



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

## **2016 Visiting Team Report (Initial Candidacy)**

### **Master of Architecture**

**Track I** (preprofessional degree + 48 credits)

**Track II** (non-preprofessional degree +100 credits)

The National Architectural Accrediting Board

April 6, 2016

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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**I. Summary of Visit**

**a. Acknowledgements and Observations**

The visiting team would like to express our sincere and heartfelt thanks to Director James Doerfler and Associate Director Donald Dunham for their extremely well-organized preparations for our visit, as well as the team room and exhibits that the team enjoyed, and for their honesty and assistance during the visit and throughout the preparation process.

The visiting team also extends our most sincere thanks to Philadelphia University President Stephen Spinelli, Jr., Provost Matt Dane Baker, and College of Architecture and the Built Environment (CABE) Executive Dean Barbara Klinkhammer for their open and frank discussion, which allowed the team to better understand the support they provide to the school, how much value this program brings to the institution, and how this program fits into the long-range plans of the administration. The president, dean, director, graduate program chair, faculty, students, and staff were very helpful and graciously hospitable during our visit. In addition, the team thanks the entire Philadelphia University community for its hard work in preparing for our visit and for the support provided during our stay in Philadelphia.

The visiting team found the architecture program to be a nurturing and dynamic environment that fosters student creativity and outreach. The program is in transition as it completes the process of developing its Master in Architecture curriculum:

- The team found that students have deep respect for and value the faculty of the school.
- The team found evidence that the Nexus Learning culture is providing the benefits that the administration and school leadership sought.
- The president and provost felt that the college was advancing the institution’s vision of the university.
- The program was well prepared to receive the visiting team.

**b. Conditions Not Achieved**

Not Met	Not Yet Met	In Progress	Not Applicable
Not applicable for this visit	Most of the curriculum has not been implemented yet, therefore most of the SPC are not met yet and fall within this category		

**II. Progress on the Plan for Achieving Initial Accreditation**

The Philadelphia University architecture program, under the leadership of Executive Dean Klinkhammer, Director Doerfler, and Associate Director Dunham, has been working diligently and thoughtfully toward getting everything in place for their proposed M. Arch initial accreditation visit:

- Over the past year, the program has been actively involved in developing and putting in place processes for admissions and student evaluation, standards for advanced standing, curriculum interphase with the undergraduate program, and the integration of its Nexus Learning pedagogy into the new M. Arch (Track I and II) curriculum.
- Based on discussions with President Spinelli and Provost Baker, it is apparent that the program has the backing and support of the institution's administration.
- The program has the departmental support of the dean, faculty, and staff, and they are working as a team to ensure that the program is a success.
- The university is in the process of remodeling another building in order for the program to expand and gain additional studio spaces that will promote a more collaborative environment.

III. **Progress Since the Previous Site Visit:** Not Applicable

Previous Team Report: Not Applicable

### III. Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

#### PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

#### PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

**1.1.1 History and Mission:** The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

#### 2016 Analysis/Review:

##### History 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 of the products manufactured by European mills. Following World War II, the institution moved to its present location in the East Falls section of Philadelphia. Continued growth led the institution to become the Philadelphia College of Textiles & Science (PCT&S) in 1961. Reflecting the institution's breadth and depth, it was granted university status by the Commonwealth of Pennsylvania in 1999 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 Architecture and the Built Environment (formerly the School of Architecture); the College of Design, Engineering, and Commerce (formerly the Schools of Design + Media, Engineering and Textiles, and Business Administration); and the College of Science, Health, and the Liberal Arts (formerly the Schools of Science and Health and of Liberal Arts).

The current university mission is presented in the *Employee Handbook (EH)*, revised 6/2014):

"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. The program's 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." (*EH*, 1.2)

All faculty members are evaluated annually on their contributions to the university's seven strategic initiatives, which ensures that the initiatives are integrated into the daily life of the university community. The strategic initiatives include, but are not limited to: formalizing the Philadelphia University Signature Learning (Nexus Learning) to distinguish the university's educational experience; promulgating an academic learning community that embraces the key elements of the design, engineering, and commerce curricula, where constant collaboration and teamwork are the keys to creating successful leaders; advancing applied research to serve Signature Learning, industry, and societal needs; and investing in academic strengths to create leaders in the various professions.

The university is accredited by the Middle States Commission on Higher Education and is a member of the American Council on Education, the College Entrance Examination Board, and the Pennsylvania Association of Colleges and Universities.

### **History of the Architecture Program**

The architecture program evolved from a single interior design course that was 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, which led to a Bachelor of Science degree in 1985. The college introduced the Bachelor of Architecture program in 1991 under the leadership of Program Director Gary Crowell. With Professor Crowell as the architecture program director, the program received its initial NAAB accreditation in 1997 and subsequent renewals in 2000, 2006, and 2012. In 2007, the positions of dean and architecture program director were divided between two people, and, over the next 4 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 they reflected the growth in program size, the number of related programs, and the continued evolution of the institution and campus-wide strategic planning. The School of Architecture was elevated to the College of Architecture and the Built Environment as part of an institutional restructuring in 2011, and it is now headed by Executive Dean Klinkhammer.

In December 2010, the full-time faculty of the architecture program approved an updated mission statement, which is included in the 2014-2015 academic catalog: "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 the social and physical environments. Faculty with diverse perspectives guides 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."

Currently, the architecture program, with approximately 300 undergraduate and graduate students, is one of the larger programs 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. In June 2013, a report prepared by Hanover Research presented favorable evidence that Philadelphia University could support a post-professional M.S. Architecture program and a professional M. Arch program. In 2013, Professor Doerfler was recruited to be the director of architecture programs.

The APR was received by the team prior to its scheduled visit for the proposed new M. Arch (Track I and II) first professional program at Philadelphia University. The program provided substantial information, including background information, to allow the team to become familiar with the history and mission of the institution. In response to the team's early review of the APR, additional information was presented to the team, either as printed documents or through one-on-one discussions with the members of the university senior administration, department administration, faculty, and staff.

Conversations with President Spinelli, Provost Baker, and Executive Dean Klinkhammer confirmed that the architecture program is viewed as a key cornerstone program within the university's academic core. The architecture program is seen by the leadership of the institution as an extremely entrepreneurial and collaborative unit that, in turn, serves as a leading example of the institution's Nexus Learning pedagogy for other programs to imitate and emulate. The growth of the program, its public engagement activities, and its connections with the professional community are all cited as examples of the value that the program brings to the university as a whole. Additionally, the program contributes to the Philadelphia community (and the students) through its engagement with multiple local agencies, smaller cities, and nonprofit groups, which offers practical yet innovative solutions to real problems of urban growth and regeneration. The position of the program within the institution's core colleges has

already advanced the program primarily because of its leadership, its vision, and the dedicated passion of its faculty and staff.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

### **2016 Analysis/Review:**

#### **Teaching and Advising**

Although Philadelphia University is a relatively small institution, it prides itself on high-quality teaching. Class sizes are kept small to encourage interaction between faculty and students, and among students themselves. In the M. Arch program, classes are capped at 30 students, foundation studies courses at 15, and upper-level studios at 12, which is similar to the B. Arch program. Upon arrival on campus, every student is assigned an academic advisor, and the advisors are full-time architecture faculty with a breadth of knowledge not only regarding the architecture program, but also the university at large. The advisors are encouraged to become acquainted with the students and to counsel them every semester as they progress toward graduation.

#### **Participation**

The architecture program's administrators, faculty, staff, and students are involved in the ongoing policy initiatives of the university. They populate the membership of groups ranging from standing committees to task forces. In July 2013, Susan Frostén, an associate professor in the CABE, became the associate provost. Associate Provost Frostén is a central participant in major academic planning efforts at the university, including the Academic Growth Plan and new online program development initiatives. She serves as liaison with the deans, faculty, and faculty governance bodies to support and advance academic planning efforts.

#### **Learning**

Experiences in the studios are the backbone of the M. Arch degree program. The culture that is encouraged and maintained in the studios supports the academic goals set by each studio instructor. The CABE's Studio Culture document is the result of a student-faculty collaboration that extended over two semesters. This document is handed out to students at the beginning of each semester, and is posted in the studios and on the college's website. The Studio Culture document will be reviewed on a regular basis to assess its effectiveness and provide an opportunity for improvement.

