciplinary foundation studies, thematic courses at intermediate levels (cross-disciplinary topics), interdisciplinary capstone thesis. Action: Develop joint degree program (two concurrent degrees). Action Develop a Center for Urban, Community, and Housing Design Action: Continue to develop student policies, procedure, and guidelines (Student Handbook, Studio Culture Policy, and Guidelines for a Safe and Healthy Studio Environment) to ensure a supportive learning environment.

Goal #4 Building on the successful establishment of the School, continue to maintain sufficient standards and ratios for faculty, students, and staff to sustain quality and excellence in teaching, research/professional development, and service.

Action: Support faculty development and continuing education by encouraging faculty to do research/creative work and offer short courses that can benefit their own and the University/community’s interest.

Action: Review program staffing requirements in relationship to faculty/student ratios, administrative support, and teaching/service/professional development—loads and time distribution.

Goal #5: Continue to define and develop the best possible physical resources including digital technology appropriate for the School’s professional degree programs.

Action: Review physical resource requirements for the School's programs including dedicated studio space, computer power/network infrastructure, fabrication workshops, etc.

Action: Review computer resource needs including enhanced digital technology for design studios (hardware/software upgrade, wireless networks, studio retrofit—power/network, seamless computer design studios for research, design and production, etc.).

Goal #6: Enhance School/Program advancement/development including fund raising, grant writing, alumni/professional relations, and communications (public relations and publications.)

Action: Work with the University Office of Development to promote the advancement/development efforts of the School and programs.

Action: Re-establish the "fabStruct International Membrane Structure Student Design Challenge" by again hosting the biennial challenge event and international symposium on the design, fabrication, and construction of fabric/tensile/membrane and composite material structures.

PLANNING

The initial planning and early founding of the Architecture and Interior Design programs (and later the School) was guided by the Architecture Program Candidacy Application (NAAB, 1993); Interior Design Program Report (FIDER, 1993); Architecture Program Development Plan, 1994; and University/ School/Program Academic Plans 1995-2005 developed for the Middle States Association of Colleges and Schools 1996 accreditation visit.

The School and its component programs continue to be developed from and guided by the current University/School/program mission statements and the framework set by the following planning documents: Master/Development Plans; NAAB documents including Architectural Program and Visiting Team reports; FIDER documents; LAAB documents; School/Program Strategic Plan, 1999-2004; and University Learning Outcomes document, "What Characterizes and Philadelphia University Graduate?"—Academic Council, January 2004.

In addition to the above documents, School/program annual "Planning Retreats" have guided the development of the School and its programs. The Strategic/Academic Plan that follows (section 1.6 Strategic/Academic Plan) has been developed with input (as have all planning documents throughout the history of the School/programs) from all levels of the University (administration, faculty, staff, and students) and all levels of the University (Administration, faculty, staff, and students) and professional communities.

STRATEGIC/ACADEMIC PLAN

The initial planning and early founding of the Architecture and Interior Design programs (and later the School) was guided by the Architecture Program Candidacy Application (NAAB, 1993); Interior Design Program Report (FIDER, 1993); Architecture Program Development Plan, 1994; and University/School/Program Academic Plans 1995-2005 developed for the Middle States Association of Colleges and Schools 1996 accreditation visit. The School and its component programs continue to be developed from and guided by the University/School/program mission statements and the framework set by the following planning documents.

1. University Master/Development Plans
The Hillier Group, 1995

- Sasaki Associates, Inc., 2004
- 2. NAAB Documents:
 - Candidacy Application, 1996 (Spring '96 visit)
 - Visiting Team Report and Program Response, 19%
 - Architecture Prog. Report, 1996 (Spring '97 visit—initial accreditation)
 - Visiting Team Report and Program Response, 1997
 - Architecture Prog. Report, 1999 (Fall '00 visit—5/6 yr. accreditation)
 - Visiting Team Report and Program Response, 2000
- 3. FIDER Documents:
 - Interior Des. Prog. Report, 2000 (Spring '01 visit—6 yr. accreditation)
 - Visiting Team Report and Program Response, 2001
- 4. LAAB Documents:
 - Candidacy Application, 2005 (Spring '05 visit)
 - Visiting Team Report and Program Response, 2005
- 5. School/Program Strategic Plan, 1999-2004
- 6. University learning outcomes; “What Characterizes and Philadelphia University Graduate?”—Academic Council, January '04;

