introduction to the program

1.1 History and Description of the Institution
1.2 Institutional Mission
1.3 Program History
1.4 Program Mission
1.5 Program Self-Assessment
The Pennsylvania State University is strategically located in the geographic center of the Commonwealth of Pennsylvania, and is a state-related institution with an attractive, expansive campus environment. The University offers a broad range of academic programs and is a major worldwide research facility. The institution was chartered by the Pennsylvania legislature as The Farmers High School in 1855. In May 1862, it was renamed The Agricultural College of Pennsylvania and on April 1, 1863, the State Legislature designated Penn State as the Land-Grant College of the Commonwealth. In 1874, it was renamed The Pennsylvania State College, the name it was known by for the next 79 years. In 1953, the name was changed to The Pennsylvania State University in formal recognition of what it had long since become, one of the leading educational institutions in the country.

The total student body has grown to 83,177, with over 5,393 full time faculty, and another 2,701 part time faculty. The University, whose prime purpose has always been to serve the people and the interests of the Commonwealth and the nation, is accredited by the Middle States Association and is one of 62 members of the Association of American Universities.

Penn State has 24 locations statewide with continuing education opportunities offered in nearly 300 high schools and other locations. Educational opportunities are also available through television, the internet, and correspondence. One out of every ten college students in Pennsylvania attends Penn State and total enrollment for the Fall Semester of 2006 was 83,721 for all locations. As a major research facility, the University administers over $656 million dollars in sponsored research.

Penn State’s University Park is the main campus with an undergraduate student population of 36,612, and a graduate enrollment in of 8,945. The campus physical plant, valued at $2.3 billion, includes over 740 general and educational buildings, auxiliary structures, and 6,419 acres of land. The current value of the endowment is $973,750,286.

General operations of the University are supported by appropriations of the State Legislature, by tuitions and fees, and by certain appropriations from the Federal Government. Governance and control of the institution is vested in a Board of Trustees of thirty-two members. The Board of Trustees is the final repository of all legal responsibility and authority to govern the University, under the Corporation Code of Pennsylvania. The internal governance of the University is controlled by the President and his Administration, by University Council, by the Faculty, and the Student Body in accordance with the delegation of authority and advisory roles set forth by the Trustees.

The organization of the University includes eleven academic colleges, The Schreyer Honors College, Division of Undergraduate Studies, University System of Commonwealth Campuses, College of Medicine, Dickinson School of Law, Graduate School, and the World Campus. Library services come under the direction of the Dean of Libraries.
The academic colleges of the University offer undergraduate majors leading to baccalaureate and associate degrees in Agriculture, Arts and Architecture, Business Administration, Communications, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, Information Sciences and Technology, The Liberal Arts, and Science. In addition, Capitol Campus at Middletown, Behrend College at Erie, and the Pennsylvania College of Technology in Williamsport, provide alternative educational settings in which students may enroll in selected undergraduate degree programs. Advanced degree programs are offered by the Dickinson School of Law, the Penn State Great Valley School of Graduate Professional Studies near Philadelphia, and The Milton S. Hershey Medical Center near Harrisburg.

1.2 institutional mission

Penn State is a multi-campus, public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world through integrated, high-quality programs in teaching, research, and service.

Our instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and selected professions.

As a land-grant university, we also hold a unique responsibility for outreach and public service to support the citizens of Pennsylvania. We engage in collaborative activities with industrial, educational, and agricultural partners here and abroad to disseminate and apply knowledge.

The College of Arts and Architecture has an overarching mission to provide accessible, high-quality, diverse programs, courses, lectures, exhibits, and performances in the arts and humanities for Penn State students, faculty, and the citizens of the community and the Commonwealth. Our vision is to achieve excellence and attain national and international distinction through the following mission of the College:

**Academic Excellence**
To achieve excellence in teaching, learning, advising, and research and creative accomplishments through self-evaluation and enhanced support for programs of proven and potential strength.

**Awareness**
To enhance the presence of the arts as a central component in all students’ educational experience through improved and expanded programs in service and General Education.
Freedom
To build a community that exemplifies the ideals of diversity, faculty-staff-student interaction, active learning, and innovation and that fosters a climate of respect for the free exchange of knowledge and ideas.

Outreach
To develop, strengthen, promote, and sustain exemplary public arts programming and outreach that demonstrate the University's commitment to the arts as a cultural resource for growth and betterment of the Commonwealth.

Resources
To develop a comprehensive business plan for the college to acquire and husband the financial resources necessary to achieve excellence in teaching, research/creative activity, and service.

(This mission statement for 2005-2008.)

1.3 program history

The Department of Architecture was established in 1910 with a four-year course in Architectural Engineering. In 1922, the Bachelor of Science degree in Architecture was first established. Enrollment reached a high of 163 in 1930, and dropped to 83 during the Depression years of 1935-36. In 1948, the curriculum changed from a four-year to a five-year program, and the number of students gradually increased from 158 in 1948 to 194 in 1955-56. By 1962 the student population had reached a total of 256.

At one time the Department was grouped in the College of Engineering and Architecture. In January 1963, the Department became part of a newly established College of Arts and Architecture. By 1972 the enrollment in Architecture had risen to 480. This high increase in the numbers of students led the faculty to institute an admissions quota during the same year. This measure was key in maintaining the essential personal contact between faculty and students—a long-held core value. Since this time, the Department of Architecture has remained relatively constant in enrollment of +/-250 students.

In the fall of 1972, the Department of Architecture initiated the phasing in of a revised 4+2 program in architecture. The revised program became operative in its totality by fall 1976. This program was formulated by the Department through its Curriculum Committee and endorsed by the Faculty. It replaced a five-year curriculum in effect since 1948, and consisted of a two-phase, six-year period of study leading to the professional degree of Master of Architecture. This program was encouraged and endorsed by the National Architectural Accrediting Board and related professional associations. The intent was to create a more open-ended and flexible approach toward architectural education. It offered more options and opportunities to the candidate in the pursuit of professional vocations, based on interests and qualifications.
After seven years of administering this program and following an intensive evaluation process, the Faculty unanimously decided to return to a more focused five-year curriculum. The Faculty determined that an additional fifth year of intensive study would provide a more appropriate knowledge base leading to the desired professional skills. Since March 1979, the emphasis of our organizational structure has been the five-year professional Bachelor of Architecture degree. The five-year professional undergraduate program leading to the Bachelor of Architecture degree requires a total of 162 credits and includes core courses in history, design, technology, and theory. Admission requirements are stringent and are based upon overall academic performance.

Until 1997 the Department also offered a four-year, 135-credit pre-professional program leading to a Bachelor of Science degree. While this option has been eliminated, the Department continues to offer the B.S. degree for those students who choose not to enter the fifth year, or who are deemed ineligible for the B. Arch degree because of academic performance.

The two-year graduate professional program, first instituted in 1972, was officially eliminated in the fall of 1983 following the removal of the 4+2 structure. At this time the Master of Science degree, was retained as the core emphasis of the graduate program. After intensive study, the Faculty, in 2002, elected to shift focus away from the Master of Science degree and more toward a post-professional program. This change was instituted to more directly meet the needs of incoming students and to also draw upon the growing and specialized expertise of the Faculty. Emphasis in this new, one and one-half to two year Master of Architecture post-professional degree is on three areas of study: architectural theory, community and urban design and digital design.

Providing study abroad opportunities for our students has long been a central part of our educational mission. For decades, the Department offered study abroad programs in the United Kingdom, Germany, and Florence, Italy. In 1991, the Department consolidated these options, moving the program to Rome. Since this time period, all fourth year students have been required to spend one full semester of study there. The quality and location of our instructional facilities have also been key elements to the success of the program. These facilities include two studio spaces, two classrooms, a library, a computer lab and administrative support areas. In 1992, the Department negotiated a long-term lease for instructional facilities within the Palazzo Doria Pamphili located in the very center of Rome, near the Pantheon. Such a prime location offers a direct and unique "urban laboratory" to our students for their study and experience.

Another unique but more recent educational opportunity for students was initiated in 1994. The Raymond A. Bowers Program for Excellence in Design and Construction of the Built Environment began as an endowed fund to support interdisciplinary cooperation between the Departments of Architecture, Landscape Architecture and Architectural Engineering. Presently, funding from the Bowers Program endow-
1.4 program mission

To serve as a leading national and international, studio-centered program in the art and science of architecture, which is responsive to the most important social, environmental, technological, and cultural challenges of the twenty-first century.
To achieve excellence in teaching, research, design, outreach, advising, and service to society.

In support of this mission, our aim is to:

Educate undergraduate and graduate students in the discipline of architecture and to prepare them for a life of creative engagement and personal fulfillment in the practice of architecture and related fields.

Encourage the production of exemplary works of architectural design, theory, critical analysis, and research in a studio-centered learning environment.

Increase the cultural, religious, ethnic, and gender diversity in the student body, the faculty and in the curricular subject matter.

Provide an educational environment that encourages the cross-fertilization of knowledge from all of the arts and sciences, where students and teachers are motivated to participate in the most urgent contemporary social, cultural, and environmental issues.

Educate in the areas of ethical behavior, critical thinking, life-long learning, and service to society.

Develop a teaching/learning environment that encourages collaboration and teamwork, as well as individual research and creative activity.

Serve the regional area, the Commonwealth of Pennsylvania, the nation, and the international community by increasing public awareness of architecture.

citation from http://www.arch.psu.edu/aboutus/who.shtml

1.5  program self-assessment

1.5.1  General Overview of Penn State’s Approach to Architectural Education:

Penn State’s professional architecture program is committed to being one of the most thoughtful, technologically progressive, and pedagogically distinctive programs among our peers. Our goal, like that of many architectural schools, is to provide entrants to the architectural field with well-developed, broad-based skills. Where Penn State may be different is that, due to the increasingly complex and diverse nature of architectural practice, we believe that tomorrow’s practitioner is best served by excellence in specific areas within the architecture discipline, be they sustainability, digital design, digital fabrication, project/practice management, urban and community design, or others. By requiring a number of electives (which we call Supporting Courses) in addition to general required coursework, we encourage students to
move beyond basic comprehension of the field toward development of skills in areas for which they have shown particular interest and talent. Through the development of an academic plan, our students learn to select from an array of advanced offerings in diverse areas of study. While some of these areas involve a degree of architectural content, many do not. These serve as enhancements to the students’ accumulated knowledge of architecture. Individual excellence, no matter what the chosen focus for each student, is the end to which we are firmly committed.

This pedagogical initiative, instituted in a curricular change that went into effect in 2005, is one that we feel is essential for a field that is undergoing rapid change. Our intention is to facilitate a much broader range of options for tomorrow’s architects who are able to immediately utilize highly developed specialty interests once they become practitioners. We do this with excellence in mind, and are finding that our new building, the supportive nature of our faculty, and the diversity of ideas presented have created a highly sympathetic environment—a melting pot, if you will—that enables productive and spirited exchange within the entire School of Architecture and Landscape Architecture; one that is charged with energy and inquiry at all levels.

As committed as we are to preparing our students for professional practice, we also believe that it is even more important for us to provide them with what only a university can provide: a sense of presence and responsibility in the world where their general intelligence and humanity is more valuable than their vocational expertise. In this, Penn State has always been a leader in advocating the contextuality of studio education and the centrality of art in life.

As you can see from Section 3.2, our perception of the strengths and weaknesses of our program is directly influenced by the reactions of knowledgeable visitors. The comments and opinions of our guest jurors, guest speakers, visiting accrediting teams, alumni visitors, and others continually remind us of how we are perceived by “outsiders.” One of the most common observations we hear is a positive reaction to our students’ mastery of “the art and craft of making.” A member of the 2005 accrediting team called it “an ethos of craft.” Visiting parents and prospective students often remark on “how much stuff” our students make. Guest critics have remarked on the ability of our students to “put buildings together,” and to understand the building as an artifact. The home page of our website describes this tradition as follows:

Our strong traditions of drawing, model-making, community outreach/service learning, and hands-on construction prepare our students to both explore non-traditional means of building delivery (such as design-build and digital fabrication) and to practice more conventionally, from behind a desk and a computer screen, armed with an intimate knowledge of materials and building processes.

If we were to claim that there is one thing the Penn State Architecture Program does as well as any other program in the country, it would be this: the art and craft of making.

The Architecture faculty is deeply committed to providing architectural
education that will enable our graduates to achieve leadership positions in the responsible design of the built environment. The faculty views the existing rigor in our design studios and the emphasis on the development of critical thinking abilities as an invaluable asset. The essence of the studio sequence can best be characterized by faculty’s consistent endeavors to find answers to these seemingly simple questions: How can social, technological, and aesthetic issues be meaningfully integrated into design instruction? How can the limited studio time best be spent and toward what goals? How can studios be made to interrelate so that knowledge is passed from one year to another? The answers to these questions are complex and they demand a tremendous amount of flexibility, innovation, and experimentation in design education.

With the diversity of the faculty in the program, our studios endeavor to develop an approach that instills in students a sense of critical assessment of generative ideas. The intent is to encourage students to develop alternative designs and sharpen their judgment capabilities. The program has been very successful in developing a reflective design process in its students to prevent overly arbitrary design decisions.

Members of our faculty believe the studio sequence works well, and there is good coordination between levels in terms of providing exposure to design issues. There is also a strong consistency in our emphasis on architectural drawing and representation as a mode of architectural thought and expression. Information technology is well integrated into the program.

The faculty is devoted to teaching and works hard to consistently monitor and improve the quality of the program. Faculty members regularly involve students in their professional projects, research, or competition entries. Participation of more thoughtful practitioners as part-time studio instructors has added to the program’s diversity and strengthened its connection to the profession.

Continuing challenges include the need to emphasize accessibility, the need for greater diversity in the Department, the on-going struggle to integrate design with technology, and the need to establish collaboration with other disciplines. The program could benefit from better support for its lecture series, greater funding for exhibitions and publications, increased travel money for faculty to attend conferences, and more opportunities to bring in visiting faculty. Despite these challenges, which we view as minor obstacles, the faculty takes pride in the overall quality of the program. We believe we are educating students to become responsible and creative professionals in architecture.

1.5.2 Assets and Challenges

Among our greatest strengths is the number of highly skilled and supportive faculty with talents in a variety of areas. Our students are uniquely committed to the program and are extremely active in the shaping of pedagogy, with a high level of participation in a variety of programs. Our new building has permitted greater interdisciplinary collaboration with Landscape Architecture and a renewed connection
to the activities throughout the Arts College. Our shop facilities, which we believe are among the best in the nation, enable our students to undertake challenging hands-on projects. Additionally, Penn State is fortunate to have a variety of fabrication facilities within other Departments at the University Park campus that are eager to collaborate with Architecture faculty and students.