In all meetings and interactions with students and faculty, the team observed a collegial, positive, and respectful culture. Students and faculty actively learn both inside and outside classroom settings, including studio-sponsored individual participation in competitions, involvement in organizations such as the National Organization of Minority Architects (NOMA) and AIAS, student participation on the Dean's Advisory Board, field trips to Fallingwater, and substantial attendance at conferences such as the AIAS Northeast Quad Conference. In early 2016, the college began a review of the current learning culture document, a document written through collaboration between students and faculty in 2010-2011. The current review process began with a survey of students to evaluate the culture of respect between

students and faculty and among students.

The university has an institutionalized student advising program that is managed by Assistant Program Director Carol Herman, who takes pride in keeping the advisory staff (faculty) updated on the progress of each of their students. This program is web-based and easily accessible by students and staff. The program not only tracks the academic compliance of the students, but also allows the faculty to track students' challenges and when those challenges have been resolved to the satisfaction of the institution.

**I.1.3 Social Equity:** The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

**2016 Analysis/Review:** The university's *Student Handbook* states: "Philadelphia University is fully committed to making diversity an integral part of its mission. Creating a truly pluralistic community requires continuous effort. To make it happen, each member of the community must strive to work and learn together in an atmosphere of understanding and acceptance. 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."

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 (1) 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; and (2) a Safe Zone program for lesbian, gay, bi-sexual, and transgender (LGBT) students and their allies.

Achieving diversity within the architecture program is a goal bolstered by efforts to establish a bridge between the college and local organizations dedicated to minorities in design. In Spring 2011, working with Elizabeth Bramwell, the Northeast region's university liaison for NOMA, the program director was able to identify a core group of minority students interested in helping to resurrect the program's involvement in this type of activity after several years of inactivity. In Fall 2014, Philadelphia University was the Official Host and Chapter Party Sponsor for the NOMA Conference, which further highlighted the college's commitment to recruiting and maintaining minority students. Furthermore, as part of academic planning, the provost is working with an educational consulting firm, the Educational Advisory Board, to analyze the current body of the faculty, its distribution, and faculty- student ratios. The university recognizes the pressing need to increase and diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. Two of the three recently hired full-time architecture program faculty have been minority members, which is a testament to the goal of increased diversity. When recruiting part-time faculty, the program director similarly seeks to increase diversity in terms of race, ethnicity, and gender.

Philadelphia University maintains, and makes available to students, faculty, and staff, its policies pertaining to diversity and inclusion. These include policies on non-discrimination, harassment, and Equal Employment Opportunity/Affirmative Action. The *Philadelphia University Faculty Manual* stipulates conformance of faculty search procedures with the university's Equal Opportunity Policy. The university promotes awareness of diversity and social justice through its Office of Student Engagement. The architecture program has recently revived its local chapter of NOMA to promote and support the interests



of a diverse student population.

The APR states that “the University recognizes the pressing need to diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise” and that the Office of the Provost has engaged an educational consultant to provide analysis of the institution’s and the school’s diversity profile. No specific processes, plans, analyses, metrics, or implementation schedules are described in the APR for maintaining or increasing the diversity of the architecture program’s faculty, staff, and students when compared with the diversity of the institution. Executive Dean Klinkhammer discussed this challenge in light of the growing international diversity of the college’s graduate student body. In conversations with the visiting team, President Spinelli and Provost Baker acknowledged that faculty diversity was a challenge and confirmed that the university had engaged a consultant to provide analysis and strategic advice for future action. Architecture faculty members provided further confirmation of their participation in these efforts.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architect's lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

**2016 Analysis/Review:** Following its stated guiding principles, vision, and mission, the CABA is committed to providing:

#### **Collaboration and Leadership**

Philadelphia University has fostered collaboration across the university. This has been accomplished through the professional and liberal-arts-based realms so that all participants can help develop new knowledge. The university offers all of its students a blend of professional and liberal education, which is crafted in such a way as to have the two strands reinforce each other. Collaborative, interdisciplinary, and individual self-directed projects have transformed the university learning environment. Architecture faculty are committed to the university’s focus on quality teaching. Over the last decade, several faculty members have been awarded one of two competitive prizes: the President’s Award for Teaching

Excellence and the Lindback Distinguished Teaching Award. Architectural education, revolving around the studio experience, traditionally has been a dynamic, collaborative, hands-on, and (often) interdisciplinary activity. The program's 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.

### **Design**

It is the CABE's expectation that graduates of the Master of Architecture program will be ready to function in a global environment and wholly respect diversity, distinctiveness, self-worth, and dignity; to become academic and professional leaders; to make responsible choices; and to continue to learn. 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 challenges abundant in and around the city.

### **Professional Opportunity**

The Master of Architecture program attempts to provide opportunities for students to experience architecture as a real-world activity. Most design projects in the architecture curriculum (B. Arch/M. Arch) are assigned on sites readily accessible to students, with site visits being mandatory and integral to the design process. When feasible, clients are involved in the process so students do not work in a complete theoretical vacuum. Architecture students share studio facilities and support courses with students in the Interior Design, Landscape Architecture, Construction Management, and Historic Preservation programs, as well as other degree programs; therefore, they are exposed on a regular basis to the collaborative roles and responsibilities of related disciplines. As in the B. Arch program, many M. Arch courses will be taught by adjunct faculty holding full-time positions in firms. Professor Carol Herman is a full-time faculty member and registered architect who serves as the program's Architect Licensing Advisor. Prof. Herman has attended summer IDP workshops in Chicago and Portland, and organizes the NCARB presentations in addition to advising students on the licensure process.

### **Stewardship of the Environment**

At Philadelphia University, M. Arch students will be regularly exposed to issues of sustainability. In all of their coursework, there will be a strong focus on the environmental effects of the construction industry. As sustainability began to gain formal traction in architectural pedagogy, Professor Fleming was motivated to develop and found the Master of Science in Sustainable Design program, an interdisciplinary degree program fostering collaboration, integrated design, and creative exploration as the cornerstone of successful sustainable design practice.

### **Community and Social Responsibility**

The complex intersection of 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; however, all will have been exposed to the important issue of engaged citizenship. Historically, the Philadelphia University architectural community has engaged with the larger community on a regular basis, and it is likely that the M. Arch students will continue this tradition.

The proposed M. Arch program builds on the success and strength of the college's NAAB-accredited B. Arch curriculum. Being in a new degree program embedded in the institution, students are given ample opportunity to participate in the program's existing connections to the community for stewardship and leadership with respect to environmental, design, and planning issues. These connections expose the students to non-traditional career opportunities. Through its observations and its review of the various components of these perspectives, the team found evidence that the program is meeting its own expectations for the program. The program only has five students enrolled in its initial cohort. The process of measuring outcomes was based on the team's discussion with the current cohort members.

**1.1.5 Long-Range Planning:** The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe

how planning at the program level is part of larger strategic plans for the unit, college, and university.

### **2016 Analysis/Review:**

#### **Institution Long-Range Planning**

The architecture program's goals align with the university's strategic initiative that strives to make the institution "the model for professional university education in the 21<sup>st</sup> century." 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 through various university activities connected to the architecture program. They include an interdisciplinary research collaborative focusing on green materials, sustainable design, and community outreach—the Center for Innovative Teaching and Nexus Learning—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 21<sup>st</sup> century professional world. The university's strategic plan and emphasis on Nexus Learning also reinforce the architecture program's continued search for interdisciplinary opportunities and community partners.

#### **Master of Architecture and CABE Long-Range Planning**

The M. Arch program will have access to resources already in place for the accredited B. Arch program; therefore, facilities are assigned to the M. Arch program and set up to support an architectural education. In addition, the faculty is in place and is experienced in teaching within the larger CABE objectives, so they will have no problem adapting and responding to the M. Arch objectives. Specific goals include continued development of resources in the form of facilities, space, technology, and human resources. In addition, the college intends to continue to aggressively market its programs, particularly the Master of Architecture. Through the efforts of the CABE Advancement Council, which is composed of a group of benefactors (alumni, local and regional practitioners, and industry leaders), the college has been able to successfully strategize and implement major initiatives and improvements to the college's programs. These efforts are designed to support the CABE's mission and core values, as well as the M. Arch program, by assisting in:

- Student recruitment.
- Community-based projects to find strategies resulting in creative solutions that will impact communities positively.
- Partnerships with industries, state and local agencies, community entities, and professional organizations for possible joint projects, grant opportunities and sponsorships.
- Helping to fund new facilities and technologies (new studios, new studio furniture, and computer monitors, Fall 2015/2016).
- Evaluating the program on a regular basis (a key to maintaining its currency and success).