In addition to the above documents, School/program annual “Planning Retreats” have guided the development of the School and its programs including: the refinement of the mission and formulation of goals; program assessment; curriculum development; policies and procedures development; faculty/staff/student development; and facilities and financial resource planning. The Strategic/Academic Plan that follows has been developed with input (as have all planning documents throughout the history of the School/programs) from all levels of the University (administration, faculty, staff, and students) and professional communities.

The School/programs are justly proud of their accomplishments; fourteen years ago the School did not exist (Interior Design Program initiated 1985, Architecture Program initiated 1991, Landscape Architecture initiated 2003). This year the School has as its center accredited programs in architecture and interior design with the Landscape Architecture Program candidacy status in process. Recently created programs in graphic, industrial, and digital design now form the core of a newly created School of Design and Media. These programs continue to bring enrichment of the School of Architecture programs and offer students a wide array of electives that are very supportive of the missions of the School/programs. The School of Architecture is serving 600+ students in program majors this academic year.

RECENT ACCOMPLISHMENTS

The previous School/program Strategic/Academic Plan (1999-2004) was guided by six major goals with “action plans.” Each action plan included a planning time-line calling for a feasibility study, proposal development, an development/implementation plan. Recent examples of success in our planning process include: 1) New multimedia/visualization major (BS in Digital Design—implemented fall '00); 2) State approval (spring '02) and implementation (fall '02) of new interdisciplinary MSW in Digital Design Program; 3) implementation (BLA—fall '03) and State approval (BLA—summer '04) of new five-year Landscape Architecture Program; 4) expanded lecture series (fall and spring); 5) advancement/development with over \$900,000 in each of the last two years in gifts and funded grants (includes funding for collaborative work with other Philadelphia University faculty/schools) supporting lectures, symposia, exhibitions, and new research/design

Initiatives (textiles, fabric structures, green/sustainable technologies, preservation, design/build, etc.); 6) new full-time faculty (digital design, industrial design, architecture, and landscape architecture program director); 7) new School “Faculty Guidelines” document approved (tenure track and renewable contract/professional faculty); and 8) establishment of two new centers located near the campus in Philadelphia’s Manayunk area; the “Engineering and Design Institute” (focusing on green sustainable research and design) and the “Center for Urban, Community, and Housing Design” (focusing on design services for the community). Funding through the “Institute” and “Center” is providing research and design opportunities for faculty and students and supports new full- and part-time faculty and staff positions.

The localized growth/development of the School/programs has been accompanied by reaching out internationally to develop study abroad programs. Students may elect to study in London or Paris (interior design). Rome (University’s Center with the American University of Rome—architecture and landscape architecture), or choose to study independently at another international institution

VISION

Complementing the University, School, and programs; missions, the School Architecture’s vision for design education is shared by all of its programs (Architecture, Landscape Architecture, and Interior Design). The School/program faculty believe that the education for future professionals in these design fields must focus on the development of strong analytical, evaluative, and synthesizing abilities. Equally important (in response to rapidly changing modes of practice) is the requirement that each graduate be an expert in the use of digital technology specific to his/her chosen field. When based on a rigorous foundation of general studies, these abilities will ensure decision-making confidence and the ability to function as a contributing citizen, capable of leadership in supporting a sustainable physical and social environment, in the culture of which he/she can be a dynamic part.

The School of Architecture is committed to exhausting all possibilities in pursuing and maintaining excellence in professional design education. As a relatively new School (celebrating our 10th anniversary—1995-2005), we believe that Philadelphia University (academic context) and our location (central northeast) strategically and logistically position our programs to potentially become part of a premier “School of Architecture” regionally and nationally. To educate students who will exemplify the education envisioned, and to retain its leadership role, the School is committed to the maintenance and enhancement of its programs. To do so, the faculty has set goals using the following as guidelines: 1) the School of Architecture’s challenges (see section 1.5.2 Challenges, Goals, and Planning), 2) the educational intents stated in the University/School/program mission statements, and 3) the planning documents referred to above.