We are actively engaged in the pursuit of technology, environment and sustainability, and collaborative practice and interdisciplinary activities are becoming a defining force for educational initiatives. The department is striving to be a leader in sustainability, digital technology, and emerging models of practice.

**Additional Strengths:**

The quality of our students: students entering the program have high levels of academic achievement

Student/alumni satisfaction: Our students believe the education they receive prepares them well for architectural practice (see Appendices for student and alumni survey results)

Teaching excellence: Members of the Architecture faculty have received College and University awards for teaching and advising excellence

Community engagement: Service learning projects in Harrisburg, Panama City, and Waveland, MS; The American Indian Housing Initiative, Solar Decathlon; other projects initiated through the Hamer Center

Technology: Computing is fully integrated into the studio; we are at the forefront of efforts to link advanced visualization to digital fabrication.

Interdisciplinary efforts: often funded by the Bowers Program, include AIHI, Solar Decathlon, Rebuilding After Katrina.

Rome Program: a required semester abroad for all fourth year students; we believe “Sede di Roma” is one of the finest academic architectural programs of its kind.

Stuckeman Building: the building and its site demonstrate green design principles; its open spaces connect students in two majors at all studio levels and promote mutual awareness among students and faculty.

Our close proximity to and collaboration with the Department of Landscape Architecture—our partner in SALA. Opportunities exist for more shared courses, and more exchanges of expertise across the boundary between these disciplines.

**Challenges:**

Our rural location: separates us from cultural institutions and large professional organizations that help to reinforce and enrich architectural
education in urban areas. We are addressing this in a number of ways: through our required semester abroad in Rome, Italy, through our constant search for educational opportunities beyond our campus, such as through the American Indian Housing Initiative, Rebuilding After Katrina project, and our service-learning studios in Panama City, Panama, and through fund-raising efforts to create endowed Visiting Professor positions.

Diversity: progress has been made, particularly in the hiring of female tenure-track faculty, but more work remains. We continue to aggressively recruit minority applicants for all open faculty and staff positions. For the past several years we have been working closely with our College’s Director of Multi-cultural Programs on strategies to increase the representation of minority students in the B. Arch major. Our new Advising Coordinator is now helping us formulate plans for greater minority student enrollment and retention. Since 2004, the percentage of minority students in the program has increased as follows: 2004, 9.7%, 2005, 10.2%, 2006, 10.3%, 2007, 13.9%. (All figures are for the fall semester.) As of Fall 2007, the percentage of minority students in the B. Arch program exceeds that of the University at this campus location (13.1%). For this current recruiting year, we have instituted a strategy to increase our yield among the minority students to whom we have made admissions offers. We are contacting these students both by phone and by mail to invite them to join us at Penn State, and to answer any questions or concerns they may have about our program or university.

Funding: more funding is needed for lectures, field trips, visiting faculty, and funding for faculty development. While we have added a faculty position since the last accreditation visit, our faculty-student ratio is still greater than that of the schools we consider to be our peers. We have just completed a bench marking study, comparing ourselves to other B. Arch programs, that we believe is one of the most comprehensive undertaken by any school in recent years. In fact, other schools that have started to collect comparative data have been referred to us, so that in some cases we were able to expand our study by sharing data. We intend to use the bench marking study to make the case to the University for increased resources in the areas where we have solid evidence to support these requests. Fund raising has also become an even higher priority for us since the last accreditation visit. We have received a number of endowed scholarships since that time, and our endowment that supports visiting lecturers has been increased. We have a number of proposals out to promising prospects, including requests for endowed faculty positions, scholarships, and endowments for technology/equipment.

Action Plans:

We are currently entering a new cycle of strategic planning at Penn State. In addition to the strategies broadly described above, please see Appendix B for the Department’s most recent Strategic Plan.
progress since the previous site visit

2.1 Summary of Responses to the Team Findings
2.2 Summary of Responses to Changes in NAAB Conditions
2.1 summary of responses to the team findings

The Visiting Team Report of 9 February 2005 listed five Conditions Not Met, which included five Student Performance Criteria Not Met under Condition 12. There were eight causes of concern listed for University Park. In addition, the VTR noted “four broad areas” of concern related to the Department’s Rome Program.

1. Public Information (Condition 3; VTR p. 5)
“The team did not find the required NAAB language in the 2004-06 Undergraduate Degree Programs bulletin. Although the team did find that the new Web site for the architecture program does have the NAAB required language, this condition is not met.”

Response:
In the 2005 University listing of undergraduate courses, the required NAAB language was omitted. The Department web site now contains the correct information (see: http://www.arch.psu.edu/programs/undergrad_barch.shtml), as does all promotional material distributed by the Department. The University bulletin was corrected as of June 23, 2006 (see: http://www.psu.edu/bulletins/bluebook/saamenu.htm). The University only revises the bulletin every two years.

In the NAAB response to our 2006 Annual Report, this condition was determined to be met, with “no further reporting required.”

2. Social Equity (Condition 4; VTR p. 5)
“This condition is not met. There have been improvements in the number of women faculty appointments, but the department needs to find ways of recruiting additional women and ethnic minorities.”

As a further clarification, Mr. Jack Friedenthal, the NAAB Board Designee who reviewed Penn State’s request for a Reconsideration of its term of accreditation, wrote that “the overall evidence does not reveal that the department has not met the Social Equity criterion, although the situation is a matter of serious concern that needs careful attention in the future.” (Jack Friedenthal letter of 10 October 2005, to Provost Erickson, page 2.)

Response:
Since 2005, we have:

- Hired four new tenure-track female faculty since the last accreditation review (increasing the percentage of female faculty to 32% in 2007).
- Tenured one woman faculty member (increasing the percentage of female tenured faculty to 21% in 2007).
- Hired a new Advising Coordinator with responsibilities for re-
Recruitment and retention of a diverse student population.

- Increased advertising venues for new faculty positions.
- Increase in minority transfer students in coordination with College Coordinator of Multi-Cultural Programs.
- Continued the Architecture Summer Camp with scholarships to increase minority applicants.
- Formed new AIAS student chapter in 2005.
- Lecture Series topics targeting issues of social equity and diversity.

In each of our faculty searches, we advertise broadly (see list below) and target publications such as the NOMA newsletter that are likely to be read by minority candidates. In both our 2004/5 and 2005/6 searches, we sent a representative of our search committee to the ACSA Annual Meeting to recruit qualified minority candidates. (We intended to do this again in 2006/07, but the faculty member scheduled to go to the conference had a family medical emergency.) Below is a list of faculty positions filled since the last accreditation visit:

**Tenure-track faculty positions filled since 2004:**
Rebecca Henn, Assistant Professor of Architecture (agreement reached June 2007; appointment begins after the completion of her PhD at Univ. of Michigan)
David Celento, Assistant Professor of Architecture (appointed June 2007)
Jodi LaCoe, Assistant Professor of Architecture (appointed June 2007)
Lisa Iulo, Assistant Professor of Architecture (appointed May 2006)
Ute Poerschke, Associate Professor of Architecture (appointed January 2006)
Peter Aeschbacher, Assistant Professor of Landscape Architecture and Architecture (appointed June 2005)

Advertising Venues for 2006/07 Architecture Faculty Search
ACSA News—January 2007
ACSA Schools Mailing—Distributed November 14, 2006
Posting on Department of Architecture and Penn State Web Sites—Posted November 14, 2006
Distribution of Ad to all faculty to forward to colleagues—Distributed November 14, 2006
NOMA Newsletter—First Quarter 2007
AIA Online—Posted November 17, 2006
ACADIA (Association for Computer Aided Design in Architecture)—Posted November 20, 2006
eACAADE (European Association for Computer Aided Design in Architecture)—Posted November 20, 2006
CAADRIA (Association for Computer-Aided Architectural Design Research in Asia)—Posted November 20, 2006
SIGRADI (Iberoamericna Society of Digital Graphic)—Posted 12/22/2006

The College of Arts and Architecture continues to employ a Coordinator of Multi-Cultural Programs (Curt Marshall) who is, in part, responsible to promote the recruitment and retention of minority students in the College. In the past year, the Department has worked closely with
Curt to admit to the B. Arch program a number of transfer and change of major students. We have identified these two classes of students as perhaps the most fertile areas in which we can increase the minority population of our undergraduate student body. For this reason, we have made a special effort to attract students from other programs and universities, even those that are upper year-level students.

Students in the Department are represented by the Student Representatives, which consist of one student (elected by their classmates) in each year level, and an additional student who is an officer in AIAS. These students meet regularly with the Department Head, at least once per month. Policies and procedures and curricular changes are discussed with this group prior to implementation. When appropriate, the student representatives may participate in the meetings of faculty committees, or provide feedback directly to those committees. Student responses and input are always sought for any faculty search. Student representative and AIAS officers helped to draft the Department’s Studio Culture Policy.

We report the following additional efforts to enhance and promote “social equity” in the Architecture program:

1. We continue to invite speakers that address some aspect of diversity. In addition, the diversity of the speakers and/or their topics is an important consideration each year as we plan our annual lecture series.

2. We continue to aggressively recruit minorities for all open faculty and staff positions. Our search committees document their procedures and contacts, and review their work with the University’s Affirmative Action Office. These efforts make certain that each committee member contributes to the effort of finding and recruiting qualified minority candidates. We will continue to take advantage of the President’s Special Opportunity Fund and other sources of funding that assist in identifying and hiring qualified minority candidates.

3. We have continued to expand our Architecture Summer Camp for high school students considering careers in architecture. The 54 students enrolled in the 2007 Camp doubled the size of our first Camp in 2004. We continue to aggressively raise funds to increase financial aid for campers from disadvantaged backgrounds.

4. We are working with the College development office to raise additional funds for need-based scholarships within the B. Arch program. Since the last accreditation visit, we have activated several need-based scholarships, including the Richard Grube Memorial Scholarship, which provides about $5,700 annually to support students attending our semester abroad in Rome who have unmet financial needs. See Section 3.10, Financial Resources, of this APR for more detail on private support for the Department.
5. The hiring of the new Advising Coordinator in the summer of 2007 has allowed us to look for ways to improve our minority student retention in collaboration with Curt Marshall, the College Coordinator of Multi-cultural Programs. We have begun to create a database to track minority student progress, and he has identified specific curricular areas where students have tended to falter in the B. Arch program.

3. Human Resources (Condition 5; VTR p. 5)
“**This condition is not met. There are a number of issues that need to be improved.**

**University Park**

*Faculty advising needs to be improved. The staff has become the default advisers for most students with questions.*

*The Department is understaffed. The visiting team supports the program’s goal of filling one-to-two tenure-track faculty lines by 2005/06 academic year. The department head should select a faculty member to assist with assistant/associate department head duties.*

*With the move of the program into the new SALA building with the Department of Landscape Architecture, there is a concern that the shop staff will have their workloads increased due to additional students/faculty outside of architecture using this facility. These added student/faculty activities will require the addition of shop staff.*

**Rome Program**

*Even though the Rome program has been able to attract an excellent range of practitioners/academics, along with excellent staff to work with the program over the years (a number of staff and faculty have been involved with the program for more than 8 years), the program is only able to afford to pay below market-rate salaries. In many cases, faculty are being paid teaching assistant wages, which equates to half of what they could be compensated elsewhere.*

**Response:**

Since 2005, we have:

- Hired a full-time Advising Coordinator
- The Advising Coordinator also serves as the Assistant to the Department Head
- Extended a part-time administrative staff position to full-time
- Filled the temporarily vacant position of IDP Advisor
- Filled four open tenure-track faculty positions
- Added one new faculty position
- Improved student to faculty ratio through first-year admissions controls

As of May 2007, we have added an Advising Coordinator/Assistant to the Department Head to our department staff. This is a full-time, 12-month staff position, the responsibilities of which include: the advising of all first and second year students (with the possibility of adding third year students at some point in the future), designing programs to
promote academic success, overseeing recruitment and retention for the department, maintaining the advising sections of the department website, and advising the faculty advisors who will now be responsible for only third (for 2007-08), fourth, and fifth year student advisees. The person we have retained to fill this position, Robert Fedorchak, has over 25 years advising experience within the university. He comes to us as the Advising Coordinator from the College of Science, where he has won numerous advising and staff service awards, including the University Advising Award, the highest recognition for advising excellence at Penn State. Mr. Fedorchak, as a Vietnam-era veteran, also contributes to our efforts to diversify the department, because veterans from this era constitute an under-represented group as determined by Penn State’s Framework for Diversity document. (Mr. Fedorchak’s CV is included with the faculty CVs in the Supplemental Information.)

A. In addition to Mr. Fedorchak’s role as Advising Coordinator, we have created a Career/IDP Advisor position. This is a faculty member responsible for organizing various career-related activities and information sessions, including workshops on portfolio preparation and the Intern Development Program. These are in addition to our ongoing spring Career Fair, an annual event that continues to grow, attracting more firms each year. The Career Advisor also assumes the role of the Department’s IDP Coordinator.

B. The advising of our Schreyer Honors College Scholars continues and is distinct from the new Coordinator’s role. Professor Scott Wing will continue as our Honors Advisor. As evidence that we are providing excellent advising to our Honors Students, Professor Wing recently received the 2007 University Award for Excellence in Honors Advising (making us one of the few, if not the only, academic departments in the University to boast of two advisors with University-level commendations to their credit.)

C. We have also been addressing advising quality in ways other than adding faculty or staff, and we intend to continue these improvements. The Department website now contains an extensive list of Frequently Asked Advising Questions, a Student Survival Guide, and downloadable advising forms. Our Advising Coordinator has been put in charge of monitoring and updating this area of our website. The NAAB Student Performance Criteria are also available on our website.

D. The Visiting Team also found the Department to be understaffed. Since the team visit, the Department has filled four open tenure-track faculty positions, and was awarded an additional position by the Provost’s office. We have also continued to address the unplanned growth of the Bachelor of Architecture enrollment by reducing the number of admissions offers made. The incoming first year class for fall, 2006 was the smallest (at 61 students) in the past three years. Our incoming class for fall 2007 resulted in the similar lower enrollment with a class of 62 students. We have requested that the Admissions Office now try to maintain this smaller entering class size permanently. Our efforts to reduce the enrollment in the B. Arch program to better
align with our faculty size have been successful. In Fall 2005, our B. Arch enrollment across all five years was 283. In Fall 2006, it was 271, and in Fall 2007, 261.