In the event that the M. Arch program is not successful in achieving eligibility, candidacy, or accreditation:

(1) The program will offer the enrolled students an immediate opportunity to move into the B. Arch program with advanced standing. The program will also offer students an opportunity to gain advanced standing in a graduate program of their choice, such as the M.S. Architecture, M.S. Sustainable Design, M.S. Construction Management, M.S. GeoDesign, or M.S. Interior Architecture. Every attempt will be made to make it possible for the students to achieve these degrees within an acceptable time frame.

(2) The college is committed to having a successful and fully accredited M. Arch program, and, regardless of a setback, it will continue with the accreditation process. It will develop a strategy to evaluate the program's shortcomings and make the changes necessary for accreditation. It will reach out to the NAAB and other successful M. Arch program administrators and faculty to get critical feedback and constructive help. It will also organize a retreat that involves experienced NAAB accreditation team members, other M. Arch program administrators, the college's faculty, and the university's administrators to examine the accreditation process and develop a positive working path forward. That being said, the college will be working closely with the NAAB and the college's own assessment structure to ensure accreditation success.

The goals of the CABE and those of the architecture program are aligned with Philadelphia University's seven strategic initiatives as outlined in the APR, Section I.1.1. History and Mission. However, the APR

does not describe the processes by which members of the architecture program and the CABE participate in long-range planning at the university level, nor does it describe how university-level planning initiatives are translated at the college or program levels into specific objectives for student learning, what data and information sources inform the planning process, or the role played by the NAAB's five perspectives as a reference in long-range planning efforts. The team's conversations with President Spinelli and Provost Baker outlined the participatory strategic planning process at the university level and the way in which each academic unit, including the CABE, further participate in the process by extending the guiding terms of the plan in appropriate and specific ways. Executive Dean Klinkhammer described the CABE's efforts to elaborate upon the terms of the strategic vision by means of its expansion of graduate-level education through specialized programs in the college's sub-disciplines and the adoption of a "CABE Core" to spur collaboration, innovation, and sustainability as focal concerns of the graduate degree programs. President Spinelli indicated that another iteration of the strategic planning process is ongoing, as the university looks forward to its merger with Thomas Jefferson University, a medical program.

#### **I.1.6 Assessment:**

**A. Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

#### **2016 Analysis/Review:**

##### **Institution Wide**

Each year, the program director is required to submit a Program Assessment Plan to the university that includes Program Goals (connected to Institutional Learning Outcomes) and Program Learning Outcomes, with the courses involved and the methods of measurement, a time frame, the actual learning outcomes, and how feedback improves the courses and/or curriculum. Annual updates are due to the director of the Academic Success Center (formerly the Learning and Advising Center). The process of preparing this plan illuminates how well the program is progressing toward its mission and stated objectives.

##### **Architecture Program**

The continued improvement of the learning environment and experience is the primary focus of the program director. A thorough understanding of the issues promoting or inhibiting learning is central to the development of the micro and macro curricular agenda. Furthermore, the program director is constantly seeking new opportunities within the architecture program, the university at large, and the community to strengthen the learning experience. The program director references the stated objectives for each

program as assessment is taking place to make sure that the pedagogical structure and course content support the overarching goals of the degree program. The Master of Architecture program's learning objectives are to foster professional skills informed by the liberal arts and sciences; multidisciplinary and collaborative approaches; a creative synthesis between theory and practice to inform research and guide decisions; an appreciation for global and local contexts in order to interpret and value diversity; ethically responsible citizens; and sustainable professional practice.

In addition, graduates of the Master of Architecture program will:

- Have demonstrated the CABE core values of collaboration, innovation, and sustainability.
- Have applied and demonstrated an integrated design process that synthesizes ecological and social responsibility, cultural significance and design excellence, and economic viability.
- Have demonstrated innovative technologies and applied them in the planning and design process, such as Building Information Modeling (BIM), GIS/advanced spatial modeling, and Integrated Project Delivery (IPD).
- Have demonstrated applied research to expand the knowledge of the discipline.
- Have demonstrated professional presentation and communication skills.
- Have participated in service-learning projects resulting in strategies and creative solutions that lead to positive impacts on communities.
- Have pursued partnerships with industries, state and local agencies, community entities, and professional organizations in joint projects, small grant opportunities, and sponsorships.
- Have demonstrated the integration of knowledge, analysis, and research through the final thesis project.

### **Assessment of Student Outcomes**

Scoring rubrics are used in all architecture studio courses or in courses where performance expectations may not be explicitly or easily understood by students. The primary group for assessing program performance is the full-time faculty, who carry out the continued assessment of student learning.

### **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. An assessment plan for evaluating 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.

### **External Assessment**

The formal institutions in place for accrediting the degree programs at Philadelphia University are the National Architectural Accrediting Board and the Middle States Commission on Higher Education, which has its own assessment priorities and reporting structure. All suggestions and recommendations made by both accrediting institutions provide insight into the successes and weaknesses of the program, and any suggested or required changes will be overseen and implemented by the architecture program director and the M. Arch associate director in a timely manner.

The architecture program follows a well-articulated self-assessment procedure within the nested and overlapping contexts of regional, university, and program-level reviews. The program director has special responsibility for advancing local programmatic assessments while updating and reporting them to university officers. Assessment inputs are gathered from full-time faculty members through ongoing assessments of student learning using a rubric of criteria developed in relation to specific program objectives and outcomes. Input is gathered from students via satisfaction surveys and course evaluations. While it is premature to include graduate alumni feedback as part of the assessment process, it is anticipated that future efforts will include such feedback in a manner consistent with the approach applied in the Bachelor of Architecture program. While ongoing adjustments are made to individual course syllabi in discussions between instructors and the program director, more comprehensive curricular reviews are held at regular intervals (1 to 3 years) in order to review assessments and to recalibrate objectives

and outcomes.

## **PART ONE (I): SECTION 2 – RESOURCES**

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

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to, academic and personal advising, career guidance, and internship or job placement.

#### **[X] Demonstrated**

**2016 Team Assessment:** The following information was provided to the team through the APR:

#### **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*, 2.1.1.A. The university strives to create a work environment where all individuals are treated fairly, with respect, and where personnel decisions are made on the basis 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.

#### **Initiatives for Diversity**

As stated in the *Employee Handbook*, "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." As part of academic planning, the provost is working with an educational consulting firm, the Educational Advisory Board, to analyze the current body of the faculty, its distribution, and faculty-student ratios in recognition of the pressing need to increase and diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. The architecture program faculty are a testament to the goal of increased diversity: two of the three past full-time faculty hires are minority members. In addition, when recruiting part-time faculty, the program similarly seeks to increase diversity in terms of race, ethnicity, and gender.

#### **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 ranging from employee benefits to managing new technologies in the classroom. In the architecture program, new faculty members are assigned a more experienced faculty mentor and typically meet with the program director at least once per semester to discuss progress in teaching, professional development, and service. All

faculty members submit a Faculty Activity Report, which serves as the basis for a yearly evaluation by the executive dean. Due to the university's small size, more frequent meetings with the executive dean and/or the program director are common for all faculty.

The majority of the architecture full-time 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, for example, by finding smaller projects or those that appeal to a particular niche, and/or by participating in design competitions. 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. Professional currency is particularly important to the architecture programs.

### **Resources Available to Faculty**

The university and the architecture program value faculty members' professional activity and achievement, and expect faculty to bring their professional development into the classroom, as expressed in the *Faculty Manual*. The university offers the highest salary and best benefits package it can, given the constraints of its budget, in order to reward faculty achievement, foster quality education, and remain competitive with similar institutions. Tenured and practice faculty with a least 7 years of full-time service are eligible to apply for an initial sabbatical leave. Faculty who have been granted a sabbatical leave may request a one-semester sabbatical leave at full salary or a two-semester leave at half salary. 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 college and the university. The university funds travel to academic conferences for faculty presenting a paper; typically, funds are sufficient for each faculty member to take advantage of this opportunity once per academic year. New faculty members have received similar travel funding even when they are not presenting papers, so as to acclimate them to the academic milieu they are entering. The university also sponsors Grants for Faculty Research, Scholarship, and Design Projects, which is a competitive initial funding source for faculty work in its early stages.

### **Full-Time Faculty Appointments, Promotions, and 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 a faculty member is appointed by the president, subject to approval of the Board of Trustees, the new faculty member's contract places him or her in one of the following three categories of full-time faculty: (1) tenured or tenure-track faculty holding one of the following academic ranks: Instructor, Lecturer, Assistant Professor, Associate Professor, and Professor; (2) renewable non-tenure track practice-track or practice faculty holding one of the following academic ranks: Instructor, Lecturer, Assistant Professor, Associate Professor, and Professor. They focus on teaching, professional activity, and achievement in their current field, as well as service to the university; and (3) two types of visiting teaching faculty: research-oriented faculty and practice faculty. Visiting faculty are appointed to fill special short-term teaching needs, not to exceed a maximum of 5 consecutive 1-year full-time terms.