GOALS

The new Strategic/Academic Plan (2004-2009) for the School/programs is composed of “**six summary goals**” followed by suggested action plans. Each action item is accompanied by a proposed time-line for implementation during the next six academic years (2004-05 to 2008-09)

Goal #1: Continue to assess School/programs’ progress relative to missions, strategic plan, and curricula and learning context to provide guidance for continuing program improvement.

Action: Develop a School of Architecture “Outcomes Assessment Plan.”

Time-line: 04-05 Develop learning outcomes expectations for School graduates, assessment tools, benchmarking standards, and survey instruments/questionnaires 05-07 Program assessment, survey distribution, collect and analyze data
Programs and Curriculum Committees’ approvals
07-09 Curricula refinement and ongoing assessment

The Middle States Association of Colleges and Schools is scheduled to visit Philadelphia University in spring 2006 as part of the re-accreditation process. In preparation for this visit, the University has established seven “Learning Outcomes” (What characterizes a Philadelphia University graduate?), as guidelines for the Schools in developing outcomes assessment plans. Using these “Learning Outcomes” (and the specific outcomes assessment criteria from each of the three academic programs in the School as a point of departure), the School was asked to develop broad student-learning objectives to guide the School in outcomes assessment.

Goal #2: Continue to enhance the School’s academic quality through 1) curriculum refinement; 2) development of complementary programs, minors, and courses; and 3) development of additional international study/travel opportunities focusing on diverse environmental and cultural experiences.

Action: Continue to refine curricula to address the following: technical integration in studios, design/build opportunities, urban/community focus and outreach, and sustainability.

Time-line: 05-06 Continue to review and refine course/curricula material 06-07. Prepare proposals, including course/curriculum material, and seek Program, School, and University Curriculum/Education Committees’ approvals 07-09 Implement curriculum changes. **Action: Consider new complementary undergraduate majors and minor/ concentration options.**

Time-line: 05-07 Initiate feasibility studies for additional undergraduate majors (preservation, community design/planning, etc.) and minors/concentration options (construction management, furniture design, environmental graphic design, etc.)
07-08 Prepare proposals, including course/curriculum material; seek Program, School, and University Curriculum/Education Committees’ approvals; and seek University administration approval.
08-09 Implement new undergraduate majors and/or minors/concentrations.

Action: Continue to develop the five-year Bachelor of Landscape Architecture Program.

Time-line: 03-04 Program initiated.
05-06 LAAB Candidacy application submittal
05-06 LAAB Candidacy visit planned
08-09 LAAB Accreditation visit planned

The undergraduate program in landscape architecture builds on the Architecture Program and shares School faculty and facilities. This program offers enrichment to existing programs and enhances interdisciplinary research and design opportunities. Strong landscape design examples that exist in greater Philadelphia include: Fairmount Park, the nation’s largest urban park; several arboretums; the urban and suburban campuses of the many universities in the vicinity; and the internationally respected Longwood Gardens and Winterthur Estate.

Action: CoXmplementary professional graduate programs (architecture, interior design, and landscape architecture) and post-professional graduate program (urban design, etc.).

Time-line: 05-07 Initiate feasibility studies and develop initial material for professional graduate and

Post-professional graduate programs

05-08 Prepare proposals, including course/curriculum material; seek Program, School, and University

Curriculum/Education Committees' approval; and seek University administration and state approvals.

08-09 Implement new masters degree programs

The strengths of professional design programs in the School provide unique opportunities for building graduate programs. These programs offer opportunities for faculty and student collaborative research and advanced study. The programs will be available for both our students and others of the region. Unique opportunities exist in our School for developing interdisciplinary advanced degree programs in areas such as: architecture, interior architecture, landscape architecture, sustainable design, urban design, and visualization, etc.

Action: Develop complementary post-professional graduate program in sustainable design.