E. In response to the VTR comment that the “department head needs to appoint a faculty member to assist with the assistant/associate department head’s duties,” we note that our new Advising Coordinator also holds the title “Assistant to the Department Head.” We have defined about 38% of Mr. Fedorchak’s responsibilities as those that directly assist in the administration of the Department. By assuming control of much of the record keeping, program self-assessment, and student requests and complaints, Mr. Fedorchak has relieved the Department Head of some of his workload.

F. The Visiting Team also had a concern that, after the relocation of the Department to its new building, the shop staff would be overburdened by additional students from outside the Department. There has been no increase in the number of students granted access to the shop. Our shop policy continues to restrict the shop use to students who are in the B. Arch or M. Arch II majors.

G. Under the subheading, Rome Program, the VTR states that the Rome program “is only able to afford to pay below market-rate salaries.” The Rome program continues to have no difficulty filling its positions with qualified instructors, teaching assistants, and staff. The predictions regarding the Rome program budget contained in the VTR have not come to pass. The University continues to grant the Program Director’s full budget requests. Our new College of Arts and Architecture Dean, Barbara Korner, is already involved in the effort to assure the continued quality of the Rome Program. Some additional restructuring, primarily as a result of a study of the Rome Program by the University’s Office of Risk Management, is also underway. We are in the last year of Penn State’s Strategic Planning cycle, and the Rome program and its relationship to the Department’s B. Arch program will be addressed in the 2007-08 academic year.

H. Some additional actions relating to Human Resources:

Faculty Positions:

1. The Provost added one permanent faculty position to the Department in the 2005/06 academic year. We were unable to fill the position permanently during that year, but did so in June of 2007 (hiring David Celento). In addition, the Department received one-half of an additional faculty position when Peter Aeschbacher was hired to coordinate the College-wide first year Core program. (Although the program was discontinued, the position remains permanent, shared by Architecture and Landscape Architecture.
2. Since the spring of 2007, we have been undertaking a benchmarking study, comparing the Department of Architecture at Penn State to other departments and schools offering the B. Arch degree. If this study reveals that Penn State’s Architecture program is under-funded in comparison to our peers, we will use this evidence to argue for additional faculty resources, making the case to the Dean and Provost.

3. Our College Development Office is fundraising to support an “educator-practitioner program” to fund temporary teaching positions for professionals with an interest in teaching in the program. This fundraising initiative is based on the model of a successful program undertaken by the Department of Architectural Engineering.

Rome Program Budget:

1. There have been no significant cuts to the Rome Program budget. We intend to negotiate with the Office of International Programs and the new Vice Provost to increase the budget of the Rome Program. We are investigating whether it is necessary to impose a larger program fee, or other method of generating additional revenue, to insure the quality of the Rome program is not compromised. To offset the effects of a larger study abroad program fee, we would seek to raise more scholarships (such as the Grube Memorial Scholarship mentioned previously) for supporting study abroad and seek to redirect funds generated by other programs using Rome facilities. Other support earmarked for student travel in Rome includes the Hajjar Scholarship and Foreman Scholarship.

2. The average salary for 2006/07 for the two part-time studio instructors teaching the 6-credit Arch 499A courses in Rome last fall and spring was approximately $30,000 or $15,000 per 6-credit course.

Office Staff

1. Led by the new Advising Coordinator, we will expand and continually revise the Advising areas of the Department’s web site. We also plan to experiment with an “Ask Bob” web log, where the Advising Coordinator can post informal advice to students.

2. In 2006, the Dean agreed to elevate one half-time administrative staff position to a full-time one. While this position remains on College-based temporary funding, this funding was renewed for 2007-08.
4. Human Resources Development ("related to Condition 6"; VTR p. 6)

“There is a need for the department head, dean, members of the center, and faculty to develop a strategic plan that provides the collective vision for the future growth of the [Hamer] center. The visiting team has the following concerns:

- As the center has attracted resources and gained nationally visibility, there has been a push to institutionalize the center within a top-down decision-making structure. As a result, tension has been created as a result of a sole focus on regional and local issues, and resource support is increasingly larger in scope and beyond the boundaries of the commonwealth communities. There is risk to the Hamer Center’s continued success if constraint is placed on the center extending its research beyond Penn State’s internal interests. The visiting team did find compelling projects (e.g., Brazil Consortium of Sustainable Design), which provide added value to the program in the form of global education.

- Often competing interests among administration, departments, and faculty have resulted in overextending human resources and what appears to be an unproductive micromanagement of center affairs. Examples of this include the expectation for the center to contribute to alumni/ae relations, fund-raising, and graduate student support on one hand, while faculty expect the center to do everything from identifying clients and grant writing to project management and faculty support for research.

- The center is viewed by some as doing charity work and “not really architecture,” when in fact the center contributes significantly to externally funded research and scholarship.”

Response:

On page 6 of the VTR, the Visiting Team raised some questions related to the operation of The Hamer Center for Community Design (HC). Multiple and evolving visions of the Hamer Center and its participants have accompanied the Center from its formation. During 2005-06, led by Hamer Center Director Michael Rios, the Hamer Center undertook a self-assessment and strategic planning initiative. What emerged from this process was a greater focus on public scholarship around the theme of “claiming public space.” The HC revised its website (see: http://www.hamercenter.psu.edu/index.html), and redefined its mission as follows: “As a think tank and catalyst, the Hamer Center supports collaborative research projects, facilitates dialogue between the academic and practitioner communities, and recognizes excellence in planning and design from an international perspective.” One initiative that arose out of this redefinition was the Hamer Center Faculty Fund, a competitive program of small grants available to SALA faculty.

As stated in the VTR, “alumni/ae relations” and “fund-raising” have never been a significant priority for the Center. It is possible that the Visiting Team observation on this point was in response to the extraordinary situation during the last visit when every entity connected with SALA was engaged, to some degree, in fund-raising for our new building. “[G]raduate student support,” “identifying clients,” “grant writing,” “project management and faculty support for research” have all been
part of the HC mission since its inception, and we believe the faculty of SALA is in general support of these activities.

With different faculty entering and leaving the School of Architecture and Landscape Architecture, different staffing in the Center itself, and different administrators overseeing the Center, it is natural that the Hamer Center is a dynamic entity. Given that the Center is largely driven by a quest for external funding, it is also true that the Center must change in response to the funding climate. A recent direction in the Center, the reuse and reclamation of building materials, was driven largely by the expertise of the former Director of Operations, Brad Guy. It was also, however, driven by some recent environmental disasters (Hurricane Katrina), and the growing interest in sustainable building methods. With the departure of Dr. Rios (who accepted a faculty position with UC Davis) and Mr. Guy (to pursue a Ph. D. in this area), it is likely that the focus of the Center will shift once again. A faculty steering committee will be convened this fall to chart the next stage in the development of the Hamer Center.

5. Physical Resources (“related to Condition 7”; VTR, p. 6)
“The visiting team is concerned that the cost overruns for the new SALA building will be taken out of the FF+E... budget.”

Response:
The furniture budget for the building was unaffected by construction costs. The building is fully and adequately furnished with minor furnishings, equipment and accessories continually added with the aid of College funding.

6. Information Resources (“related to Condition 8”; VTR, p. 6)
“The new library space in the SALA building is an improvement on the current space. ... Consideration of extending the library hours will provide one way to offset potential overcrowding.”

Response:
The “potential overcrowding” concern stated by the Visiting Team has not occurred. (See the current Library self-assessment in this APR, Section 3.9, for evidence.)

7. Financial Resources (Condition 9; VTR, pp. 6-7.)
“The level of support of the department for the necessary enhancements to the basic curriculum is barely adequate. ...”
Response:

Since 2005:
- The University has increased our annual operating budget by $20,000
- We have added one new permanent faculty position
- Increased annual travel support from Department and College sources
- We have enhanced funding for lecture series
- We have added several scholarships and endowments
- Reduced the size of the student body to traditional norms, thereby improving faculty-student ratio

The primary means of addressing the Department’s financial resources in a climate of continued budget cuts at public universities has been to practice sound enrollment management. Beginning prior to the last accreditation visit, and continuing to the present, we have worked to bring the Department’s undergraduate enrollment to a level that reflects the Department’s financial resources. At the same time, we have undertaken the benchmarking study mentioned previously, in order to establish how our finances compare to those of peer programs.

Additional efforts we have made since 2005 to increase the financial resources of the Architecture Department:

A. Fundraising: The Department’s new building, now complete, received over $15 million in private contributions. A number of benefactors who supported named spaces in the building are making the last of their annual payments in the upcoming year. As the major fundraising initiative for Architecture and Landscape Architecture, the Stuckeman Family Building absorbed most of the external support that was raised over the past five years. Since the building’s completion, our College and Department development efforts have turned to program support. Since 2004, we have a number of newly endowed scholarships and sources of program support. See the sub-section on Endowed Funds in Section 3.10, Financial Resources for a complete list of scholarships and endowments.

B. External Research Support:

1. The largest sources of external support the Department has received since the 2004 accreditation visit has been through grants administered by our Hamer Center for Community Design Assistance. Many of these grants combine funding for research with service learning opportunities for our students. Brad Guy, who until recently was the Director of Operations for the Hamer Center and an Affiliate Faculty member in the Department of Architecture, served as principal investigator for most of the Hamer Center grants. Counting only grants that directly involve architecture projects and impact teaching or research in architecture (that is, excluding Hamer Center administered grants that are primarily for landscape architecture), the amount of external funding received in the last three years is as follows:
2.1

External Funding in Architecture through Hamer Center 2004-2007:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>$181,596</td>
</tr>
<tr>
<td>2005/06</td>
<td>$256,467</td>
</tr>
<tr>
<td>2006/07</td>
<td>$38,380*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$476,443</td>
</tr>
</tbody>
</table>

* amount of funding as of 7/10/07

2. The largest grant the Department received (through Penn State’s Center for Sustainability) was a $100,000 grant from the Department of Energy to participate in the 2007 Solar Decathlon. This funding was split between three primary departments: Architecture, Architectural Engineering, and Landscape Architecture. So far, this amount has been nearly matched by private donations to our Solar D. entry. Fundraising for this project will continue through the summer and into the fall semester.

C. Additional actions that address Financial Resources:

1. In 2006/07, the Department created an Alumni Program Group to connect alumni more directly to the Department and each other. This group is now operational, with a board of directors and a membership of 33 and growing. Similar groups in the University have generated program support, in addition to a greater level of alumni involvement in the program.

2. In 2007, we received an endowment for guest lecturers that generates about $2,500/year, and an additional endowment for program support that also contributes about $2,500/year.

3. In order to address the difficulty the previous team had in analyzing the Department’s budget, the Department Head has been working with the Dean and the College financial officer to provide the latest visiting team with accurate financial information and enough “contextual” information to judge the level of financial support the Department receives. See Section 3.10.

8. Administrative Structure (related to Condition 10; VTR p. 7)
The VTR states, “administrative support for the program is inadequate.”

Response:

Since the last visit, one part-time administrative assistant has been made full-time. We have hired an Advising Coordinator who also serves as Assistant to the Department Head.

Dean Barbara Korner began her duties at Penn State on June 1, 2007. Dr. Korner has a distinguished record as an administrator, and she has already taken steps to promote faculty involvement in College decision-making.
9. Professional Degrees and Curriculum (related to Conditions 11 and 12; VTR pp. 7-8.)

“The visiting team supports the concept of a core first year for the landscape architecture, visual arts, integrated arts, and theater arts students; however, there is concern that the rigor currently found in the first-year program might be diminished and may dramatically affect the strengths of the 5-year design sequence. . . .”

Response:

The first-year Core Curriculum instituted in 2005 was discontinued after the spring 2007 semester. We have returned to our traditional first-year studio courses, Arch 131 and 132 (by using temporary numbers, Arch 197S and Arch 197B, for the 2007/08 academic year). The changes to course content are relatively minor, with greater focus on the discipline of architecture in the fall studio and the two introductory theory courses supplanting the two art theory courses offered in the Core program. (see section 2.1, Recent Changes to the Bachelor of Architecture Program, for a more detailed explanation of the Core.)

There is overlap between the statements in this section of the VTR and the VTR comments in regard to the Student Performance Criteria.

We will address the VTR comments for building constructability, the integration of technical building systems information, and our students’ ability to “sculpt the landscape” in our responses to the SPC.

We have made curricular revisions to increase the flexibility and choice our students have to “pursue their special interests.” Students entering the program in fall 2006 and thereafter are given the opportunity to choose 15 credits of coursework from a menu of Architecture Supporting Courses. The intent of the Supporting Course requirement, in addition to giving the students greater freedom to chart their own academic direction, is that students will work with an advisor to develop an area of in-depth knowledge that compliments and enriches their core abilities in architecture. The menu of Supporting Courses is divided into five areas: Architectural History and Theory, Digital Design, Architectural Technologies, Community Design and Design-Build, and Visual Arts and Design. Nine of the 15 required credits must be courses bearing the “Arch” prefix, the other six credits include courses from such areas as philosophy, geography, or art. In addition, students have the opportunity to work with their advisor and to request that other courses within or without the University fulfill the Supporting Course requirement.

At present, the Supporting Course requirement makes it relatively easy for B. Arch majors to pursue an Architectural History minor without taking an overload of courses. Other minors are possible by the petition process in which students may propose substitutes for the Supporting Courses or other curricular requirements. The menu of supporting courses is intended as a dynamic list that our Curriculum Committee reviews periodically to assess how the list can be adapted to provide the flexibility for students to pursue additional minors.

Many of the Special Topics courses mentioned in the VTR are becoming formalized into regularly offered Supporting Courses. This year,
we will submit petitions to our Faculty Senate to convert two Special Topics courses, Japanese Modern Architecture and Boundary Language, to permanent Architecture course numbers.

**Condition Not Met: 12.11 Non-Western Traditions (within Student Performance Criteria)**

“The team did not find evidence of awareness related to this criterion within the required course work.”

**Response:** Our response to this deficiency has been twofold: to increase the course content within the curriculum dedicated to non-Western architectural traditions, and to better identify and document where this content is delivered.

**Since 2005 we have:**

1. Asked the Art History faculty to incorporate non-Western examples into required Architectural History courses, particularly Art History 201, Ancient to Medieval Architecture, and to reflect this in syllabi for those courses.

2. Our advanced architecture theory course, Architecture 311W, which is required for all Bachelor of Architecture students, now devotes about one-fourth of its class meeting times to a “module” on South Asian architecture. This course module was offered in both semesters in this 2006-07 academic year.

3. We will continue to develop and expand our course in Japanese Modern Architecture, which counts as an Architecture Supporting Course in our revised curriculum. The course module on South Asian Architecture will also be expanded into a 3-credit Supporting Course, to be offered in 2008. Students will now be required to take at least one non-Western Architecture History or Theory course to satisfy the Supporting Course requirement. This way, all students in the major will have at least one three-credit course on a non-Western architectural subject.