A new tenure-track or practice-track faculty member typically has a probationary period of three 2-year contracts, for a total of 6 years. During this time, the program director observes his or her teaching and provides mentorship in all areas of faculty responsibilities. A formal review of the faculty member's application for a contract renewal occurs during the year before a new contract is scheduled to begin (in other words, during the second and fourth years). The College Personnel Committee then considers the program director's recommendation letter, peer evaluations and votes by the college senior faculty, student evaluations, and a portfolio of course materials and professional and service accomplishments before passing along a recommendation to the executive dean. Subsequently, the chair of the College Personnel Committee and the executive dean present the candidate's application materials to the provost, who subsequently makes a positive or negative recommendation to the president. The president notifies each candidate of the final decision. During the sixth-year dossier review, an additional step of soliciting appropriate assessors from outside the

university is added. The University Personnel Committee may award tenure to tenure-track faculty and a 5-year contract to practice-track faculty. During the last year of a 5-year contract, practice faculty are eligible to apply for a 7-year contract (and all subsequent contracts would also be for 7 years).

In addition, CAFE tenure-track and practice-track/practice faculty are aided by guidelines assembled by the College Personnel Committee, which were produced by CAFE faculty to be used by the committees, the provost, and the president as they review candidates. The guidelines parse out specific issues and examples of professional 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 both tenure-track/tenured and practice-track full-time faculty originate with the College Personnel Committee and advance to the University Personnel Committee and provost. Each committee deliberates separately.

### **Part-Time and Short-Term Faculty**

Part-time faculty members may be on 9-, 10-, or 12-month contracts, depending on the curricular needs of the program. Part-time faculty are offered annual contracts, which may be renewed by the university upon the recommendation of the executive dean to the provost and the president. Short-term faculty are typically appointed for a single semester at a time. Contracts are dependent upon sufficient enrollment in the courses listed on the contract.

### **Faculty Teaching Loads**

Ordinarily, each full-time faculty member will teach 12 workload units per semester. A workload unit is calculated by multiplying a course's contact hours by its Instructional Method Value (IMV). Contact hours are published in the University Catalog. The Faculty Compensation Policy, as amended from time to time and posted on the Provost's Office web page, contains the definition of IMV.

In the team's discussions with Provost Baker, the team was advised that, since the university has completed its Institutional Accreditation, it has assembled a committee that is focused on addressing the diversity composition at both the student and faculty levels. The goal is to have the composition of the faculty mimic the diversity within the student population. In reviewing staffing assignments and external assignments with the dean and the staff, the institution is committed to providing the faculty with a balanced workload in order to allow them to teach and pursue additional areas of growth, including community engagement opportunities. The university demonstrated a well-developed advising and guidance program that is offered to all students, both at the undergraduate and graduate levels. The architecture program has extensive involvement with the profession through its Advancement Council and adjunct faculty; therefore, students are provided with sufficient insight into the careers and job paths available to them.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.



**[X] Described**

**2016 Team Assessment:**

**Faculty Offices**

The architecture program offices (architecture program director and M. Arch associate director) are located in the A+D Center, which is shared with the executive dean, associate dean, and Interior Design program director. Full-time architecture faculty offices, as well as adjunct faculty offices, are located in Smith House. One full-time architecture faculty member is also the associate dean, and his office is in the A+D Center, next to the dean's office.

**Studio and Teaching Spaces**

M. Arch teaching spaces are located in a variety of buildings across campus. Studio and crit spaces for the M. Arch summer foundation studios will be in the SEED studios and lab, as will the M. Arch year-one studios. The M. Arch associate director's office may relocate to the SEED Center in Fall 2016. Studios for M. Arch year-two, the sustainable design studios, will also be in the SEED Center, while Design 4 will be in the newly renovated lower-level of the A+D Center. Dedicated studio spaces for B. Arch years 3 through 5 are primarily located in the A+D Center. The SEED Center is intended as the home of the college's graduate programs in Interior Architecture, Sustainable Design, and Construction Management. The building has been used for some upper-level architecture studios, and it also houses a satellite fabrication lab (see below) and a computer lab, which are both used by graduates and undergraduates. The SEED Center may also be used for some cross-listed B. Arch/M. Arch courses. The university's Paul J. Gutman Library is next to the A+D Center. Technology and history courses will continue to utilize classroom space shared by the university community. The architecture program, both graduate and undergraduate, regularly uses seminar spaces and lecture theaters located in the A+D Center, SEED Center, Gutman Library, Tuttleman Center, and Kanbar College of Design, Engineering, and Commerce Building located adjacent to the A+D and SEED Centers. Both the A+D and SEED Centers contain rotating exhibitions of student work.

**Plotting and Fabrication**

Numerous large-format ink-jet plotters maintained by the university's Office of Information Resources are located in the A+D and SEED Centers. The main fabrication facility for the college is located in the Weber Design Studios Building. Students in the college also have use of the smaller CABA-operated SEED and A+D fabrication labs in addition to larger facilities run by the Kanbar College of Design, Engineering, and Commerce (similar to those in the Weber Design Studios Building). The CABA recently hired a fabrication specialist, Chris Thompson, who will manage, maintain, and train student support staff; oversee all fabrication facilities; and add additional expertise in cutting-edge fabrication technologies. He will also work closely with program faculty to help integrate analog-making and digital fabrication techniques into the M. Arch curriculum.

The team observed physical space available to the program in support of the program's pedagogical approach and student achievement, including studios, flexible teaching spaces, fabrication shops, a computer lab, faculty and staff offices, and information resources. Recent initiatives, such as the renovation of the SEED Center for CABA Graduate Studies and the hiring of Mr. Thompson, demonstrate how the CABA administration actively supports the faculty and students through continual refinement of resources.

The institution is acutely aware of the higher space ratio and spatial needs that an architecture program (as compared to other programs) brings to any institution. It is committed to continuing to work with the program to renovate and enhance existing building to provide additional work space.

**1.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

**[X] Demonstrated**

**2016 Team Assessment:**

**Master of Architecture 5-Year Financial Projections**

For the program's launch year, the program is budgeted at a break-even margin. The revenue numbers have been modified to reflect the program's 15/16 per credit rate and adjusted by a 3% increase in future years. In future years beyond 2015-2016, the projected class sizes remain the same as what was presented in the projection model. The expenses are also from the projection model, but the program modified the graduate assistantship to be consistent with the policy of awarding a 9-credit assistantship per semester. This resulted in a slight decrease in expenses. As the program develops, a more specific breakdown of the M. Arch operating budget will be available to the NAAB.

**CABE Operating Budget (undergraduate)**

Because the M. Arch and B. Arch programs share courses and college resources, the following operating budget is included. The CABE's undergraduate operating budgets for 2014-2015 and the projected actual 2014-15 budgets 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 CABE 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.S. Landscape Architecture), which are housed within this administrative unit as one group. Since the five program curricula consist of courses and facilities that overlap majors, it is difficult to extract budget allocations for individual majors. The budget figures reflect the administrative unit within which the professional architecture program is housed, representing a funding plan for the CABE.

After the team's extensive discussions with President Spinelli, Provost Baker, Director of Budgets Kerry Rapp, and Executive Dean Klinkhammer, it determined that the new M. Arch program has the financial support of both the college administration and the institution. As an emerging program, it has been provided with a stipend of \$30,000.00 as a startup fund (recruitment and marketing) for the first year. This will be reduced by \$5,000.00 per year for 4 years and then will continue as an annual fund of \$15,000.00. This is intended to cover the startup investment for the program. The program will, in turn, add additional faculty lines as the need arises and student enrollment increases. Additional support for books and other necessities will then be added as required. The central administration is in full support of this new degree offering and will continue to assist the CABE in order to succeed.

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

**[X] Demonstrated**

**2016 Team Assessment:** Offering a wide range of library services, the Gutman Library houses approximately 150,000 print, monographic, and bound journal volumes, and provides access to more than 80 online databases to support teaching, study, and research for the university community. The building is centrally located on campus, adjacent to the A+D Center and within close proximity of the SEED Center. The Gutman Library staff are committed to offering services with as few barriers to access as possible. 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 senior associate provost, who sits on the Provost's Council. Ms. Albert serves as an advisory member of the Academic Opportunities and Oversight Curriculum Committee. Five other professional librarians—including a librarian liaison to the CABE—manage the technical services, website design, reference material, interlibrary loans, serials, instruction, and collection development functions of the library, and they oversee the paraprofessional and student workers employed in the library. The librarian liaison to the CABE also sits on the college's Education Committee as an advisory member.