Time-line: 04-05 Initiate feasibility studies and develop post-professional graduate program in

Sustainable design; Prepare proposal for M.S. in Sustainable Design Program including course/curriculum material; seek Program, School and University Curriculum/Education

Committees' approval; and seek University administration approval

05-06 Seek State approval

06-09 Implement new M.S. in Sustainable Design Program

Action: Increase study abroad opportunities focusing on diverse environmental and cultural experiences.

Time-line: 05-07 Initiate feasibility study with University Study Abroad office, and seek

University administration approval to explore additional study abroad options

07-08 Determine locations, prepare proposal including curriculum, and see Program, School, and University Curriculum/Education Committees' approvals.

08-09 Develop staff and implement proposed programs.

The School of Architecture's established Study Abroad program (architecture and landscape architecture) is currently a one-semester design studio elective (Design VII) experience in Rome, Italy. This allows students the experience of living in a dense urban environment, dependent on public transportation, in a culture that, while of western heritage, is still quite different experientially than life at home. The School is investigating the possibility of study abroad in other countries that culturally offer a contrast to the Rome experience. This could range from living in a different physical environment to living in a completely different culture. Both experiences will enrich the students, inculcating sensitivity to building contexts, landscapes, and culturally different societies that is not possible to learn from film or literature.

Goal #3: Building on the climate of respect and collaboration between the schools and programs in the University; 1) continue to encourage collaborative/interdisciplinary activities at all levels (program, School, University, and community); 2) foster an environment that is conducive to professional activism, community service, and responsible citizenship; and 3) maintain and enhance the University/School's supportive and cooperative learning environment.

Action: Develop and define options/opportunities for cross-disciplinary research and teaching, interdisciplinary foundation studies, thematic courses at intermediate levels (cross disciplinary topics), interdisciplinary capstone thesis

Time-line: 05-06 Initiate feasibility studies, investigate possibilities, and develop course materials
04-07 Prepare formal proposals including curriculum and see Program, School, and University Curriculum/Education Committees' approvals
04-08 Continue to develop and refine cross-disciplinary options/opportunities.

Action: Develop joint degree program (two concurrent degrees)

Time-line: 04-05 Develop formal joint degree program for inclusion in the University
2005-2007 Undergraduate Catalog (available for architecture, industrial design, landscape architecture, and interior design).
05-07 Initiate formal joint degree program
05-09 Initiate feasibility studies, prepare proposals, and initiate interdisciplinary capstone/thesis options.

Action: Develop a Center for Urban, Community, and Housing Design.

Time-Line: 04-05 Initiate feasibility study and seek University administration approval 04-05 Prepare proposal including funding, site/building possibilities, program participation, and curricula; seek required University approvals
05-07 Continue staff/faculty development and implement Center development plans. A short drive from the College reveals neighborhoods that desperately need professional help. With the proposed Center, the School/programs see opportunities to further William Penn's philosophy and plans for creating a colony founded on principles of tolerance and justice.

The School/programs already have a foundation for accomplishing this goal. The Architecture Program contributes to the nearby community of Germantown with active involvement with Habitat/Germantown; but much more needs to be done to strengthen this historic neighborhood. Establishing a Center will provide the University with a venue through which professional expertise and grant monies can be funneled to the community. The Architecture Program's Design VI Studio, which focuses on urban, social, and cultural issues, will play a major role in the Center. Through this interaction, students will experience the realities of theoretical principles applied to the practice of sustaining the city's buildings and communities.

Participation of the Center on projects in minority communities will help from connections between the School and University's programs and residents, offering the young people of the neighborhood opportunities to observe the practice of architecture, understand how to conserve neighborhoods, learn useful practical skills, and witness the development of mutual respect. Students and faculty will experience the satisfaction of sharing knowledge and the rewards of community service.

Action: Continue to develop student policies, procedures, and guidelines (Student Handbook, Studio Culture Policy, and Guidelines for a Safe and Healthy Studio Environment) to ensure a supportive learning environment.