**Condition Not Met: 12.14 Accessibility (within Student Performance Criteria)**

“The team did not find evidence of consistent application of accepted accessibility criteria to course work.”

**Response:** We believe there is clear evidence the program is on its way to addressing this criterion effectively. Beginning in 2003, the second-year design studio instructors have been making accessibility the focus of at least one studio project each year. Every year since, the second-year faculty have invited guest speakers who are experts on accessibility and universal design, and/or have brought Penn State students with disabilities into the studio. In addition, all studio instructors throughout the program include in their syllabi the topic of accessibility as an issue to be addressed in every design project.
Since 2005 we have:

1. Enforced the requirement for all students to demonstrate that their buildings are accessible, utilizing graphic means.

2. Continued second year emphasis on accessibility. We require students to graphically demonstrate accessible restrooms, doorways, ramps, etc. in all studio year-levels.

3. Reinforced the accessibility emphasis in third year, again requiring graphic evidence that accessibility standards have been met.

4. Beginning in Fall 2007, our Professional Practice course includes one assignment devoted to ADA regulations and building code requirements that address accessibility.

**Condition Not Met:** 12.15 Site Conditions (within Student Performance Criteria)

“This criterion is not met. There was limited evidence of the students’ ability to sculpt the landscape along with the grading of a site. The team feels that students would benefit from a stronger incorporation of site, both natural and built, within the curriculum.”

**Response:** We teach students to address site conditions throughout the curriculum, during all five years. We have made the manipulation of site topography a particular emphasis of our spring third-year studio, and we have asked all studio levels to emphasize site conditions.

Actions since 2005:

1. As our revised Matrix demonstrates, we now incorporate an emphasis on site planning into all five years of the curriculum, with the most focused attention occurring in the second, third year, and fourth years.

2. Our second year studio continues to introduce students to the basics of building site planning, moving from infill projects to those that include sites with significant slopes and/or other natural features that must be addressed in the students’ designs. Particular emphasis is placed on the building and site section.

3. Third year studio projects now specifically address contour manipulation. A planned short duration project for Spring 2008, designed to compliment the studio project, will involve “sculpting a site.” This project will also introduce students to the digital fabrication machinery available in the department, such as our Laser Cutter and CNC router. Through the use of these machines, students can quickly see how a two-dimensional representation of topographic form (site plans with contour lines) translates into a three dimensional shape. In addition, at least one third-year studio project must now incorporate the need for students to address parking lot design.
4. Fourth year studio projects address site issues at the urban scale. Students are familiarized with zoning and other land-use controls. Fourth-year studios ask students to explicitly consider the environmental, cultural, political, economic, and social impacts of development/building construction.

**Condition Not Met:** 12.17 Structural Systems (within Student Performance Criteria)

"Student work was not made available."

**Response:** We believe that Architecture students at Penn State are receiving appropriate education on the subject of building structural systems. The statement in the VTR, "student work was not made available," was the result of inadequate record keeping. In order to address this, we have implemented the following action.

1. We have taken over responsibility for archiving AE course work. We now ask AE professors to collect and retain copies of all completed assignments, dividing them into high pass and low pass categories. At the end of each semester, binders containing the course records will be turned over to the Architecture Department. We have been receiving this work and believe we have the appropriate evidence to present to any future visiting NAAB team.

**Condition Not Met:** 12.21 Building Service Systems (within Student Performance Criteria) "This criterion is not met. The team was unable to find evidence regarding the comprehension and assimilation of information to inform the design of plumbing, electrical, vertical transportation, communication, security, and fire-protection systems."

**Response:** After giving careful consideration to which curricular changes were appropriate to better address Building Service Systems, we determined that Architecture 480, our fifth-year capstone experience in building systems integration, was already addressing as many topics as is practical in a 3-credit course. This has led us to refocus on our Architectural Engineering courses, while also reinforcing the content of the AE courses in our existing fifth-year curriculum.

Since 2005:

1. We have requested that the AE Environmental Systems Courses, AE 211 and 424 address building service systems explicitly. We also continue to look for ways to more directly connect these courses to the Third Year Studio projects.

2. Arch 480 still addresses building service systems tangentially. We now introduce Revit Building Information Modeling software as a vehicle through which to study systems integration.

3. Fifth year studio work in Arch 491 and 492 requires students to demonstrate an understanding of building service systems, either through the students’ presentation drawings or the “thesis book.”
**Condition Not Met:** 12.26 Building Economics and Cost Control (within Student Performance Criteria) “The team found inconclusive evidence of an awareness of development of financing principles, building budgeting economics, and construction cost control within design projects presented.”

**Response:** We begin our design studio sequence with a first year “Campus Constructions” project. First year studio immediately introduces students to the notion of “scarce resources” and the need to economize by assigning projects with intentionally meager budgets. Our second year Arch 203 and 204 Building Materials courses follow this hands-on experience with a broad understanding of the relative costs of common building systems. Development financing is addressed directly in our fourth-year urban design studio projects. Many of these projects are service-learning activities that involve real clients, budgets and sites. Lastly, Arch 451, Professional Practice, now includes a building cost estimating exercise.

Since 2005:
1. We continue to stress issues of economy and efficient use of resources in first year Campus Constructions. We also address general issues of cost and efficiency in Arch 203 and 204, and all Architectural Engineering courses.

2. Beginning in Fall 2007, Arch 451 includes an assignment on construction cost estimating and a presentation on the economics of speculative development.

3. Arch 480 addresses the life-cycle costs of building systems, and will incorporate an assignment on this topic beginning in Spring 2008.

4. Fourth year studios (Arch 431 and 432) address development financing basics.

**Student Performance Criteria “Minimally Met”:** 12.4 Critical Thinking Skills

“Arch 311 minimally meets this criterion. Course 499C, taught by Alan Ceen in the Rome program, is an excellent example of demonstrating the application of knowledge for it requires student documentation, via drawing, of their navigations through the city of Rome.”

**Response:** Critical thinking is developed throughout the curriculum, beginning with the first year Studio and Theory courses, through all studio levels, in Architectural History courses, and in the writing-intensive Theory course, Arch 311W. Our concentration will therefore be on the demonstration of these skills.

Since 2005:

1. Arch 311W assignments, readings, and homework involve the use and demonstration of critical thinking skills.
2. Fifth year studio projects must demonstrate and document the use of critical thinking in the programming, design process, research and analysis of the fifth year “thesis” projects. The primary vehicle for this documentation is the fifth-year “Thesis Book.”

**Student Performance Criteria “Minimally Met”: 12.24 Building Code Compliance**

“This criterion is minimally met. Arch 492 thesis projects do indicate a basic understanding of this criterion. Building code compliance information is not clearly documented at an understanding level.”

**Response:** The VTR noted that an understanding of code compliance was not “clearly documented.” Our strategy is therefore to stress this documentation to a greater degree.

**Since 2005:**

1. Code compliance is now more explicitly addressed in all upper-level studios, from third-year through fifth-year.

2. The Architectural Engineering professors teaching structures and systems courses now explicitly address building codes related to these areas of design and construction. The relative fire resistance of different construction systems is also addressed in Arch 203 and 204. Fire suppression systems are addressed in the AE 211 and 424.

3. The fifth year studio projects, working in conjunction with Arch 451, will in 2007-08 require students to identify the occupancy classification(s) for their buildings, the construction type(s), and all height and area limitations arising there from. Fifth year studio projects must demonstrate code compliance and/or understanding in order for students to receive passing grades.

**Student Performance Criteria “Minimally Met”: 12.29 Comprehensive Design**

“This criterion is minimally met. High-pass thesis projects meet this criterion, but there is a limited amount of wall-section development in the design projects.”

**Response:** Again, we have focused primarily on requiring students to document their designs so that there is evidence of meeting this criterion.

**Since 2005:**

1. Working in conjunction with Arch 204, Second Year studios are using the annual PCMA concrete masonry design competition as a vehicle for students to explore the construction
of CMU walls, while mastering the conventions of drawing wall sections.

2. Third Year studio presentation requirements now always include wall sections.

3. Fifth Year studio projects and Arch 480 assignments now include the development of wall sections and details of building assemblies. Fifth year studio projects must demonstrate an understanding of comprehensive design including “the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies,” in order for students to receive passing grades.

**General Program Response to the 2005 VTR**

Since 2005, the following procedures have been or are being implemented:

- **A.** We have begun collecting and archiving student work beginning with the Fall 2005 semester, with a particular emphasis to retain representative samples of “low pass” work.

- **B.** Our Coordinators and Curriculum Committees have reviewed and revised our NAAB matrix. We have created a cover sheet for each course that identifies the NAAB criteria addressed within the course, and how the content for each are delivered.

- **C.** Faculty have revised their course syllabi to reflect the new matrix and the 2004 revised NAAB criteria.

**Recent Changes to the Bachelor of Architecture Program**

In the spring of 2006 our Bachelor of Architecture curriculum was revised to include the interdisciplinary Core first year studio and theory courses. This curriculum revision was approved by our Faculty Senate, and the undergraduate degree bulletin was updated to include the revised curriculum, effective June 23, 2006. The new curriculum eliminated one course (Arch 281, an introduction to computer graphics), and created a new requirement for students to explore an architecturally-related subject in some depth through a menu of required Supporting Courses from which students must choose.

As of the spring semester, 2007, the College decided to discontinue the Core curriculum, largely for logistical reasons. As an interim step, for the 2007-08 academic year, the Architecture Department will return to its previous first year studio sequence, although under temporary course numbers. During 2007-08, our Curriculum Committee will work to re-examine the BArch curriculum, possibly suggesting additional changes that go beyond the simple replacement of the Core. These changes, along with the permanent course numbers, should be in place by fall, 2008. We wish to stress that our College’s two-year trial
period with a first year Core resulted in very little substantive change to our first year curriculum. Because Architecture faculty were intimately involved in planning for and teaching the Core, they continued to address the required Student Performance Criteria in our first year.

Other Notable changes since 2005:

A. We have reduced the total number of credit hours required for graduation in the B Arch program by 3 credits.

B. We have introduced Building Information Modeling through Revit software in the ARCH 480 course.

C. We have implemented a Computer (Laptop) Purchase Requirement, which began for Second Year students in Fall 2006.

D. We have introduced Digital Fabrication elective courses. For spring 2008, we will integrate digital fabrication into the third year studio as a way to address the manipulation of site topography.

E. Penn State was selected as one of 20 Universities to participate in the 2007 Solar Decathlon. Together with the Department of Architectural Engineering and other programs at Penn State, the Department of Architecture is incorporating the Solar Decathlon into both required and elective courses.

F. We now occupy our new building, the Stuckeman Family Building for the School of Architecture and Landscape Architecture. The new building has provided substantially more studio space than our former location. The Stuckeman Building is the first LEED-certified “Gold” building on the Penn State campus.

G. We have created an Architecture Alumni Group. This organization met three times in the 2006-07 academic year. It has an advisory board and officers. The organization has its own website, and its members are already active in the Department, participating in design critiques and other Department events.

2.2 summary of responses to changes in the NAAB conditions

The following list is based on the “Changes to Conditions” since our last APR was written (summer 2004), as outlined in the NAAB News newsletter 1727 and available at http://www.naab.org/newsletter1727/newsletter_show.htm?doc_id=281518.

1. “Programs are asked to use the table of Contents in the Conditions as the outline format for writing their Architecture Program Reports (APR’s).”

The Table of Contents for this APR has been formatted accordingly.
2. “What was formerly called ‘strategic plan’ is now referred to as ‘self-assessment document.’”

The Self-Assessment Document, formerly the “Strategic Plan” is located in Appendix B in the APR. This is the same plan that was in effect for the 2005 accreditation visit, but it has been annotated to report on progress made since the plan was written. A written summary of our self-assessment can be found in Section 1.5, and our self-assessment procedures in Section 3.2.

3. “The Section on Program Self-Assessment has been rewritten to emphasize the necessity for each program to write a description of its self-assessment process.”

A comprehensive list of College and Department self-assessment procedures, both newly introduced and ongoing, is included in section 3.2 of the APR. The most significant change is that the process for self-assessment has become more formalized and the activities of assessment have been recognized as such. We have also hired an Advising Coordinator and Assistant to the Department Head. A portion of the duties for this person include overseeing and collecting self-assessment data for the Department.

4. “The Student Performance Criteria are presented as part of the 2004 Conditions. Evidence is required that faculty and students have been informed of how to access them on the NAAB Web site.”

The program addresses this requirement in three ways.
- The NAAB Student Performance Criteria are reviewed with all students and faculty of the Department, by the Department Head, during a Department-wide congregation at the beginning of the academic year.
- A link to the NAAB Conditions for Accreditation containing the Student Performance Criteria is found on the Department website at: http://www.arch.psu.edu/programs/undergrad_barch.shtml.
- An active link to the NAAB Student Performance Criteria will be provided on the Department Web site under our description of the Bachelor of Architecture Degree Program.

5. “There is a new condition: Studio Culture. Programs are required to have a written policy on studio culture and include it in their APR.”

A Studio Culture Policy Statement was included in our previous APR. This policy has been revised with input from our Student Representatives and AIAS officers, as well as the faculty of the Department. The revised policy is included on the Department’s web-based “Student Survival Kit” available through the program website. (See: http://www.arch.psu.edu/students/survival_chap2.shtml) A link is also provided on the syllabus for Arch197s(Basic Design Studio), the course that serves as our required Freshman Seminar for all incoming students.

6. “The requirement for a minimum number of volumes in the library is once again 5,000 but the titles may bear whatever call numbers best support the program’s unique needs.”
Our Architecture and Landscape Architecture Library continues to fulfill this requirement by possessing 28,759 volumes that include a diverse range of call numbers that uniquely support our department's needs (see section 3.9).

7. “The home institution for the program must be accredited by one of the regional accrediting agencies (they are listed in the Conditions) rather than a “recognized” accrediting agency.”

The Pennsylvania State University is accredited by the Middle States Association of Colleges and Schools (MSACS) and is a member of the Association of American Universities (see section 3.11).

8. “The section on Professional Degrees and Curriculum has been completely rewritten. There are minimum credit requirements for each of the three degree titles accredited by the NAAB: Bachelor of Architecture, Master of Architecture, and Doctor of Architecture. Schools have until 1 January 2015 to conform to the new minimum credit requirements. Also, the requirement that course distribution be 60 percent professional studies and 40 percent general studies has been replaced with a requirement that each degree must include a minimum of 45 credits of coursework with no architectural content.”