**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. The library is also developing a prototype materials collection, with the goal of expanding the physical resources as library space becomes available due to online access supplanting print resources in a lot of areas.

*Monographs*

The architecture collection has been developed with guidance from the dean and the teaching faculty of the CABE, who 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 architecture programs. New courses and programs are supported with appropriate library resources after careful communication with the faculty and administration charged with developing curricula. Two professional librarians keep up with new publications and select titles based on curricular needs. Applying OCLC shared cataloging, records appear in the online catalog and Summon Discovery tool, which are accessible both on campus and remotely via the web. The Gutman Library's holdings in architecture-related materials now include approximately 33,700 monographs. Below is a breakdown of collection holdings by Dewey and LC categories.

*Reference Materials, Electronic Databases/Internet Resources*

General reference books are located on the main floor of the Gutman Library. The 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, and ProQuest. The databases are accessible both on and off campus. The library subscribes to four major architecture-related databases: Avery Index, Design & Applied Arts Index, Art Index, and JSTOR's Arts and Sciences III collection. The librarian liaison to the CABE regularly provides instructional sessions for students in the use of these materials.

*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 has 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.

#### *Visual Media*

The visual media collection at the Gutman Library consists of DVDs, videotapes, and access to digital images through a variety of databases. Excluding the digital images, the media collection consists of approximately 2,600 items with an emphasis on textiles, architecture, interior design, and business. Faculty, staff, and students can sign out videos or DVDs for research or classroom use. Additional videos are available through On Architecture, a database of audiovisuals and complementary material documenting the main authors, works, experiences, and problems related to the field of architecture. The collection on Shared Shelf is continually being updated and expanded with new images added by a half-time visual resources staff person and student workers.

#### *Materials Library*

Scheduled to open in October 2015, the Materials Library at the Gutman Library will encompass a wide range of materials used in the architecture, engineering, and design disciplines. Users will be able to browse the physical collection housed on the main floor of the library or use Artstor's Shared Shelf to search the digital catalog for items with specific attributes. Items are cataloged by composition, form, properties, process, and application, and QR codes on item labels link users to manufacturer websites. As of August 2015, over 300 items have been cataloged, and this number is expected to reach 500 by the end of 2015.

#### *Arlen Specter Center for Public Service*

The mission of the Arlen Specter Center for Public Service at Philadelphia University is to facilitate and promote public service and civic education through events and round tables in a cross-disciplinary, nonpartisan setting. The work of the center includes programming inspired by Senator Specter's long-term interests and accomplishments.

#### **Library Services**

Professional library staff man the Library Reference Desk approximately 63 hours per week. All these staff have experience with resources in architecture, art history, and design. A trained graduate assistant provides an additional 15 hours of Reference Desk support. A library Chat service from a link on the library's homepage is functional during the day and most evenings and weekends when the Reference Desk is staffed. Another link allows submission of questions by email, with responses usually provided the following business day. Librarian Sarah Daub serves as the library liaison to the CABE. 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.

#### **Library Facilities and Equipment**

The library is a 54,000 square foot building, with over 80 computer workstations, each equipped with an assortment of software, including applications for design and architecture students, such as AutoDesk programs and the Adobe Suite. The library has seven group study rooms and many comfortable seating areas designed for quiet study or research. There are also scanners and printers available throughout the library for patron use. A Library Instruction Space is available on the main floor for 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 20-25 students. The space was created to promote the principles of active learning and collaboration through hands-on class participation, and is available by reservation for library instruction sessions led by faculty or library staff.

### **Library Financial Support**

Architecture resources are allocated within the general library budget, which is developed and administered by the library director.

### **Assessment of Library Resources and Services**

The 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 the majority of total book sign-outs and use, while architecture students make up only 18% of the student population. The Collection Development Coordinator and librarian liaison to the CABE select and order materials in response to faculty recommendations and in support of CABE curricula.

Information resources in support of the architecture program are described on pages 77-81 of the APR and are adequate to meet the needs of the Master of Architecture program. The inclusion of a Materials Library should be of special benefit to the professional education mission of the program. The centrally located library serves the institution as a collaborative and central repository of books for all programs on campus.

### I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

#### 2016 Team Assessment:

##### Administrative Structure

The CAFE, in conjunction with the Kanbar College of Design, Engineering, and Commerce, and the College of Science, Health, and the Liberal Arts, falls under the direction of the provost, who is the chief academic officer of the university. The provost and the Office of the Provost focus on supporting faculty involved in curricular change and development, research initiatives, teaching innovation, and Nexus Learning. The responsibilities of the administrators who work under the direction of the provost are listed in the *Faculty Manual* (under Academic Administration, Section 1.3.2). Full-time faculty also serve as Academic Support Advocates (Nexus Learning, Assessment, and Academic Advising) to their own colleges. The provost reports directly to the president, the chief executive officer of the university.

The CAFE is headed by the executive dean, assisted by an associate dean. The executive dean is responsible for running all aspects of the college and reports directly to the university provost. The associate dean's responsibilities for the college include coordinating course and critique schedules, maintaining the website, coordinating the lecture series, overseeing work-study students and fabrication lab staff, resolving grade disputes, assisting with student opportunities, recruitment, managing facilities, student retention, and outreach. The manager of academic operations (MAO) assists with some of these tasks to allow the associate dean and the CAFE's program directors to focus more time on curriculum development and assessment, student opportunities, and other program-enhancing tasks. The coordinator of academic operations (CAO) is the direct assistant to the executive dean and, along with the associate dean and MAO, oversees and coordinates all activities within the college.

The architecture programs are run by its program director, currently a tenured full professor. These programs include a 5-year Bachelor of Architecture, a 4-year Bachelor of Science in Architectural Studies, a Master of Science in Architecture, and the Master of Architecture. The assistant director of the B. Arch program is primarily responsible for course and classroom scheduling, student advising coordination, and some curricular development. The associate director of the M. Arch program, currently an associate professor, is primarily responsible for student recruitment, curricular development, coordinating the accreditation process, and graduate student advising and teaching within the program. The associate director is also responsible for the day-to-day running of the program and reports directly to the architecture program director and executive dean. In addition to a full-time college administrative assistant, a graduate assistant works with the architecture program director and associate director 17 ½ hours/week to assist with curricular and accreditation tasks. The program director, as a position distinct from the executive and associate deans, 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; conducting outreach to alumni and to the professional architectural community; and nurturing student opportunities, including scholarships. The associate dean and program director also teach (50% of the time), perform university service, and pursue professional development. The associate director of the Master of Architecture program does not deal directly with the undergraduate program's administrative issues; however, as an architecture program faculty member, the associate director is actively involved in undergraduate curriculum development and other issues that might impact the M. Arch. program. The architecture

program director is also assisted by an AP Advisory Board, composed of three design professionals.

### **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. 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 2-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 of the full-time 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 College Curriculum Committee (CEC) and simultaneously as the college representative to the university's Academic Opportunities and Oversight Committee (AOOC), thus being able to follow curricular issues from the grass roots level to final university approval. Faculty also participate in monthly meetings of the college and monthly (sometimes more frequent) meetings of the program. All full-time faculty and occasional adjunct faculty in the architecture programs (B.S. Architectural Studies, B. Arch, M.S. Architecture, and M. Arch) meet together at these monthly meetings. 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 programs to prospective students and their families.

Though not required to serve, adjunct faculty are represented on some task forces. For example, the college 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, who are charged to review and recommend revisions of policies and procedures regarding adjunct faculty compensation, working conditions, review, and other issues.

The team found sufficient evidence indicating that the requirement for this condition has been demonstrated. This was achieved through meetings with faculty and various administrators and staff, as well as through various organizational charts provided in the APR. It was validated throughout the team's visit. Students and faculty are involved in all levels of management and governance of the program and the institution. The entire full-time faculty of the proposed M. Arch program sit on university-wide boards and committees. In addition, the university has six key committees, and three of the chairs of those committees are members of the architecture faculty. Student organization leaders meet with the dean on a regular basis through the Dean's Council to discuss issues of concern to the student body.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

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

**[X] Met**

**2016 Team Assessment:** The visiting team found sufficient evidence to demonstrate that the program is in compliance with this criterion. Evidence of this compliance was found in M. ARCH 621 Vis 1 concerning models, drawings, and renderings as presentation media. The companion course, M. ARCH 631 Research Methods, which was identified as demonstrating evidence of student achievement at the prescribed level, has not yet been taught. This course intends to build from a similar research methods course in existence in the M.S. Sustainable Design and the M.S. Arch degree programs. The program shows promise of demonstrating such evidence.