Time-Line: 04-06: Review University Student Handbook for congruence with School/program standards, (policies, procedures, and guidelines); make recommendations specific to the School's professional disciplines

- 05-06: Develop and refine documents (Student Handbook, Studio Culture Policy, and Guidelines for a Safe and Healthy Studio Environment—School/program Curriculum/Personnel committees); seek School faculty and University approvals
- 05-07: Implement new School/program student policies, procedures, and guidelines.

With the maturation of the School/programs, written policies and procedures for faculty have been developed and refined. Studio Culture policy and Guidelines for a Safe and healthy Studio Environment have also been developed. The School/program Curriculum/Personnel committees are presently developing the policies, procedures and guidelines document—Student Handbook Specific to its programs.

Goal #4 Building on the successful establishment of the School, continue to maintain sufficient standards and ratios for faculty, students, and staff to sustain quality and excellence in teaching, research/professional development, and service.

Action: Support faculty development and continuing education by encouraging faculty to do research/creative work and offer short courses that can benefit their own and the University/community's interests.

Time-line: 05-07: Initiate feasibility studies, investigate possibilities, and develop course materials.

07-08: Prepare proposal, including faculty research/creative work plans and curriculum (for short courses); seek Program/School/University committees' approvals.

08-09: Refine faculty research/creative work plans, obtain professional (AIA, etc.) learning unit credits and registered provider status (for short courses), develop staff, and implement program plans.

The University recognizes the fundamental benefit that accrues to an educational institution when faculty are supported in research and scholarly endeavors. Within limits of its resources, the University's continued assistance is critical in supporting faculty development. The University's Office of Research & Grants can be an important resource for faculty in developing research/creative work plans and opportunities.

By offering faculty the opportunity to prepare short courses that qualify for professional learning unit credit, the University can benefit in two ways: the faculty are strengthened, and short courses can be financially viable. The Program can extend this continuing education privilege to alumni, professionals, faculty, staff and students. Providing enrichment for the architectural community will communicate the growing strengths, opportunities, and reputation of the Program to a larger audience. Workshops supporting preparation for the Architectural Registration Examination (ARE) will strengthen the relationships between alumni and the University.

Action: Review program staffing requirements in relationship to faculty/student ratios, administrative support, and teaching/service/professional development—loads and time distribution.

Time-line: 05-07 Initiate feasibility studies regarding faculty/student ratios, administrative support, and teaching/service/professional development

07-08: Prepare proposal investigating School/program staffing possibilities and seek University approval.

08-09 Continue to develop and refine options/opportunities

Goal #5: Continue to define and develop the best possible physical resources including digital technology appropriate for the School's professional degree programs.

Action: Review physical resources requirements for the School's programs including dedicated studio space, computer power/network infrastructure, fabrication workshops, etc.

Time-line: 04-06: Survey School/ University facilities in relationship to program needs
06-07 Prepare proposals reflecting program facilities use/needs
07-08 Develop facility's use strategies and implement plans.

Action: Review computer resource needs including enhanced digital technology for design studios (hardware/software upgrade, wireless networks, studio retrofit—power/network, seamless computer design studios for research, design and production, etc.)

Time-line: 04-06: Initiate feasibility study for enhancing studio digital technologies 06-07: Prepare proposal and seek University approvals
07-08: Develop strategies for implementing digital technology enhancement and implement plans.

For professional design graduates to be competitive in the very near future, they must be expert users of digital technology. The School/programs need to evaluate studio space for efficient use of power/network necessary for appropriate digital workstation integration. Hardware, software, and peripheral needs should be evaluated and upgraded where necessary. Specialized technical support and faculty education/training should be provided to continue the facilitation of the digitized work in the studio.

Goal #6: Enhance School/Program advancement/development including fund raising, grant writing, alumni/professional relations, and communications (public relations and publications.)

Action work with the University Office of Development to promote the advancement/development efforts of the School and programs.

Time-line: 05-06: Initiate feasibility study and seek University administration approval
06-07: Develop staff and school advancement plans/strategies
07-09: Implement advancement/Development plans

With the successful establishment of the School of Architecture and recognition of the Architecture and Interior Design programs by their accrediting bodies (Landscape Architecture program in LAAB Candidacy process), it is important that we now plan for the continued advancement of the School and individual programs. School/ program advancement/development work will be done in close collaboration with the University Office of Development.