The minimum credit requirement for our Bachelor of Architecture degree is 162 credits, surpassing the minimum requirement of 150. 45 of these credits are courses with no architectural content (see section 3.12), thus fulfilling this requirement.

9. “The Student Performance Criteria have been reorganized and rewritten so that there are now 34 rather than 37. One of the levels of achievement, “awareness,” has been abandoned so that all criteria must be met at the level of either “understanding” or “ability.” Many of the criteria have been reworded to eliminate redundancy, to strengthen intentions, and to clarify meanings. There are two new criteria—Sustainable Design and Client Role in Architecture—and several have had significant additions of content. The phrase “appropriate application and performance” has been added to four criteria and “trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others” has been added to Professional Practice. “Issues of growth, development, and aesthetics in their communities” has been added to Leadership. Also, the content of some of the technical criteria that were eliminated has been added to criteria that were retained.”

All of the revisions to the Student Performance Criteria have been updated and the courses addressing each criterion have been adjusted accordingly (see section 3.13).
the thirteen conditions of accreditation

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3.1.1 architectural education and the academic context

The Pennsylvania State University is one of the major educational and research institutions in the U.S.A. and students in architecture are part of an academic environment of great richness and diversity. The dual mission of assuring a general education base for all undergraduate programs while providing strong disciplinary focus remains at the heart of Penn State’s distinctive contribution and commitment as a Land-Grant Institution. The University continues to guard against a proliferation of requirements for various specific courses and, where possible, tries to accommodate student flow between programs and to make reasonable changes in career and disciplinary goals possible without losing credit for work already completed.

The Department of Architecture benefits from the wealth of educational resources available at Penn State’s University Park campus. Faculty are expected to meet all requirements of the scholarship of teaching and learning, the scholarship of research and creative accomplishments, and the scholarship of service to the university, society, and the profession. University resources and physical facilities are those normally associated with a campus institution of this size and quality.

The College of Arts and Architecture is the academic arena within which the Department of Architecture operates, and the administrative unit to which this department directly reports. With the construction of the Stuckeman Building, housing the Departments of Architecture and Landscape Architecture, and the renovations to Borland Building (new home of the College Dean’s and Associate Deans’ offices), the various academic units within the college will all be brought into close physical proximity. Together, the buildings and outdoor spaces form the Arts sub-campus. Studio facilities in sculpture, painting, print making, photography, and other visual and performing art studios including theater production are within a two-minute walk of the SALA Building. Related departments of Art History, the Visual Arts, and Music are also clustered in this area, and provide classroom instruction, printed, visual and audio resources.

Even though our new location physically separates us from the Department of Architectural Engineering, we maintain our strong ties to this department through collaborative programs (such as those funded by the Bowers Endowment: Solar Decathlon and the American Indian Housing Initiative), interdisciplinary faculty research, such as the IEL, and other cooperative endeavors. Currently, the Department of Architectural Engineering provides architecture students with required coursework in structural and mechanical systems, while the architecture department reciprocates with architectural design courses.
for engineering majors. The Architecture Department also offers an Architectural Studies Minor for non-professional degree students seeking an architecturally related career. Penn State’s involvement in the 2007 Solar Decathlon, with Architecture, Architectural Engineering, and Landscape Architecture assuming the leading roles under the umbrella of the Center for Sustainability, brought together nearly 1,000 students from all areas of the University.

The faculty and some students within the Department are regularly involved with the architect selection process by which architecture firms are chosen for new construction and renovation projects in the Penn State University system. We believe this has contributed to a higher standard of architectural quality of campus facilities. Respected architects and firms such as Rafael Vignoly, Robert Stern, Bohlin Cywinski Jackson, the Polshek Partnership, Overland Partners, and Payette Associates have all designed recent campus projects in the past six years. Many members of the faculty also practice architecture locally, nationally, and internationally.

The local chapter of Alpha Rho Chi participates in such campus-wide events as the homecoming preparations, “Dance Marathon,” and other social and charitable activities. Since 2005/06, Penn State has had an active chapter of AIAS. As a registered student organization, AIAS has access to University funding. In spring 2007, the AIAS used this funding to organize a portfolio workshop with guest speaker Harold Linton. The AIAS maintains ties to the Middle Pennsylvania Chapter of AIA. In 2006, the AIA supported participation of our AIAS officers in the AIAS meeting in Cincinnati, Ohio.

3.1.2. Architectural education and the students

Due to the high demand for admittance into the Department of Architecture, we are one of the most selective units in the university and as a result are lucky to have exceptional students. For example, our Fall semester entering freshman had a combined SAT score of 1261. Our entering students are also mature, hardworking and take initiative and responsibility for their own educations.

The unique nature of architectural studio education creates an environment where the students are intimately involved in the day-to-day activities of the program. Their constant presence in the building naturally invites them to be active participants in shaping all aspects of our curriculum, both explicit and implicit. By definition, the “design critique/jury” involves the students individually and collectively in the crafting of their education. In fact, the faculty regularly invite upper level students to serve as guest jurors for lower year courses. This intermixing of students from various year levels contributes to an integrated and cohesive student body. Additionally, the open studio design of the Stuckeman Building promotes student interaction and mutual awareness, not only within the Architecture student body, but also between Architecture and Landscape Architecture majors. Our studio culture is developed early, thanks in part to our commitment to
beginning the Design Studio Sequence in the first year, first semester, first day.

The active interaction between students at different year levels is enhanced by the many annual “traditions” that we maintain within the curriculum. These rituals include our various charrettes and competitions such as the Corbelletti Charrette, The Stewardson Competition and the Kossman Review. At the conclusion of these competitions, the student designs are always exhibited, and there is generally a public presentation to present the winners and discuss the projects.

The continuity of our Study Abroad Program in Rome (Sede di Roma) also creates a shared experience that bonds our students and alumni together. There are numerous required field trips to locations such as Villa Adriana, Florence, Venice, Verona, Vicenza, Pompei and Paestum, that are an integral part of the Sede di Roma curriculum. As a part of their semester in Rome, most of our students also take the opportunity to travel across Europe and thus maintain the Grand Tour tradition. Being totally extra-curricular, this commitment of time and money to visit the great buildings and cities of Europe reflects our student’s dedication to shaping and enhancing their own education and growth as designers.

Our various design/build and service-learning projects reflect a commitment to creating opportunities for students who assume active leadership roles in their education. The First Year Campus Construction Project is in its seventeenth year and has become an important springboard experience for the entire curriculum. The American Indian Housing Initiative (AIHI) is also quickly becoming a recurring hallmark of our program. Active-learning projects such as AIHI, Solar Decathlon, and the Rebuilding After Katrina studios, uniquely contribute to the “distinctiveness, self-worth and dignity” of our students in ways that conventional design exercises cannot.

We also have more light-hearted traditions that contribute to the social environment of the department such as the Annual Architectural Costume Parade, Pumpkin Carve Competition. These serve as social celebrations in the manner of traditional Beaux-Arts Balls. Students are vital participants in the planning and administration of all of these events and activities.

Students also actively participate in the life of the department by electing Class Representatives who make up a committee that serves as a direct conduit of communication between the students and the administration. The student representatives, as well as the AIAS officers, meet monthly with the Department Head. When appropriate, students may be appointed as members of our faculty committees. Students serve as tour guides for prospective students and their families and recently they served as counselors for our Architecture Summer Camp.

The department is committed to providing extra-curricular events that expose students to a wide range of diverse ideas and work from professional practice and allied design disciplines. Our lecture series
has continued and expanded since 2005, with an influx of new funding such as the Porterfield Endowment. The Architecture lecture series is now coordinated with the Department of Landscape Architecture’s lecture series, and includes a number of jointly-funded lectures. In addition, University organizations sometimes sponsor visiting lectures of interest to architects. In spring 2007, the Institute for Arts and Humanities, with additional funding from Architecture, sponsored a lecture by Daniel Libeskind. Libeskind was the 2007 recipient of the Institute’s Medal for distinguished achievement in the arts or humanities.

Three independent student organizations provide the means and opportunity for students to be actively involved and assume leadership roles in the life of the department, the university and the community: the Penn State chapter of AIAS, a chapter of Alpha Rho Chi, and an Architecture Student Interest House. These groups are instrumental in helping and at times leading major events, activities and programs. In 2006, lectures by Mario Botta and Michael Benedikt were entirely student organized (with financial support by the Department).

The Department prides itself in its close relationship between faculty and students and thus Student Advising, formally and informally, is a high priority. Beginning in 2007, Bob Fedorchak has assumed the position of Advising Coordinator for the Department. Incoming architectural students are greeted in a summer orientation session conducted by Mr. Fedorchak in collaboration with College personnel who counsel them on registration, the profession, performance expectations and their upcoming life as a student. For the first two years that students are in the program, Mr. Fedorchak will serve as their advisor. He organized group advising sessions for students and various other programs aimed at promoting academic success. In their third year, students are assigned faculty advisors capable of assisting them in career choices, coursework selection, and general student/faculty guidance.

Diversity is a component of student life as this Department has the average of 47.3% women and 10.1% minority student enrollment over the past three years. (See Appendix C) In 2004, we offered our first Architecture Summer Camp for high school students, one purpose of which is to attract a greater diversity of applicants. This year’s Camp was the largest ever, with 55 students participating.

3.1.3 architectural education and registration

The current Professional Practice course dedicates a substantial amount of coursework to the topic of professional responsibilities and the role of the architect in various social, technical and ethical contexts. The course includes visits to professional offices in Washington, DC and New York City. Attention is given to a detailed discussion of the Architectural Registration Exam (ARE), and past graduates have made class presentations on the IDP and on preparing for the ARE.
Of the 58 graduates from the past three years who responded to our survey, 45 respondents are currently participating in IDP with the intention of sitting for the licensing exam. One part of the Curriculum Committee’s ongoing review is to assure students receive at least minimal coverage of all of the key topics outlined in the NCARB Architectural Registration Exam Handbook. (See Appendix D for detailed survey results and Appendix E for NCARB ARE results)

Architecture students may participate in summer employment and internships, and receive academic credit for these experiences. Since 2003, the Department has sponsored a spring Career Fair for Architecture students. This Fair is held over two days, and combines an evening “meet and greet” reception with a day of follow-up meetings and interviews. The Department website posts job advertisements for all levels of professional employment free of charge, so that current students and alumni have access to this information. Architecture students also participate in a fall Career Fair that attracts over 70 A/E and E/A firms, which is organized by the Department of Architectural Engineering.

The Department regularly brings in professional architects as guest lecturers and design jurors offering students direct contact with practitioners. The discussions that follow the formal presentations are often lively debates on a wide range of issues related to the practice of architecture.

3.1.4 architectural education and the profession

The responsibilities and inherently collaborative nature of architectural practice are introduced to students in our first-year campus constructions studio. These are then reinforced throughout the studio sequence through group projects, interaction with real and hypothetical clients, and through guest lectures and topical presentations. The existence of the School of Architecture and Landscape Architecture highlights our long-term commitment to collaborative practice and inter-disciplinary learning.

Ethical issues and the professional conduct of the architect are covered in the Professional Practice course, in the Theory sequence beginning in first year, and in a graduate level ethics course open to a small number of advanced undergraduates. The Professional Practice course includes full day visits to architectural firms by small groups of students for an intimate discussion of practice issues outside the walls of academia. Conversely, many local AIA Chapter members are regularly scheduled to make class presentations on issues affecting professional practice, liability, ethical conduct, code enforcement, etc.

Since the fall of 2002, the Department Head has been invited to the monthly meetings of the officers of the AIA. Working closely with the Middle PA Chapter, we have coordinated lecture schedules, and have arranged for continuing education credits to be granted at most Department presentations. The Middle PA AIA Chapter typically sponsors one lecture per year.
Since the spring of 1999, the Hamer Center for Community Design Assistance has involved students, Center staff, and faculty in a variety of projects with direct links to local and surrounding community associations and businesses. This type of hands-on activity not only raises the issues of professional responsibility, but also provides an actual setting for students to practice professional conduct.

The Bowers Program provides seed money for interdisciplinary teaching, research, or creative projects. Through Bower-funded initiatives, Architecture students gain opportunities to work closely with Architectural Engineering and Landscape Architecture students. Bowers funding has been utilized in the American Indian Housing Initiative, the Solar Decathlon, and Rebuilding After Katrina studios.

3.1.5 architectural education and society

As a land-grant university, Penn State is under a mandate to serve the citizens of the Commonwealth. The University has an exemplary record of community outreach and service learning projects. Many of these in which the Department participates, often along with faculty and students from Architectural Engineering and Landscape Architecture, are organized by the Hamer Center. Recent examples have included the American Indian Housing Initiative, Harrisburg Urban Studio, and Rebuilding After Katrina.

The Architecture Department is fully committed to environmental sustainability. In 2003, the Department (in conjunction with the U.S. Green Building Council, Architectural Engineering, Landscape Architecture, et al.) taught the first University course to train and qualify students as LEED-accredited professionals. The Stuckeman Family Building was the first building at Penn State to receive a LEED Gold rating. The Department is also fortunate to have one of the leaders of the green architecture movement—James Wines—on its faculty. Many Architecture faculty conduct research on issues related to the environment, including just-departed faculty member David Gissen, author of the book *Big and Green*.

At University Park, the large number of minority and foreign students expose architecture students to a world of personal and cultural contacts. Specific organizations like the National Organization of Minority Architects, Alpha Rho Chi, and other College and University level organizations are open to participation. Their overlapping schedules of events may result in more opportunities for students to avail themselves than time allows.

The Department requires a foreign study experience of all its fourth-year students with a semester in Rome. Students spend an entire semester in Rome and many elect to include a summer travel itinerary before or after their academic semester. Architecture students’ travel, study, and share apartments with students from Landscape Architecture. Elective summer programs also include students from Architectural Engineering, Nutrition, and other programs. The Rome
program also exposes students to other American university students, students from the University of Rome, and international students from other countries. Organized field trips are part of the Rome study program and the fourth year design studio. At least three extended field trips to a variety of sites/cities are included each semester.

In the design studio the changing role of technology in the profession of architecture is addressed with design problems that question traditional techniques of representation and construction, and that focus on social, as well as formal, concerns. Our students also participate in regional, national and international design competitions, often with very positive results. For example, the projects of two students from our most recent graduating class were selected for display at the Storefront for Art and Architecture, New York, in August 2007. Whenever possible, we incorporate digital fabrication and visualization techniques into our service-learning programs, such as AIHI and Solar Decathlon. Since 2005, Arch 480 has included a workshop in Building Information Modeling where students are trained on Revit software. We believe such connections are essential. They do much to reinforce to students that architectural designs and the technologies used to execute them have direct social and environmental impacts.