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

**[X] Not Yet Met**

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4, M. ARCH 615 Design 5, and M. ARCH 634 History 4) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 412 Design 8, ARCH 507 Design 9, ARCH 508 Design 10, and AHIST 306 History 4, where evidence of students showing compliance with this criterion was observed.

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

**[X] Not Yet Met**



**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4, M. ARCH 615 Design 5, and M. ARCH 633 History 3) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 412 Design 8, AHIST 206 History 2, AHIST 305 History 3, and MSARC 631 Research Methods, where evidence of students showing compliance with this criterion was observed.

**A.4 Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 611 Design 1 and M. ARCH 612 Design 2) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 213 Design 3 and ARCH 214 Design 4, where evidence of students showing compliance with this criterion was observed.

**A.5 Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 615 Design 5, M. ARCH 616 Design 6, and M. ARCH 633 History 3) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 412 Design 8 and AHIST 306 History 4, where evidence of students showing compliance with this criterion was observed.

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

[X] Met

**2016 Team Assessment:** The visiting team found sufficient evidence to demonstrate that the program is in compliance with this criterion. Evidence of this compliance was found in M. ARCH 644 Technology 4 regarding researching precedents, and analyzing and implementing lessons learned for the one semester the course has been taught. Additional information regarding possible compliance was found in B. ARCH 314 Technology 4, the companion class that this course builds from.

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

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 612 Design 2, M. ARCH 615 Design 5, M. ARCH 631 History 1, and M. ARCH 632 History 2) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 213 Design 3, ARCH 412 Design 3, AHIST 205 History 1, and AHIST 206 History 2, where evidence of students showing compliance with this criterion was observed.

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

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 631 History 1) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 213 Design 3, AHIST 205 History 1, and AHIST 304 History 4, where evidence of students showing compliance with this criterion was observed.

**Realm A. General Team Commentary:** The foundational abilities and understanding required in Realm A as part of critical thinking, and as assigned to specific coursework by the institution for this emerging program, appear to be substantively addressed throughout the proposed architecture program and curriculum. Based on supplemental information provided indicating that the college intends to build the M. Arch program upon the B. Arch platform, students appear to gain significant skills in organization, analysis, and practical research, which is then reinforced in the upper-level courses of the proposed course curriculum.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

- B.1 Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 615 Design 5 and M. ARCH 616 Design 6) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 311 Design 5, ARCH 412 Design 8, and ARCH 507 Design 9, where evidence of students showing compliance with this criterion was observed.

- B.2 Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4 and M. ARCH 615 Design 5) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 214 Design 4, ARCH 312 Design 6, and ARCH 412 Design 8, where evidence of students showing compliance with this criterion was observed.

**B.3 Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4, M. ARCH 615 Design 5, and M. ARCH 661 Professional Management) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 312 Design 6, ARCH 412 Design 8, and ARCH 503 Professional Management, where evidence of students showing compliance with this criterion was observed.

**B.4 Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 615 Design 5 and M. ARCH. 645 Technology 5) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 412 Design 8, where evidence of students showing compliance with this criterion was observed.

**B.5 Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4, M. ARCH 615 Design 5, M. ARCH 644 Technology 4, M. ARCH 651 Structures 1, and M. ARCH 652 Structures 2) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 312 Design 6, ARCH 412 Design 8, ARCH 314 Tech 4, ARCH 303 Structures 1, and ARCH 304 Structures 2, where evidence of students showing compliance with this criterion was observed.

**B.6 Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 615 Design 5, M. ARCH 643 Technology 3, and M. ARCH 645 Technology 5) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 312 Design 6,

ARCH 412 Design 8, ARCH 313 Technology 3, and ARCH 416 Technology 5, where evidence of students showing compliance with this criterion was observed.

- B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4, M. ARCH 615 Design 5, M. ARCH 644 Technology 4, and M. ARCH 645 Technology 5) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 312 Design 6, ARCH 412 Design 8, ARCH 314 Tech 4, and ARCH 416 Tech 5, where evidence of students showing compliance with this criterion was observed.

- B.8 Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 614 Design 4, M. ARCH 615 Design 5, M. ARCH 641 Technology 1, M. ARCH 642 Technology 2, M. ARCH 644 Technology 4, and M. ARCH 645 Technology 5) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 312 Design 6, ARCH 412 Design 8, ARCH 210 Tech 1, ARCH 212 Tech 2, ARCH 314 Tech 4, and ARCH 416 Tech 5, where evidence of students showing compliance with this criterion was observed.

- B.9 Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 615 Design 5, M. ARCH 643 Technology 3, and M. ARCH 645 Technology 5) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 412 Design 8, ARCH 313 Tech 3, and ARCH 416 Tech 5, where evidence of students showing compliance with this criterion was observed.

- B.10 Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 645 Technology 5 and M. ARCH 661 Professional Management) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 416

Technology 5 and ARCH 661 Professional Management, where evidence of students showing compliance with this criterion was observed.

**Realm B. General Team Commentary:** The foundational abilities and understanding required in Realm B as part of building practices, and as assigned to specific coursework by the institution for this emerging program, appear to be substantively addressed throughout the proposed architecture program and curriculum. Based on supplemental information provided indicating that the college intends to build the M. Arch program upon the B. Arch platform, students appear to gain significant skills in organization, analysis, and practical research, which is then reinforced in the upper-level courses of the proposed course curriculum.

**Realm C: Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that SDN 622 Sustainable Design shows limited compliance with this criterion, and M. ARCH 616 Design 6 and MS ARCH 631 Research Methods, which would complete the compliance, have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 507 Design 9, ARCH 508 Design 10, and ARCH 371 Design Theory, where evidence of students showing compliance with this criterion was observed.

**C.2 Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that SDN 622 Sustainable Design shows limited compliance with this criterion, and M. ARCH 615 Design 5, which would complete the compliance, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 412 Design 8 and ARCH 416 Technology 5, where evidence of students showing compliance with this criterion was observed.

**C.3 Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that M. ARCH 615 Design 5, which would demonstrate evidence of student achievement at the prescribed level, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence.

These potentially include ARCH 412 Design 8 and ARCH 416 Technology 5, where evidence of students showing compliance with this criterion was observed.

**Realm C. General Team Commentary:** The foundational abilities and understanding required in Realm C as part of integrated design solutions, and as assigned to specific coursework by the institution for this emerging program, appear to be substantively addressed throughout the proposed architecture program and curriculum. Based on supplemental information provided indicating that the college intends to build the M. Arch program upon the B. Arch platform, students appear to gain significant skills in organization, analysis, and practical research, which is then reinforced in the upper-level courses of the proposed course curriculum.

**Realm D: Professional Practice:** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

**D.1 Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that M. ARCH 661 Professional Management, which would demonstrate evidence of student achievement at the prescribed level, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. While evidence of student understanding of this criterion at the prescribed level was not completely provided in the student work prepared for the cross-listed B. Arch course ARCH 503, the topic was listed in the syllabus as part of the required reading and weekly student assignments.

**D.2 Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that M. ARCH 661 Professional Management, which would demonstrate evidence of student achievement at the prescribed level, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. While evidence of student understanding of this criterion at the prescribed level was not completely provided in the student work prepared for the cross-listed B. Arch course ARCH 503, the topic was listed in the syllabus as part of the required reading and weekly student assignments.

**D.3 Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that M. ARCH 661 Professional Management, which would demonstrate evidence of student achievement at the prescribed level, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. While evidence of student understanding of this criterion at the prescribed level was not completely provided in the student work prepared for the cross-listed B. Arch course ARCH 503, the topic was listed in the syllabus as part of the required reading and weekly student assignments.

**D.4 Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that M. ARCH 661 Professional Management, which would demonstrate evidence of student achievement at the prescribed level, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. While evidence of student understanding of this criterion at the prescribed level was not completely provided in the student work prepared for the cross-listed B. Arch course ARCH 503, the topic was listed in the syllabus as part of the required reading and weekly student assignments.