Action: Re-establish the "fabStruct International Membrane Structure Student Design Challenge" by again hosting the biennial challenge event and international symposium on the design, fabrication, and construction of fabric/tensile/membrane and composite material structures.

Time-line: 05-06: Initiate feasibility study and seek University approval and Fabric Architecture/Industrial Fabrics Association International (IFAI) and other industry support
06-07: Prepare proposal including schedule, funding/sponsorship and materials/equipment requirements.
07-08: Publish competition & call for papers, review abstracts, and plan/coordinate

Events 08-09: Implement plan and host symposium
Reinforce the understanding of craft, materials, and technology in design as the inter-related focus of the University/School/program missions by hosting the fabStruct student competition. Enhance the University's reputation by hosting an international symposium. This action will have a dramatic impact on the recognition of a unique focus of the University/School/programs nationally and internationally.

ASSESSMENT

The assessment of the Strategic Plan will be measured against the goals of the School Vision and the University/School/program missions. Development of the School's Strategic Plan is the result of synthesizing the educational intents expressed in these documents and the goals that must be achieved in a phased sequence of actions.

The activities planned for the School of Architecture's immediate future require action at two different levels. One level of action requires faculty members to act in concert with their support and approval. The second requires action by University administration and committees outside of the School. The School faculty will consider their efforts successful when the activities under their control are completed satisfactorily. One example is renewed accreditation; another is satisfactory completion of preparatory tasks so that University administrators and committees at each level of authority may take positive action to implement the actions suggested in the Strategic Plan. The faculty of the School is aware of the fluctuating constraints of the institution and intends to use designated resources in the most creative and efficient manner.

MEASURES OF SUCCESS

The faculty view achievement of the following as evidence of their success:

1. University administration acceptance and endorsement of the School and Program Missions and Strategic Plan
2. Acceptance of the Architecture Program Report by NAAB
3. Renewal of accreditation by NAAB
4. Continued success in School/program enrollment and graduation rates
5. Faculty career development/growth
6. Alumni career development/leadership in the community
7. Alumni success with professional registration
8. Recognition by the professional community of the leadership role of the School/Programs

SCHOOL/PROGRAM STRATEGIC PLAN TIME-LINE

2004 - 2009

Goals	2004 – 2005 Suggested Actions	2005 – 2006 Suggested Actions	2006 – 2007 Suggested Actions	2007 – 2008 Suggested Actions	2008 – 2009 Suggested Actions
Goal #1 Outcomes Assessment	Develop Learning Outcomes & Assess Tools	Program Assessment, Surveys, and Data Analysis	Program Assessment, Surveys, and Data Analysis	Curriculum Refinement/ Ongoing Assessment	Curriculum Refinement/ Ongoing Assessment
Goal #2 Curriculum Development	Landscape Arch Program (yr 2) MS Sustainable Design (yr 1-Feasibility Studies)	Curriculum (yr 1- Review/Refinement) New Undergrad Programs (yr 1-Feasibility studies) Landscape Arch Program (yr 3 LAAB Candidacy) New Graduate Programs	Curriculum-Proposals (yr 2-Proposals) New Undergrad Programs (yr 2-Feasibility studies) Landscape Arch Program (yr 4) New Graduate Programs (yr 2-Feasibility Studies)	Curriculum (yr 3-Implementation) New Undergrad Programs (yr 3-Proposals) Landscape Arch Program (yr 5-1 st grad class) New Graduate Programs (yr 3-Proposals) MS Sustainable Design (yr 4- Implementation) Study Abroad (yr 3- Determine	New Undergrad Programs (yr 4- 'mplementation) Landscape Arch Program (yr 6-LAAB Accreditation) New Graduate Programs (yr 4- Implementation)
Goal #3 Cooperative Learning Environments	Joint Degree Programs (yr 1-Develop) Urban Center (yr 1-Feasibility) Student Policies/Culture (yr 1-Develop)	Interdisc Teaching/Research (yr 1-Feasibility Studies) Joint Degree Programs (yr 2-Intiate) Urban Center (yr 2-Intiate)	Interdisc Teaching/Research (yr 2-Proposals) Joint Degree Programs (yr 3-Intiate) Urban Center (yr 3- Development)	Interdisc Teaching/Research (yr 3-Implementation) Interdisc Capstone/Thesis (yr 4-Feasibility/Proposal)	Interdisc Capstone/Thesis (yr 5-Intiate)