3.2 program self-assessment procedures

Self-assessment at Penn State is a continuous process that occurs at the University, College, and Program levels. Self-assessment begins with the University strategic plan. In the recent past, the University has followed a three-year planning cycle. The next University-wide strategic planning cycle will be five years long. Program-specific strategic plans are to be revised during the 2007/08 academic year, with a five-year plan to go into effect for the years: 2008/09, 2009/10, 2010/11, 2011/12, and 2012/13. (Because Architecture has not completed its strategic plan for this next cycle, the most recent strategic plan is included in the APR.) Also new for the next planning cycle, the relevant aspects of the University’s Framework to Foster Diversity are to be integrated into each academic unit’s strategic plan. In the past, the units contributed to a separate College-level plan based on the Framework.

For more information on the format and goals of the University’s next strategic planning cycle, please see the June 26, 2007 memo from Provost Rodney Erickson, included in this APR as Appendix F.

The Following is a list of Self-Assessment Procedures used by the University, College of Arts and Architecture, and Department of Architecture. Where possible we have included a description of the type of data these procedures are intended to provide.

College & University Level Self-Assessment:

- **Strategic Planning:** Penn State requires all of its academic units to participate in strategic planning. See Appendix F for more information about the University-level strategic plan. Through
the College Leadership Council, the Architecture Department Head and Architecture Faculty Council representative have the opportunity to participate in crafting the College of Arts and Architecture strategic plan. The College and Department will be formulating new strategic plans during the 2007/08 academic year.

See http://www.artsandarchitecture.psu.edu/about/strategic/ for the most recent version of the College strategic plan. See Appendix B for the most current Architecture Department strategic plan.

- **Framework to Foster Diversity:** the University website refers to the Framework as our “roadmap for achieving our diversity goals.” The Framework is a parallel strategic plan that addresses diversity issues outside the University, College, and academic unit level strategic plans. Based on Provost Erickson’s memo on the next five-year University planning cycle, “although diversity planning will continue to occur in a parallel planning process, units should take advantage of the opportunity to incorporate related elements of their goals and commitments regarding diversity into the larger context of the unit’s future vision and strategies.”

For more information, see: http://www.equity.psu.edu/framework/

- **Peer Review of Faculty:** At Penn State the evaluation of faculty performance takes place at the Department, College, and University level. One aspect of this evaluation is peer review. Promotion and Tenure reviews and Post Tenure reviews are conducted both by committees of faculty peers and by administrators. The Department and College Promotion and Tenure Committees (only tenured faculty peers may vote for tenure decisions; all faculty at higher rank for promotion decisions) review all tenure eligible faculty members during their second, fourth, and sixth year of service. The University P&T Committee only participates in the final tenure reviews and in promotion reviews that have adequate support from the Department and College levels. Evaluations of teaching effectiveness typically involve the peer review by other faculty in the Department. The reviews are based on direct experience with the candidate’s teaching, and often involve classroom/studio visits and reviews of teaching materials prepared by the candidate. Peer evaluation of research and creative work is primarily conducted by expert peers outside of Penn State.

- **Reviews of Administrative Performance:** At Penn State, Deans and Department Heads undergo an in-depth performance review every five years. The Department Head’s performance is reviewed by the Dean on an annual basis.
Department-level Forms of Self-Assessment

• **Student Ratings of Teaching Effectiveness (SRTEs):** each course at Penn State is evaluated by students on two standardized questions: Overall Quality of Course, and Overall Quality of Instruction. This data takes the form of numerical scores on a scale of one to seven. Departments may choose from a menu of more specific questions, which students also answer by selecting a choice from the one to seven numerical scale. The SRTE evaluations are most effective in providing quantitative data to measure teaching quality. Students also have the opportunity to provide written comments for the SRTE assessment.

• **Public Studio Reviews and Public Exhibitions of Student Work:** Our faculty regularly serve as guest critics for other studios. Also, the open-ness of the building and our frequent displays of student work allow for all faculty and students to easily view the performance of students in all studios. This general awareness of the quality of work throughout the Department and School is an informal but effective method of continual self-assessment.

• **NAAB Annual Reports and Accreditation Visits:** These processes have been the catalyst for significant self-assessment, changes and enhancements to the Architecture program.

• **APR Reviewers:** In addition to the NAAB Visiting Team, we try to have our APR reviewed by other educators and practitioners. This year we have asked Michael Fifield, former Penn State and University of Oregon Architecture Department Head, to review our APR from the perspective of a former administrator and current educator. Kevin Montgomery, FAIA, agreed to review our APR from the perspective of a practicing architect who is also active in NCARB and is an experienced NAAB Visiting Team member. Dennis Astorino, AIA also agreed to review our APR. Mr. Astorino has participated in NAAB accreditation visits, has been a member of the Pennsylvania Architectural Licensing Board, was a member of NCARB’s Board of Directors, and in 2000 he served as chairman of NCARB’s Practice Analysis Task Force.

• **Penn State Architecture Alumni Group:** The Board of Directors of this group meets at least twice per year on campus. This group serves as a type of Advisory Board to the Department. In 2006/07, the first year the AAG was active, while they were on campus the Board reviewed second and fourth year student projects as well as designs for the Penn State Solar Decathlon entry. (See Appendix G) Members of the Architecture Alumni Group Board:
  - William Holloway, AIA, (’82) President: Bernardon Haber Holloway, Wilmington, DE
  - Sheri Tickner, (’93) Vice President: DMJMHN, Arlington, VA
  - Patrick Hyland, (’97) Secretary: Westlake Reed Leskosky, Cleveland, OH
  - Andrew Blaydon, (’06) Treasurer: EI Associates, Harrisburg, PA
  - Nancy Goshow, AIA, (’68): Goshow Architects, New York, NY
  - Michael Pinto, (’93): Osborn Architects, Glendale, CA
  - Phillip Foreman, (’85 + ’99): Foreman Group, Zelienople, PA
Randolph Hudson, ('74): Hayes Large Architects, State College, PA
Joyce Raybuck, ('04): Ballinger, Philadelphia, PA
James Radock, AIA, ('88) Burt Hill, Pittsburgh, PA
Joseph Cliggott, ('94): Goettsch Partners, Chicago, IL

- **Department Faculty Meetings:** The entire faculty of the Department meets approximately once a month. This is an open forum for discussion, committee reports, and decision-making, chaired by the Department Head. The Department Head proposes agenda items, both informational and propositional, for discussion and action, to which the faculty contribute. All proposals from the Curriculum Committee and most other committees must be distributed in written form prior to the meeting, and are then discussed and voted upon by the faculty as a whole. (Only tenured or tenure-track faculty vote on matters pertaining to tenure policy or curricular changes.) Minutes of the meetings are distributed prior to the next meeting.

- **Annual Faculty Performance Evaluations:** Tenured faculty and tenure-track faculty not undergoing a periodic Promotion and Tenure Review are evaluated by the Department Head on an annual basis utilizing a Department Annual Report.

- **Undergraduate Curriculum Committee:** The faculty members of the Curriculum Committee are appointed annually by the Department Head. Since 2007, the Advising Coordinator/Assistant to the Department Head is an ex officio member of the committee. The Curriculum Committee continually conducts rigorous evaluations of the B. Arch curriculum, and proposes revisions to the curriculum when necessary to address changes in architectural practice, educational philosophy, building, design, and teaching technologies, changes in University policy, etc. Major modifications to the curriculum and all new courses are voted on and forwarded to the full architecture faculty for approval. Curricular changes approved at the Department level are followed by a proposal to the University Faculty Senate. The Senate Proposals are reviewed at the College level for conformance with University policy and College goals, and are then forwarded to the Senate Committee on Curricular Affairs. This committee has the final decision on all curricular decisions in the University.

- **Advising Coordinator/Assistant to the Department Head:** This position was filled in May 2007. In addition to coordinating the Department advising for undergraduate students, and serving as the primary academic advisor for first and second year students, the Advising Coordinator/Assistant to the Department Head is charged with monitoring the quality of the undergraduate Architecture degree programs. This involves tracking student progress through the B. Arch major, collecting statistics on incoming student characteristics (SAT scores, high school GPA, minority status, how the student entered the program, etc.), identifying “problem areas” in our admissions requirements/processes, course sequence, or our curriculum and then proposing solutions to these “problems.”
• **Design Studio Coordinator’s Committee:** The faculty members of the Coordinator’s Committee are appointed annually by the Department Head, and include the Coordinators of each design studio year level. The Committee conducts reviews of studio project proposals, coordinates studio schedules, monitors conformance with the NAAB Student Performance Criteria and the Department’s Studio Culture Policy, makes studio facilities recommendations, and advises the Department Head on other issues related to the design studio sequence.

The duties of the Design Studio Coordinators are:

1. To meet regularly with the other studio faculty in their year level to coordinate the development of appropriate statements of pedagogical intent for the studio year level, which are then developed as studio project programs, semester project schedules, jury dates, reading lists, research materials and shared presentation requirements for each semester’s studio so as to achieve the curriculum objectives defined for that studio year level.

2. To participate as a member of the Coordinator’s Committee; to collect and coordinate all individual faculty studio programs, submitting them prior to the start of the semester for inclusion in the course binders maintained in the main Department administrative office.

3. To coordinate the work and schedule of the studios with that of parallel courses, endeavoring not only to avoid conflicts in due dates, but also to maximize the potential benefits between courses; this also requires coordinating the use of limited facilities (such as the wood-shop, laser cutter, plotters and other “output devices”) so as to avoid conflicts with other studios and courses.

4. To coordinate the work of the faculty assigned to the studio year level; to coordinate and lead discussion among the year level studio faculty regarding common grading standards, NAAB Student Performance Criteria and measures of student progress.

5. To coordinate the selection and mounting of exhibitions of studio work in process each semester, as well as organizing and supervising the end-of-semester juries and exhibits of design studio projects.

6. To coordinate with the Department’s archivist for the archiving of selected projects from each studio section at the end of each semester, as well as the compilation of the written materials utilized in the course.

• **Facilities Committee:** performs regular reviews of Department and School facilities and makes recommendations to the Department Head for changes and improvements. A detailed list of facility improvements is prepared each spring, and most improvements
are accomplished over the summer months, when there are few students and faculty in the building.

- **Computing/Technology Committee:** makes recommendations to the Department Head regarding strategic directions in technology utilization as they affect teaching, practice, faculty research, etc. Monitors student usage of existing technology and makes recommendations for annual purchases. Advises the Department Head on the use of funds from the Stuckeman Endowment for Design Computing.

- **Career Fair:** The steady growth in the number of firms participating in the Career Fair gives one indication of the demand for our graduates. The participating firms also provide constructive criticism of our students’ work, the quality of their resumes and portfolios, interview skills, our curriculum, etc.

- **Alumni Phone Survey:** We typically conduct a phone survey in the year prior to an accreditation visit. Our most recent survey of 44% of all graduates from the last three years reveals that 91% of those surveyed responded affirmatively when asked if they felt their undergraduate education adequately prepared them for a professional career in architecture. 86% of the surveyed graduates were employed and practicing architecture, while another 14% were pursuing higher degrees. While our graduates from the past three years are not yet eligible to sit for the licensing examination, 78% of the respondents are participating in IDP. Only 12% were not engaged in practice or architectural education. See Appendix D for complete survey results.

- **NCARB Architecture Registration Examination pass rates:** The NCARB data for ARE pass rates by school is periodically reviewed to determine if there may be particular areas of professional knowledge pertinent to the ARE that our curriculum is not addressing. See Appendix E for the ARE pass rates for Penn State graduates.

- **Surveys of Current Students:** This fall, for the first time we surveyed the entire student population on a variety of issues related to the quality of their education, NAAB accreditation. The surveys were conducted in conjunction with a series of presentations made by the Department Head to the students on the accreditation process, professional licensing, and the nature of professional education in a university setting. The survey questions and survey results appear in Appendix H.

- **Benchmarking:** The Department Curriculum Committee recently completed benchmarking as part of their research for proposed curriculum changes. The Department is currently performing a benchmarking study against other peer Architecture programs with regard to faculty student ratios, program size, program budget, etc.

- **Archive of Student Work:** The archive is an ongoing means by which we measure the work of students over the years.
3.3

- **Student Representatives:** The student representatives have regular monthly meetings with the Department Head. This provides the Department with regular feedback on a variety of issues important to students.

- **Course Binders:** These are maintained and updated all the time, not just for NAAB visits. They serve as a resource for new faculty, for the curriculum committee, for academic advisors, and others who need to have detailed information regarding course content.

3.3 public information

The description of the Bachelor of Architecture degree program as it appears on The Penn State University Faculty Senate web site is shown below. The web site address is: http://www.psu.edu/bulletins/bluebook/$aamenu.htm

The Department of Architecture is a member of the Association of Collegiate Schools of Architecture and the Bachelor of Architecture Degree is accredited by the National Architectural Accrediting Board. The major provides for the education of architects at the professional and preprofessional levels.

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

\textit{Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.” (Excerpt from NAAB Conditions for Accreditation, 2004 Edition)}

The professional program (BARCH) is a five-year curriculum leading to the Bachelor of Architecture degree requiring 162 credits and contains additional intensive academic studies in architectural and related subjects required for professional development. This program prepares those who seek careers as practicing architects. It is also professional preparation for those entering related design fields. Graduates holding a Bachelor of Architecture first professional degree are eligible, after appropriate internship experience, for admission to the professional state licensing examination, and subsequent registration as architects. Students accepted into the Department of Architecture are admitted into the five-year professional program leading to the Bachelor of Architecture.
Architecture degree.

Architecture students are reviewed at the end of the fourth semester (second year) for retention in the program. A portfolio of architectural design studio work will be submitted by each student and evaluated by a committee of faculty members. The review will be based on criteria which evaluates growth over the four-semester period and architectural design competence as evidenced in the architectural design work presented in the student’s portfolio. A positive review will permit the student to continue in the major. A negative review will not permit continuance in the Architecture program. For students who receive a negative review, every effort will be made to advise them into a related discipline.

Incorporated into the BARCH program is a required semester abroad at the department’s facilities in Rome, Italy. Other elective foreign study opportunities are also available.

At the end of the fourth year (135 credits completed), students are reviewed for retention in the five-year BARCH program. This review evaluates a student’s performance by reviewing the overall University grade-point average which must be a minimum of 2.5 and the student’s performance in architectural design studio and visual communications courses where the minimum grade-point average must be 2.67 on the 4.0 scale. In cases where either of these minimums are not met, a portfolio of design work examples will be requested of the student and reviewed by the committee. In cases where retention in the BARCH (five-year) program is not permitted, students having already completed the ARCBS (four-year, 135 credits) requirements will be given a “change of major” and awarded the Bachelor of Science degree in Architecture. Students may also elect to leave Penn State after completing the requirements of the four-year (ARCBS) program and receive the Bachelor of Science degree.