**D.5 Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Not Yet Met

**2016 Team Assessment:** The visiting team found that M. ARCH 661 Professional Management, which would demonstrate evidence of student achievement at the prescribed level, has not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. While evidence of student understanding of this criterion at the prescribed level was not completely provided in the student work prepared for the cross-listed B. Arch course ARCH 503, the topic was listed in the syllabus as part of the required reading and weekly student assignments.

**Realm D. General Team Commentary:** The foundational abilities and understanding required in Realm D as part of the professional practice module, and as assigned to specific coursework by the institution for this emerging program, appear to be substantively addressed throughout the proposed architecture program and curriculum. Based on supplemental information provided indicating that the college intends to build the M. Arch program upon the B. Arch platform, students appear to gain significant skills in organization, analysis, and practical research, which is then reinforced in the upper-level courses of the proposed course curriculum. The team found reference to all Realm D criteria outlined in the syllabus of M. ARCH 661 Professional Management, indicating that once-taught evidence of student achievement at the prescribed levels would be available in student coursework.

**PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Institutional Accreditation:**

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

**[X] Met**

**2016 Team Assessment:** Philadelphia University is accredited by the Middle States Commission on Higher Education, and its last reaffirmation was November 17, 2011. The Statement of Accreditation Status is included on page 95 of the APR. Philadelphia University just completed its re-accreditation visit during Spring 2016.

**II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch., and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch., or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

**[X] Met**

**2016 Team Assessment:** The Master of Architecture curriculum is described on pages 96-98 of the APR. The curriculum accommodates two forms: "preprofessional degree-plus" and "non-preprofessional degree-plus" tracks requiring 48 to 100 semester credit hours. This curriculum meets the minimum credit hour requirements of a NAAB-accredited degree. The other degree programs offered by the architecture program (M.S. Arch, B. Arch, and B.S. Arch. Studies with two concentrations) are described on pages 99-108 of the APR.



## **PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION**

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

### **[X] In Progress**

**2016 Team Assessment:** Through documents provided in the team room, and discussions with Director Doerfler and Associate Director Dunham, the team found the Philadelphia University process for evaluating preparatory or preprofessional education of applicants to be in progress toward fulfilling this condition for accreditation. Through the evaluation of 2 years of applicants, the program's process has undergone refinements, including creation of an Application Review rubric for Mr. Doerfler and Mr. Dunham to document the evaluation of each applicant against stated criteria. The team found that the program standards for ensuring admitted students have met certain SPC are not fully refined, nor are they fully transparent to applicants and candidates prior to their committing to the program.

The program has a cohort of five students accepted for the M. Arch Track I, and their acceptance to the program was as follows:

- Candidate applied to Philadelphia University Graduate School.
- Student was accepted by the institution, and records were then sent to the architecture program for specific review.
- Professor Jim Doerfler and Professor Donald Dunham reviewed the student's undergraduate records and provided the student with a conditional acceptance of advance standing in M. Arch Track I.
- Conditional acceptance depends on a more comprehensive evaluation of the student's records to be performed after the student has matriculated to the institution.
- Once accepted, the student is counseled and advised of his or her advance standing.

The program has a cohort of 25 students applying for the M. Arch Track I and II for the Fall 2016-2017 school year, and their acceptance to the program was as follows:

- Candidate applied to Philadelphia University Graduate School.
- Student was accepted by the institution, and records were then sent to the architecture program for specific review.
- Professor Jim Doerfler and Professor Donald Dunham reviewed the student's undergraduate records and provided the student with a conditional acceptance of advance standing in M. Arch Track I, or their acceptance to the M. Arch Track II non-advance standing.
- Conditional acceptance depends on a more comprehensive evaluation of the student's records to be performed after the student has matriculated to the institution.
- Once accepted, the student is counseled and advised of his or her advance standing.

## **PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

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

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

#### **[X] Met**

**2016 Team Assessment:** The statement on NAAB-accredited degrees is found online on Philadelphia University's website.

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

The program must make the following documents electronically available to all students, faculty, and the public:

*The 2014 NAAB Conditions for Accreditation*

*The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

*The NAAB Procedures for Accreditation* (edition currently in effect)

#### **[X] Met**

**2016 Team Assessment:** Philadelphia University's website includes links to the *2014 NAAB Conditions for Accreditation* and the current *2015 NAAB Procedures for Accreditation*.

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

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

#### **[X] Met**

**2016 Team Assessment:** As described on page 109 of the APR, Philadelphia University provides career development information for its architecture students through the Marianne Able Career Services Center. Resources are available online at <http://www.philau.edu/careerservices/> and: <http://www.philau.edu/careerservices/resourcesbymajor.html#architecture>.

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

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.<sup>1</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2016 Team Assessment:** The visiting team found copies of the M. Arch APR available for public review. Since the program is not yet accredited and is in the process of achieving its Candidacy status, copies of the Interim Reports and VTRs are not available.

**II.4.5 ARE Pass Rates:**

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

**[X] Not Applicable**

**2016 Team Assessment:** The M. Arch degree program has not been accredited yet, and, therefore, no students are able to take the licensing exam and no data is being tracked. The team expects that this data will begin to be tracked after the program is accredited (expected in 2018) and their graduates complete their IDP program as early as 2020. Access to the ARE Pass Rates for the B. Arch program are available through the program's website.

**II.4.6 Admissions and Advising:**

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2016 Team Assessment:** Through documents available in the team room, and meetings with Director Doerfler and Associate Director Dunham, the team found public documentation of policies and procedures for admissions and advising to be in progress. The team found that application forms and instructions, as well as financial aid and scholarship information, were easily accessible online by potential applicants to the program. Admissions requirements were also found online, although admissions procedures—including policies and processes for evaluating transcripts and portfolios, decisions regarding remediation and advanced standing, and the evaluation of preprofessional degree content—were not publicly documented.

Student diversity initiatives were not documented, although a student handbook policy on student diversity is available online (<http://www.philau.edu/studenthandbook/2014-2015/diversity.html>), and was provided to the team. While meeting with the team, the provost described a university-wide process that was deemed successful at increasing the diversity of the student body.

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<sup>1</sup> This is understood to be the APR from the previous visit, not the APR for the visit currently in process.





**II.4.7 Student Financial Information:**

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**[X] Met**

**2016 Team Assessment:** As described on page 111 of the APR, Philadelphia University makes information and advice concerning educational costs, equipment requirements, and financial resources available online at the following sites:

Link to Office of Financial Aid, Information for Graduate Students:

<http://www.philau.edu/financialaid/Graduate/index.html>

Link to tuition and other fees:

<http://www.philau.edu/studentaccounts/tuitionAndFees/graduate.html#fees>

Link to laptop computer requirement and specifications for all architecture students:

<http://www.philau.edu/oir/StudentPersonalTechnologySupport/ComputerPurchasing.html>

### **PART THREE (III): ANNUAL AND INTERIM REPORTS**

**III.1 Annual Statistical Reports:** The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

**[X] Met**

**2016 Team Assessment:** The visiting team found sufficient information indicating that the institution meets this condition, based on its current NAAB-accredited B. Arch program. Since the M. Arch degree program has not been accredited yet, has a cohort of 5 students, and has not needed to provide the NAAB with an Annual Statistical Report as part of its M. Arch accreditation process, the team believes that the institution will continue to comply with this requirement in the future. The team expects that some of this data is already discernable through the institution's Annual Report to the NAAB for its current accredited B. Arch program.

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

**[X] Not Met**

**2016 Team Assessment:** The M. Arch degree program has not been accredited yet, and therefore has not needed to provide the NAAB with interim reports. In the APR, the team did find a copy of the June 26, 2015 Annual Program Report – Initial Candidacy. The team expects that this data will begin to be provided to the NAAB after this Initial Candidacy visit. Once the program is accredited, as expected by its projected schedule (Spring 2018), access to interim reports will be easier to achieve.

**IV. Appendices:**

**Appendix 1. Conditions Met with Distinction**

Since this program has only completed one semester of its proposed M. Arch Track I program, and is in the middle of the second semester, the number of completed courses is limited at this time. As a result, the team was not able to identify any single course that can be identified as a course that demonstrates conditions met with distinction.