Goals	2004 – 2005 Suggested Actions	2005 – 2006 Suggested Actions	2006 – 2007 Suggested Actions	2007 – 2008 Suggested Actions	2008 – 2009 Suggested Actions
Goal #4 Teaching, Research, Practice, & Service		Faculty Development/Staff g (yr 1-Feasibility Studies)	Faculty Development/Staff g (yr 2-Feasibility Studies)	Faculty Development/Staff g (yr 3-Proposals)	Faculty Development/Staff g (yr 4-Implementation)
Goal #5 Physical & Digital Resources	Physical/Digital Resources (yr 2- Survey/Feasibility)	Physical/Digital Resources (yr 2- Survey/Feasibility)	Physical/Digital Resources (yr 3-Proposal)	Physical/Digital Resources (yr 4-Initiate)	
Goal #6 Advancement/ Development		Advancement/Devel opment (yr 1-Feasibility Study) FabStruct	Advancement/Devel opment (yr 2-Proposal) FabStruct Symposium	Advancement/Devel opment (yr 3- Implementation) FabStruct	Advancement/Devel opment (yr 4- Implementation) FabStruct

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

DAY 1 Saturday November 11	1:00-8:00 PM	Team arrival (Hotel Sofitel)
	8:00 PM	Team meeting—dinner and orientation/introductions (Hotel Sofitel/Center City restaurant)
DAY 2 Sunday November 12	8:00 AM	(*Transportation—Hotel Sofitel to Philadelphia University)
	8:30-9:15 AM	Team breakfast meeting with Gary Crowell, Dean, School of Architecture/Director, Architecture Program (President's Dining Room, Ravenhill)
	9:30-10:30 AM	Overview of team room by Gary Crowell (Team Room, Ravenhill Chapel)
	10:30 AM-12:00 Noon	Team review of APR, issues, and questions Team review of student work (exhibits and records) (Team Room, Ravenhill Chapel)
	12:00 Noon-1:00 PM	Team lunch with program administrators Gary Crowell, Carol Herman—Architecture Vini Nathan—Interior Design Claudia Phillips—Landscape Architecture (Breakout Rooms, Ravenhill Dining)
	1:00 PM	(*Transportation—Ravenhill, Manayunk, Ravenhill, A&D Center)
	1:00-3:30 PM	Tour of campus facilities (Manayunk Urban Center and Engineering & Design Institute; Ravenhill Studios; Weber Hall model/woodworking shop; Smith House shops; Search Hall photo & computer labs; Paul J. Gutman Library; Architecture & Design Center studios, computer labs, and exhibits; and Kanbar Campus Center)
	3:30-4:15 PM	Team meeting with Program faculty (Student union)
	4:15-5:00 PM	Team meeting with Jeffrey D. Senese, Vice President for Academic Affairs (Student union)
	5:00 PM	(*Transportation—A&D Center to Ravenhill Chapel)
	5:00-6:00 PM	Team review of student work (exhibits and records) (Team Room, Ravenhill Chapel)
	6:00 PM	(*Transportation—Philadelphia University to Hotel Sofitel)
	7:00 PM	Team dinner—Philadelphia (Center City restaurant)