All incoming students are informed of the NAAB Guide to Student Performance Criteria during a fall semester orientation session. A paper copy is distributed. Students are also informed that the information may be found on the architecture web site at http://www.arch.psu.edu/ and the NAAB Conditions of Accreditation and on the NAAB web site at http://www.naab.org/ and http://www.acsa-arch.org/NAAB. The same information is shared with all faculty at the first faculty meeting of the academic year.

3.4 social equity

The Architecture Department, the College of Arts and Architecture and The Pennsylvania State University are deeply committed to equality and diversity in all aspects of its operations. (See Appendix P for Criteria and Procedures used to Achieve Equity) The following statement of nondiscrimination is part of all Penn State publications and accurately defines the University and Department policy on this matter:
The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University.

The Department is also specifically targeting an increased presence on the faculty of women and minorities. Since the last team visit three women have joined the faculty in tenure-track positions and an agreement has been reached with an additional female faculty member, who has deferred her start date. One associate professor was granted tenure in her review during the academic year of 2006-07. Other women have been retained as part-time instructors over the past three years.

The Department is committed to building a community that exemplifies the ideals of diversity, faculty-staff-student interaction, active learning, and innovation, and that fosters a climate of respect for the free exchange of knowledge and ideas. The College of Arts and Architecture is also committed to promoting and maintaining a welcoming and inclusive climate for all persons in the College.

Student Admissions, Advancement, Retention and Graduation Procedures to achieve Diversity:

The Department’s Fall 2006 enrollment in the undergraduate program in Architecture included 28 minority students, which represents 10.3% of the 271 total students. The three-year average reflects a 10.1% minority student enrollment. The number of women enrolled in the program in Fall 2006 was 131, or 48.3% of the total undergraduate student enrollment. The three-year average for women in the program is 47.3% of the total architectural student population. Also, see Appendix C for additional diversity of student statistics.

Faculty, Students and Staff Administrative Committees:

All University policies and procedures are available on the PSU website. Faculty and students are regularly involved in the development and implementation of department policies and procedures, including curriculum and program development. Many of these are explained in the “Student Survival Guide,” found on the Department web site at http://www.arch.psu.edu/students/survival.shtml. Students and faculty participate in a variety of standing committees that cover all departmental issues. The list below of committee appointments from the past academic year is indicative of the level of student and faculty involvement. Also, each class of students elects a representative to meet monthly with the department head, to cover issues and
grievances, and to plan for new program opportunities. This forum gives students direct and regular access to administration without filtering through the faculty.

2006/07 Academic Year

University Committees:
- Arborlum Design Committee
- Arch Screening
- Arch Selection Advisory
- Facilities Planning Advisory Board
- Faculty Senate
- Graduate Council Committee On Programs & Courses
- Shaver's Creek Advisory Committee
- Univ. Fac. Advisory Committee on Academic Computing

College Committees:
- Academic Integrity
- CORE Advisory
- Council for the Advancement of General & Distance Education
- Creative Accomplishments & Research
- Dean’s Search
- Digital Imaging
- Diversity
- Faculty Council
- Graduate Affairs
- Penn Award for Creative Achievement In The Arts (PaCAA)
- Promotion & Tenure
- Recruitment
- Sabbatical Leave Review
- Scholarships & Awards

School Committees:
- Hamer Center Advisory
- School Council
- School Joint Curriculum
- Stuckeman Computer Advisory

Department Committees:
- AIAS
- Alpha Rho Chi Advisor
- ACSA Counselor
- APG Coordinator
- Curriculum—Graduate
- Curriculum—Undergraduate
- Architecture Studies Minor
- Career Fair
As stated in Section 1.5, the Department faces a challenge in diversifying its faculty, staff and student body. For a detailed list of Department actions to address this problem, see our response to the previous VTR in the area of Social Equity (Section 2.1.2) and our Strategic Plan (appendix B).

3.5 studio culture

The document on studio culture policy is incorporated in the APR as Section 4.2. The initial Studio Culture Policy was written and distributed in fall 2004. Discussions with students regarding revisions to the policy were begun through the Student Representatives in 2006/07. Student input was formalized with proposed revisions made over the summer of 2007. The revised studio culture policy is now available on the Department website (see: http://www.arch.psu.edu/students/survival_chap2.shtml).

The policy will be reviewed at least every other year by the studio Coordinators’ Committee and the Student Representatives. Compliance with the policy is monitored through regular meetings between the Department Head and the Student Representatives, through surveys of student opinion, and from reports of students to faculty advisors and the Department’s Advising Coordinator.
3.6 human resources

Students’ educational backgrounds and the program’s selectivity, retention, and time to graduation rates:

The overwhelming majority of students admitted to the Bachelor of Architecture program are entering freshman students who enroll immediately following their high school graduation. These students are evaluated for admission based on their high school GPA and SAT scores. A small number of additional students are admitted based on a portfolio review and/or exemplary participation in a six-week summer architectural studio course. (See Appendix I)

Demand for the program is extremely high. The average number of freshman applicants per year, for the past three years, was 826. The average number of freshman offers per year, for that same period of time, was 202, or 24.4% of all applicants. Because the students who are offered admission to the Bachelor of Architecture program have very impressive academic credentials and have applied for admission to a number of educational institutions, the average yield (i.e., the percentage of freshmen who accepted their offer of admission and actually enrolled in the program) for the years 2004 through 2006 was 34.8%. During that same period of time, freshmen who enrolled in the program had an average combined SAT score of 1254 and an average high school GPA of 4.02.

The Bachelor of Architecture program at Penn State is a five year program. The average graduation rate for the freshmen admitted to the program in 2000, 2001, and 2002 was 39.4% and 97.8% of those students graduated within five calendar years of their initial enrollment in the program. (See Appendix J)

Faculty Responsibilities:

Faculty distribution of effort between teaching and other responsibilities varies with the individual faculty member, but on average 60% of their time is dedicated to teaching (and related preparation time), and 20% to research and creative activities, and 20% to service and community outreach. Since the 2004/05 academic year, the Department of Architecture has retained an average of 24.33 FTE faculty. On average this figure includes 20.66 FTE tenure/tenure-track faculty. (See Appendix K)

Students Evaluation of Coursework:

All coursework offered at Penn State is evaluated by the students enrolled in the respective classes through a process known as SRTEs (Student Rated Teaching Evaluations). At the end of a given semester, students receive and complete a two-page evaluation form that asks for their assessment of the class and faculty, and offers an opportunity for positive and negative critique. These evaluations are processed by the University administration and returned to faculty in summary form. The department head reviews the written and numerical evaluations and discusses any potential problems with the individual faculty
member. (See Appendix L)

Faculty-Student Ratio:

The three-year average of the faculty-student ratio for design studio at each level is (See Appendix M for details.):

- First Year: 1/16.44
- Second Year: 1/13.23
- Third Year: 1/14.10
- Fourth Year—University Park: 1/12
- Fourth Year—Rome, Italy: 1/12.09
- Fifth Year: 1/7.87

Administrative Responsibilities:

The department head position is a full-time administrative position. In May 2007, an advising coordinator and assistant to the head position was created and filled by Robert Fedorchak. The head spends approximately 20% of his time on University wide responsibilities, 20% on College wide business, and 60% on departmental and SALA administrative tasks. The assistant to the head spends approximately 38% of his time providing administrative support to the department head and 62% on duties related to his advising coordinator role.

Staff Responsibilities:

The staff of the department is composed of seven full-time positions. Three staff members in the administrative office perform secretarial, administrative, financial management, admissions, and reception duties. The administrative assistant spends approximately 90% of her time providing administrative support and 10% on other duties; the program staff spends approximately 50% of her time providing administrative support and 50% on other duties; and, the remaining staff person spends 100% of her time on other office duties.

There are two persons in the architectural model shop, whom both spend 100% of their time on duties related to managing the operation of the shop, supervising work study employees, monitoring machinery, and insuring adherence to safety operational procedures. There is one person who supports the Immersive Environments Lab (IEL) and Digital Fabrication equipment who spends 100% of his time related to the operations of the IEL and the Digital Fabrication equipment.

There are three technicians in the design computing lab, one of which is assigned at 100% of his time and the other 50% of his time is assigned to the architecture department to support the operations of the Stuckeman Center for Design Computing and maintain the computer hardware and software for students, faculty and staff. The third person is available as backup when the other staff are out but is assigned to the Landscape Architecture department.

In addition to the full time staff there are numerous work/study and wage payroll employees. Approximately six to eight persons are employed part-time through these means. Their responsibilities vary depending upon departmental needs.
Challenges:

The staff person who supports the IEL and Digital Fabrication Equipment has been hired with temporary funds. We continue to lobby the University to make this position permanent.

In order to maintain and slightly reduce our Faculty Student Ratio, we will continue to monitor our enrollment. We have also made endowed faculty positions a fund raising priority.

3.7 human resource development

Student Development Opportunities:

It is the mission of the University Office of Student Affairs to assist in the general personal development of the student by offering services and programs that support and augment the formal classroom experience. Student Affairs services include personal and educational counseling, career development and placements, diagnosis and remediation of learning problems, general personal assistance, and financial aid, in addition to health services.

A full day parent/student orientation program, FTCAP (Freshmen Testing, Counseling and Placement), is conducted by the University, College and the Department during each summer to assist with fall registration procedures and to impart basic information on the structure, goals and objectives of the program. The students receive counseling from departmental faculty to assist them in course selection while parents are hosted in a general information session allowing for time to ask questions and gain other Penn State information.

The Educational Opportunity Program (EOP) is a special admission program that addresses the commitment of the University to provide equal access to higher education throughout the Commonwealth of Pennsylvania for residents who are recent high school graduates with academic promise, but who are both educationally and financially disadvantaged. EOP has been in existence since 1969 and has provided access to Penn State at all locations.

EOP candidates apply for admission to Penn State in the usual manner and must meet the high school graduation requirement (high school diploma or its equivalent) for admission. Students who meet EOP academic and financial guidelines are granted a personal interview. Based on results of the interview, a student may be offered admission at University Park campus through the Comprehensive Studies Program (CSP) or admission at another Penn State location. Once accepted, EOP students are admitted as resident degree students and are offered counseling, study skills programs, and tutoring and learning support with emphasis on highly individualized support.
While the Undergraduate Admissions office is primarily responsible for the recruitment and admission of EOP students, all the support services offered by the program at University Park campus are administered through the vice provost for Educational Equity. Most programs at other Penn State locations have EOP coordinators who operate their support services and maintain a close liaison with University Park campus.

For academically superior students there is the Schreyer Honors College that allows them to select from a wide variety of special honors sections of courses. Student progress may be enhanced with special courses, independent study and research, graduate level courses, and honors-option work in their regular courses. Students enrolled in the Honors Program generally perform additional class projects and research in lieu of other assignments, and must maintain a 3.3 or better cumulative grade point average.

Faculty Development Opportunities:

All tenure-track faculty members are eligible for a one-semester release from teaching during the tenure-track period. This release is intended to allow junior faculty to focus upon their research, creative work, or professional practice. Tenured faculty members with at least seven years of service to Penn State are eligible to apply for a one or two semester sabbatical leave. Professors granted a one-semester sabbatical receive their full salary during the sabbatical; those on a two-semester leave receive two-thirds of their regular salary. The Department supports up to $1,000 per faculty member, for travel to conferences and professional meetings. Additional support is available from the College and University in a range of $300 to $500 per faculty, when international travel is involved.

All tenure-track faculty and full-time faculty on fixed-term contracts are assigned a mentor from the ranks of the senior faculty. The mentors volunteer for this duty. The mentor helps the junior faculty member understand the expectations of the University, College and Department as far as tenure, promotion, and career advancement.

It is the practice of the Department to try to assign teaching responsibilities and committee service so as to permit faculty to pursue professional practice, research, or creative work. Faculty members may also use external grant support of professional commissions to “buy out” of course assignments to pursue research/creative work. Faculty service on professional bodies, government or community boards, is encouraged. This service to the profession, to society, and the university is evaluated during annual reviews and promotion and tenure reviews. The departmental service expectations for professors who engage in these activities, or who help to arrange and host conferences and symposia, are adjusted accordingly.

Department Head Willis has stated the goal of allowing every faculty member to teach an elective course of his/her choice once each year. This course is intended to be part of the instructor’s normal two-course per semester teaching assignment. By adjusting teaching loads, lobbying the College for resources, and perhaps reducing student
enrollment, the Department Head hopes that soon all faculty members will have this opportunity. Support for faculty developing new courses is available in the form of College “Incentives and Innovations” grants. Support is also available for transforming traditional courses to web-based delivery methods through the College “eLearning” initiative, and through the University’s World Campus and Campus Course Exchange. Innovative courses can also compete for support from the Bowers Program, the Stuckeman Endowment for Design Computing, Schreyer Honors College, and from the Institute for Arts and Humanities.

Faculty research and creative work is supported by the College Faculty Research Grant program, and grant programs in the Institute for Arts and Humanities. The Dean of the Graduate School and the provost’s office will also entertain faculty proposals for funding. Continuing education opportunities are available for faculty. The University offers a 75% tuition discount for full-time employees and their immediate family members. Courses designed to improve faculty teaching are offered by the Center for Excellence in Learning and Teaching (CELT). Courses to assist faculty in mastering the University’s web-based course-management system (Angel) are offered annually at no charge. The Department also supports faculty members participation at educational seminars directly related to an instructor’s teaching or advising responsibilities.

**External Guests:**

Guest lecturers are an important part of the Architecture Department’s educational mission. While Penn State may not be located in a major metropolitan area, it is, however, well positioned in the northeast close to large cities. This facilitates our commitment to a vibrant and provocative guest lecture series. Guest studio critics are also a regular feature of all design studio operations. In 2005/06, the Architecture Student Society, along with the Department of Architecture, hosted internationally renowned architect Mario Botta. In 2006/07 the AIAS group organized and hosted the Harold Linton Portfolio Workshop as well as other activities. Past events included films, lectures, gallery exhibits, juries, and awards ceremonies. Beginning in 2006/07, all formal lectures within the department were registered through AIA and participants received continuing education credits.

The Paul M. Kossman Endowment for Excellence is a fifth year thesis prize that brings a jury of notable architects to Penn State every spring. The jury is permitted to review students’ work and awards the prestigious prize with only minimal involvement of the faculty. In addition, the “Kossman Lecturer” presents a lecture to our student body.