Appendix 2. Team SPC Matrix

NAAB SPC MATRIX 2014 Conditions Cross-listed B.Arch. Courses 2014 NAAB Performance Criteria		REALM A: Critical Thinking and Representation								REALM B: Building Practices, Technical Skills & Knowledge										REALM C: Integrated Architectural Solutions			REALM D: Professional Practice											
		Professional Communication Skills		Design Thinking Skills		Investigative Skills		Architectural Design Skills		Ordering Systems		Use of Precedents		History and Global Culture		Cultural Diversity and Social Equity		Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process		Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5							
<b>M.Arch. Courses</b>																																		
MARCH-601 Intro to Design																																		
MARCH-602 Intro to Vis.																																		
MARCH-611 Design 1						PP	PP	PP																										
MARCH-612 Design 2						PP	PP	PP	PP																									
SDN-622 Sustainable Des. Studio																																		
MARCH-614 Design 4	312		S	S		S	X	S		S	S	S	S	S	S	S	S	S																
MARCH-615 Design 5	412																																	
MARCH-616 Design 6		X	S	S		S				S									S															
MARCH-621 Vis 1	208		X																															
MARCH-622 Vis 2	326		S																															
MARCH-631 History 1	205							PP	PP																									
MARCH-632 History 2	206				PP				PP																									
MARCH-633 History 3	305			S		S																												
MARCH-634 History 4	306		S																															
SDN-601 Princ & Methods of Sust. Des.																																		
MSARC-631 Resarch Methods			S	S															S															
MARCH-641 Technology 1	210																																	
MARCH-642 Technology 2	212																																	
MARCH-643 Technology 3	313														S																			
MARCH-644 Technology 4	314													S	S																			
MARCH-645 Technology 5	416												S	S	S	S	S	S							S									
MARCH-651 Structures 1	303														S																			
MARCH-652 Structures 2	304													S																				
MARCH-661 Professional Man.	503											S																						

PP - Expected to be met in preparatory or pre-professional degree

X Material supporting this SPC was found in the course listed  
 S Material supporting this SPC was found in the course syllabus and has not been implemented as a course yet  
 Information and examples were found on the B. Arch Curriculum, that serves as a framework for the M. Arch Courses.

### Appendix 3. The Visiting Team

Team Chair, representing the Profession  
Nestor Ismael Infanzon, FAIA, RIBA, LEED®AP  
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El Paso, TX 75218  
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ninfanzon@elp.rr.com

Representing the Academy  
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School of Architecture  
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Representing the NAAB  
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Project Associate AtSite, Inc.  
2021 L Street, NW  
Washington, DC 20036  
(402) 618-0479  
michelle.a.stotz@gmail.com

V. Report Signatures

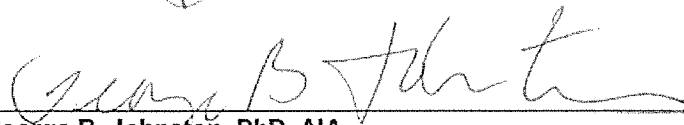
Respectfully Submitted,



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Nestor Ismael Infanzon, FAIA, RIBA, LEED®AP  
Team Chair

Representing the Profession



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George B. Johnston, PhD, AIA  
Team Member

Representing the Academy



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Michelle A. Stotz, Associate AIA  
Team Member

NAAB Representative

## **Program Response to the Final Draft Visiting Team Report**



**PHILADELPHIA  
UNIVERSITY**

College of Architecture and  
the Built Environment

A r c h i t e c t u r e

30 June 2016

Cassandra Pair  
National Architectural Accrediting Board 1101  
Connecticut Avenue, Suite 410  
Washington D.C. 20036

Re: Philadelphia University  
Master of Architecture Candidacy VTR, April 2016

Dear Cassandra,

Thank you for forwarding the draft VTR. We have the following comments on the current draft of the VTR.

**PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**

**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA**

*II.1.1 Student Performance Criteria*

**Realm A: Critical Thinking and Representation**

**A.8 Cultural Diversity and Social Equity**

**2016 Team Assessment:** *The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 631 History 1) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 213 Design 3, AHIST 205 History 1, and AHIST 304 History 4, where evidence of students showing compliance with this criterion was observed.*

We would like to note that A.8 Cultural Diversity and Social Equity is actually part of the content of ARCH-214 Design 4 in the Bachelors in Architecture Program.

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION**

**2016 Team Assessment:**

*The program has a cohort of five students accepted for the M. Arch Track I, and their acceptance to the program was as follows:*

- *Candidate applied to Philadelphia University Graduate School.*
- *Student was accepted by the institution, and records were then sent to the architecture program for specific review.*
- *Professor Jim Doerfler and Professor Donald Dunham reviewed the student's undergraduate records and provided the student with a conditional acceptance of advance standing in M. Arch Track I.*
- *Conditional acceptance depends on a more comprehensive evaluation of the student's records to be performed after the student has matriculated to the institution.*
- *Once accepted, the student is counseled and advised of his or her advance standing.*

A+D Center, School House Lane & Henry Avenue, Philadelphia, PA 19144-5497

LOW CARBON  
WHAT'S NOW,  
POWERED BY  
WHAT'S NEXT.

We would like to correct the acceptance procedure outlined above:

The program has a cohort of five students accepted for the M. Arch Track I, and their acceptance to the program was as follows:

- Candidate applied to Philadelphia University Graduate Admissions.
- Student completes application and submission of materials to the institution, and materials were then sent to the architecture program for specific review.
- Professor Jim Doerfler and Professor Donald Dunham reviewed the student's undergraduate records and provided the student with acceptance or conditional acceptance (conditional acceptance is chosen if a student is not qualified in some aspect of the evaluation, i.e. low IELTS or TOEFL scores, and must remedy this before being fully accepted in the University); of advanced standing or appropriate placement in the program
- A comprehensive evaluation of the student's records is performed after the student has deposited and matriculated to the institution. A study plan of the student's courses required to complete the degree is done at this time.
- The student is counseled and advised of his or her advanced standing and is given the study plan.

The procedure for M. Arch Track I and M. Arch Track II is the same. Evaluation of application materials determine the student's placement in the M. Arch Program. Advanced standing is determined by the evidence presented in the application materials. When necessary, the application review committee will request additional materials, such as syllabi or additional work.

## **V. Appendices:**

### **1. Team SPC Matrix**

We would like to clarify some of the items acknowledged and not acknowledged in the Team SPC Matrix.

MARCH-615 Design 5 has not been taught yet. We would suggest that instead of an "X" marked on the matrix in A6. Use of Precedents, there should be a "S."

We would like to note that there is some inconsistency with the text and the Team SPC Matrix as follows:

From the text in the body of the document:

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

##### ***A.6 Use of Precedents: [X] Met***

*2016 Team Assessment: The visiting team found sufficient evidence to demonstrate that the program is in compliance with this criterion. Evidence of this compliance was found in M. ARCH 644 Technology 4 regarding researching precedents, and analyzing and implementing lessons learned for the one semester the course has been taught. Additional information regarding possible compliance was found in B. ARCH 314 Technology 4, the companion class that this course builds from.*

The Visiting Team acknowledged that the criteria for this class was MET. This does not appear on the Team SPC Matrix. M. ARCH 644 Technology 4 should have A6 Use of Precedents checked with an 'X.'

**A.8 Cultural Diversity and Social Equity**

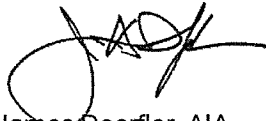
*2016 Team Assessment: The visiting team found that courses demonstrating evidence of student achievement at the prescribed level (M. ARCH 631 History 1) have not yet been taught. Material presented in co-listed courses in the B. Arch program shows promise of demonstrating such evidence. These potentially include ARCH 213 Design 3, AHIST 205 History 1, and AHIST 304 History 4, where evidence of students showing compliance with this criterion was observed.*

Since the Visiting Team has acknowledged that the above classes ARCH 213 Design 3, AHIST 205 History 1, AHIST 304 History 4 potentially include materials that comply with A.8 Cultural Diversity and Social Equity, the appropriate boxes in the TEAM SPC Matrix should also be marked with an "X."

I have attached a copy of the Team SPC Matrix with the appropriate boxes being questioned on the matrix circled in red.

I wish to reiterate my thanks to the members of the NAAB visiting team for their suggestions and encouragement in reviewing our program, as well as to you and the NAAB staff for your assistance with this process. Please let me know if there are questions or if you need additional material to progress.

Sincerely yours,



James Doerfler, AIA  
Professor of Architecture  
Director of the Architecture Programs

cc: Provost Matt Baker and Dean Barbara Klinkhammer

# Appendix 2. Team SPC Matrix

<b>NAAB SPC MATRIX</b> 2014 Conditions Cross-listed B.Arch. Courses 2014 NAAB Performance Criteria		REALM A: Critical Thinking and Representation								REALM B: Building Practices, Technical Skills & Knowledge										REALM C: Integrated Architectural Solutions			REALM D: Professional Practice					
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