DAY 3 Monday November 13	8:00 AM	(*Transportation—Hotel Sofitel to Philadelphia University)
	8:30-9:15 AM	Team breakfast meeting with Gary Crowell, Dean/Program Director (President's Dining Room, Ravenhill)
	9:15 AM	
	9:30-10:30	(*Transportation—Ravenhill Dining Hall to White House) Team meeting with James P. Gallagher, President and Jeffrey D. Senese, Vice President for Academic Affairs (Presidents Office)
	10:30 AM	(*Transportation—White House to Ravenhill Chapel)
	10:30 AM-12:00	Team review of student work (Team Room)
	Noon	
	12:00 Noon-1:00 PM	Team lunch with Program faculty (Breakout Rooms, Ravenhill)
	1:00-2:15 PM	Team review of student work (Team Room)
	2:15 PM	(*Transportation—Ravenhill to Manayunk and A&D Center)
	2:30-3:45 PM	Team members observe studios (Architecture and Design Center, Ravenhill Studios, and Manayunk Urban Center)
	3:45 PM	(*Transportation—Ravenhill and Manayunk to Downs Hall)
	4:00-5:00 PM	School-wide meeting with students (Downs Hall)
5:00-7:00 PM	Reception with faculty, administration, alumni, and professionals from the Philadelphia community (Architecture & Design Center--studios and faculty/alumni/professional exhibits)	
6:00 PM	(*Transportation—A&D Center to Ravenhill Dining Hall)	
6:00 PM	Team Dinner—Campus (Breakout Rooms, Ravenhill)	
7:00 PM	(*Transportation—Philadelphia University to Hotel Sofitel)	
8:30 PM	Team meeting--work session (Hotel Sofitel)	
DAY 4 Tuesday November 14	8:00 AM	(*Transportation—Hotel Sofitel to Philadelphia University)
	8:30-9:15 AM	Team breakfast meeting with Gary Crowell, Dean/Program Director (President's Dining Room, Ravenhill)
	9:15 PM	(*Transportation—Ravenhill to Manayunk and A&D Center)
	9:30-10:45 AM	Team member meeting with general studies faculty Team review of student work (Team Room)
	10:45-12:00 Noon	Team review of student work (Team Room)
	12:00 Noon	(*Transportation—Gutman Library to Ravenhill Dining)
12:00 Noon-1:00 PM	Team lunch with student representatives (Breakout Rooms, Ravenhill)	

DAY 5
Wednesday
November 15

1:00 PM	(*Transportation—Ravenhill Dining to Gutman Library)
1:15-2:15 PM	Team member meeting with part-time architecture faculty (Media Classroom, Paul J. Gutman Library)
2:15 PM	(*Transportation—Gutman Library to Ravenhill Dining)
2:30-6:00 PM	Team review of student work (Team Room)
6:00 PM	(*Transportation—Philadelphia University to Hotel Sofitel)
6:30-8:00 PM	Team dinner—Philadelphia (Center City Restaurant)
8:00 PM	Team meeting—work session (Hotel Sofitel)
7:30-7:45 AM	Hotel check out
8:00 AM	(*Transportation—Hotel Sofitel to Philadelphia University)
8:30-9:15 AM	Team breakfast meeting with Gary Crowell, Dean/Program Director (President's Dining Room, Ravenhill)
9:15 AM	(*Transportation—Ravenhill Dining Hall to White House)
9:30-10:30 AM	Team meeting with James P. Gallagher, President and Jeffrey D. Senese, Vice President for Academic Affairs (President's Office)
11:00 AM-11:30	School-wide meeting with students, faculty, and administration (Downs Hall)
Noon	(*Transportation—Downs Hall to Ravenhill Chapel)
12:00 Noon	Team lunch (Team Room)
12:15 PM	(*Transportation—Team departure from Ravenhill Chapel)
1:00 PM	

IV. Report Signatures

Respectfully submitted,

Stephen D. Schreiber, FAIA
Team Chair

Representing the ACSA

Miguel Rodriguez, AIA
Team member

Representing the AIA

Tony Vanky
Team member

Representing the AIAS

Jane Y. Frederick, AIA
Team member

Representing the NCARB

Deirdre Hardy
Observer

IV.4 Catalog

The University's Course Catalog may be found at: <http://www.philau.edu/catalog/>. For the pdf version, see <http://www.philau.edu/catalog/catalogpdfs.htm>. Separate links lead to a description of the Architecture Program and the list of undergraduate courses with descriptions, alphabetically arranged by course prefix.

End of Architecture Program Report