“Insights” is an informal lecture and discussion series that offers the opportunity for faculty to present their current research work to colleagues within the Department. On average, a presentation is offered twice a month.
Guest Lecturer List:

**Lectures 2004/05:**
Patrick Hyland, Designer, Westlake Reed Leskosky Architects  
Timothy McDonald, Principal, Onion Flats, LLC, “Recent Works”  
Richard Taransky, Principal, Diagram/Richard Taransky Studio  
Kevin Angstadt, Stephen Mileto, Principals, QB3  
David Pysh, Principal, phArchitects  
Branko Kolarevic, Irving Distinguished Visiting Professor of Architecture, Ball State University  
Mehrdad Hadighi, Associate Professor and Chair, School of Architecture and Planning, University of Buffalo  
Paul Taylor  
Herman Weber, Principal, Weber Murphy Fox Architects  
Kurt Pitluga, Assistant Professor of Art, Slippery Rock University  
Lily Chi, Associate Professor of Architectural Design, Theory and Criticism, Cornell University, “Characterizing Autocad Presentation and Workshop

**Lectures 2005/06:**
Theo Braddy, Executive Director, Center for Independent Living of Central PA, “ADA Accessibility and Universal Design for Buildings”  
Thomas Purdy, AIA, Principal, Purdy O’Gwynn Architects  
Renata Holod, Professor of the History of Art, University of Pennsylvania  
Graham Spanier, President, The Pennsylvania State University, “Penn State Architecture”  
Rick Gray, Director, Entertainment Project Development, Wynn Design and Development, “Theater Construction and Set Design”  
Raymund Ryan, Professor of Architecture, Carnegie Mellon School of Architecture  
Chris Fannin, Partner, d.i.r.t. studio, “Design Investigations Reclaiming Terrain Studio”  
Mario Botta, Principal, Mario Botta Architetto, “Recent Works”  
Maria Thompson  
Michael Benedikt  
Donald Kunze, Professor of Integrative Arts and Architecteure and Nadir Lahiji, Ph.D., “What do Buildings Want” Symposium.  
Randy Hudson, AIA, Principal, Hayes Large Architects, 2006 Alumni Achievement Award Recipient, “Recent Works”

**Lectures 2006/07:**
Brian Carter, Exhibition Curator, Director of Architecture, SUNY Buffalo, Closing Lecture, “Re-encountering Modernism, Siting the work of Aires Mateus in the new landscapes of Portugal”  
First Year Studio Costume Charrette  
Dennis Paoletti, FAIA, Principal, Shen Milsom & Wilke/Paoletti Integrated, PSU Alumni Fellow Architectural Lecture, “Recent Works”  
Timothy Hartung, Partner, Polshek Partnership, “Recent Works”  
Michael McDonough, Principal, Michael McDonough Architect,
“Recent Works”
Ivar Kransinski and James O’Toole, Burt Hill, “Design in Candyland, Dubai Delirium”
Winka Dubbeldam, Archi-Techtonics, NYC, “From HardWare to SoftForm”
Harold Linton, Principal, PortfolioDesign, Portfolio Workshop Presentation
Nan Ellin, Director, Urban + Metropolitan Studies, Arizona State University, “Architecture and Urbanism”
Alberto Perez-Gomez, McGill University, “Built Upon Love: Architectural Longing after Ethics and Aesthetics”
Timothy McDonald, Principle, Onion Flats, LLC, 2007 Alumni Achievement Award Recipient, “Recent Works”
Revit Presentation and Workshop
Autodesk Presentation and Seminar
James Wines, Principal, SITE, Inc., “Recent Works”

Guest Jurors List:

External Jurors 2004/05:
Kossman Final Review Jurors:
Felicia Davis, Principal, Colab Architecture
Terry Vaughan, Principal, Terry Wilson Vaughan, Architect
Graham Wyatt, Partner, Robert A.M. Stern Architects
Kossman Mid-year Jurors:
Andrew Lefkowitz, Architect, Shigeru Ban & Dean Maltz
Raymond Maggi, Staff Architect, GBQC Architects
Chris Marcizkoski, Architect and Urban Designer, Field Operations
Randall Mason, Associate Professor of Architecture, Bucknell University
Justin Shaulis
Jeffrey Staub
Jonathan Teicher
First Through Fourth Year Final Project Review Jurors:
Illya Azaroff Lynn Gaffney
Maria Lopez Tom Murphy
Jonathan Teicher James Kruhly
Snezana Litvvinovic Kyle Fisher
Kyle Hollick Adam Hayes
David McNay Chris Marcizkoski
Michael Mussotter Bonnie Nixon
Charles Renfro Manuel Trute
Ariel Urbie

External Jurors 2005/06:
Kossman Final Review Jurors:
Michael Fifield, Professor of Architecture, University of Oregon
Michael McDonough, Principal, Michael McDonough Architect
Teal Usher, Partner, Ahari & Associates, Ltd. Architecture
Kossman Mid-year Jurors:
Ray Allen
Emily Chaffee, Designer, Deborah Berke and Partners
First Through Fourth Year Final Project Review Jurors:

- Jacklynn Arndt
- Michael Brandes
- Margorie Greenam
- Snezana Litvinovic
- Doug Nyce
- Patrick Hyland
- Kara Kray
- Bradford Watson
- Steve McDaniel
- Ariel Espino
- James Kruhly
- Bruce Quigley
- Christopher Marcinkoski
- Alvaro Uribe
- James Bernlohr
- Alan Chack
- Robert Lingenfelter
- David McInlay
- Robert Shoaff
- Kathryn Kelly
- Jordan Robb
- Autumn Evans
- Paul Clarke
- Adam Hayes
- Maria Diaz
- Kevin Gannon
- Manuel Trute

External Jurors 2006/07:

Kossman Final Review Jurors:

- James Kolker, AIA, LEED AP, Venturi Scott Brown and Associates
- Michael Sorkin, Principal, Sorkin Studio and Director, Graduate Urban Design Program at the City College of New York
- Andrew Zago, Principal, Zago Architecture and Founding Director, Master Program in Architecture at the City College of New York

Kossman Mid-year Jurors:

- Mark Barnhardt, Architect, El Associates
- Christopher Renn, Architectural Intern, Z+ Architects
- Jonathan Teicher
- Alberto Perez-Gomez, Saidye Rosner Bronfman Professor of the History of Architecture, McGill University

First Through Fourth Year Final Project Review Jurors:

- Alan Choue
- Bruce Quigley
- Heather Roslund
- Andrew J. Swartzell
- Thomas Grannas
- James Kruhly
- Jordan Robb
- Russell Roberts
- Lee Clark
- Christopher Rzomp
- David McInlay
- Greg Weber
- Mardelle Shepley
- Ellen Lester
- David Celento
- Alan Chack
- Douglas Henry
- Christopher Renn
- David Albright
- Jonathan Teicher
- Amex Espino
- Kyle Fisher
- Michelle Shasberger
- Daniel Mayer
- Adam Hayes
- Mike Centento
- Charles Renfro
In-house Presentations:

**Insights: Faculty and Graduate Students 2005/06**

- David Gissen, “Atmospheres of Late Modernity: restructuring air in the restructuring city”
- Benjamin Fehr, “Recent Works”
- Jawaid Haider, “Contested Terrain: Children and Youth in Public Space”
- Aru Sett, “Social Space”
- Jodi LaCoe, “Philosophical implications of architectural representation”
- Dafeng Cai, “Understanding contemporary Chinese architectures as restless hybirds”
- Nadir Lahiji, “Architecture and Theory of Media”
- Daniel Willis, “Current Thoughts on (digital) Architectural Practice”
- Don Kunze, “Why Hysteria? WHY!!”
- Lisa Iulo, “Authenticity in Historic Preservation: Preserving Identity, Sustaining Communities”
- James Wines, “Identity in Density: SITE in India”
- Darla Lindberg, “The Clock of the Long Now...and Other Systems of Indeterminacy”
- Jitesh Malik, “Landscapes of contentious memory: memorializing the partition of India”
- Richard McClure, “Architecture of Motion”
- Paul Lang, “Linkage: Reconnecting and Reaffirming an Urban Context”

**Insights: Faculty and Graduate Students 2006/07**

- Loukas Kalisperis and Bimal Balakrishnan, “Inside the IEL”
- Lisa Iulo Iulo and Scott Wing, “Inside Solar D”
- Don Kunze, “Architecture and Fear”
- Daniel Purdy, “The poetry of architecture”
- Peter Aeschbacher, “Good Inquiry makes Good Design”
- Michael Rios, “Polity model of design practice”
- Harsh Patel, “Shape Grammer of Polhouses of Ahmadabad”
Public Exhibitions in Willard G. Rouse III Gallery:

- David Gissen, Curator, “Anxious Climate”
- Landscape Architecture 100th Anniversary Alumni Exhibit
- Tim Baird, Gale Fulton, Curators, “Stoss Works/ Progress,” three public landscape projects by Stoss Landscape Urbanism, Boston, MA
- Gary Catchen, “Architectural Photography”
- Gary Catchen, “The Units Demolition”
- Brian Carter, Exhibition Curator, Director of Architecture, SUNY Buffalo, “Re-encountering Modernism, Siting the work of Aires Mateus in the new landscapes of Portugal”
- “The Works of Phillipe Rahm”

Student Services:

All students enrolled in the program are assigned an academic advisor. In May 2007, an advising coordinator and assistant to the head position was created and filled by Robert Fedorchak. Mr. Fedorchak will provide professional academic advising support to all first and second year students as well as any others who are not able to contact their faculty advisor for immediate concerns. A select number of faculty members advise the third through fifth year students. Advisers are guided by an Advisor’s Manual prepared by the College and receive further orientation and ongoing assistance from the College administrative staff. The Department web site contains an extensive list of Frequently Asked Advising Questions, a Student Survival Guide, and downloadable advising forms. Our Advising Coordinator has been put in charge of monitoring and updating this area of our website.

All faculty play a significant role in career advising students by sharing portfolio and resume examples, and by making introductions through their connections with alumni, former employers and graduate programs. They also spend a significant amount of time counseling mid-career alumni and/or writing letters of recommendations for students seeking graduate education, internships or employment in architectural firms around the world. Special attention to resume and letter of introduction writing, portfolio presentation, professional interviews, salary and benefits, the architectural registration examination, the Intern Development Program and transition to and from academia to office are covered in Professional Practice. Additionally, the professional practice course has architects as guest speakers as well as a required field trip to architects’ offices. Professor Robert Holland is the IDP Coordinator for the Department. Each Spring, Associate Professor Darla Lindberg coordinates our Architectural Career Fair. An Architectural Engineering Career Fair is held in the fall where Architecture students are invited to participate as well. Tripling in size over the past five years, the Architectural Career Fair provides students an excellent opportunity to prepare portfolios and interview with some of the best firms in the country, many with branch offices worldwide. Professor Lindberg augments the Career Fair year-round by assisting firms with internships and students in career placement. The departmental website also includes space for firms to post employment opportunities.
Another area of advising we intend to keep distinct from the new Coordinator’s role is the Advising of our Honors Students. Professor Scott Wing will continue as our Honors Advisor. As evidence that we are providing excellent advising to our Honors Students, Professor Wing recently received the 2007 University Award for Excellence in Honors Advising (making us one of the few, if not the only, academic departments in the University to boast of two advisors with University-level commendations to their credit).

Advisors monitor the students’ progress to inform them of their academic strengths and weaknesses. A qualitative review of second year student portfolios takes place during the fourth design studio semester by a committee composed of first and second year studio faculty. Weaker students are counseled to consider other majors, while average students are put on notice to make improvements.

Through the Professional Practice course and design studios, students have experience in preparing resumes, letters of interest and updating their portfolio of work.

**Off-Campus Activities:**

All fourth year students are required to participate in the Seda di Roma program. The program is located in the Palazzo Doria Pamphili, in Rome, Italy. The program offers fifteen semester credits of Design, Urban Studies, Architectural Analysis and Italian Language and Culture.

In addition, the department offers a one-credit field trip elective for students to visit architecturally significant sites in a major urban area. For the past several years the field trip site has been Chicago, Illinois.

Over the past three years, our students have travelled to:

**International venues:**
- Rome, Italy  
  - Study Abroad
- Panama City, Panama  
  - Fourth year design studio site
- Toronto, Canada  
  - Fourth year design studio site

**Domestic Venues:**
- New York, NY  
  - CORE studio (two years)
- Washington, DC  
  - CORE studio
- Doylestown, PA  
  - Materials and Building Construction course
- York, PA  
  - Materials and Building Construction course
- Cincinnati, OH  
  - Second year design studio site
- Harrisburg, PA  
  - Second year design studio site
- Hoboken, NJ  
  - Second year design studio site
- Philadelphia, PA  
  - Third year design studio site
- Harrisburg, PA  
  - Fourth year design studio site
- Wilkes-barre, PA  
  - Fourth year design studio site
- New York, NY  
  - Professional Practice course
- Washington, DC  
  - Professional Practice course
The fifth year thesis design project is student site selected, and frequently involves field trips to communities throughout Pennsylvania and to urban areas such as Boston, Washington, D.C., and New York City. In 2006/2007 one fifth year student selected Peru as his project site.

The special topics courses, Arch 497H, Design-Build Montana: Sustainability, provides the opportunity for students to travel to the Northern Cheyenne Indian Reservation in Lame Deer, Montana for two weeks during the summer to assist in the construction of a strawbale structure and Arch 497D, Rebuilding After Katrina, provided a visit to Middleburg, PA to visit Apex homes, a home manufacturer.

Student Societies:

Through the local chapters of Alpha Rho Chi, the Architecture Student Interest House, and AIAS, students may participate in campus-wide events such as the charitable "Dance Marathon," which raises funds for cancer research, guest lecturers with an architecture topic, a portfolio workshop, and AIAS Grassroots conference. Students are encouraged to participate in these organizations, and certain latitude is granted in design studio to avoid schedule conflicts with major campus-wide events.

Appointment, Promotion and Tenure Policies:

Penn State University is an equal opportunity employer. The Department advertises nationally in professional magazines, journals, and through recruiting agencies. The Department seeks the most qualified faculty for the available position and in doing so follows criteria set forth by Affirmative Action Guidelines and Policies. The Head and a faculty search committee, comprised of elected and appointed faculty, review applications received, and evaluate the candidate’s qualifications in relation to the department’s stated needs. Selected candidates are invited to the campus to meet with the Dean of the College, make presentations to the faculty and students, and meet informally with each group to give all participants in the process an opportunity for evaluation. The department head seeks reactions and comments from faculty and students, and likely candidates are reviewed again in committee. The final selection is made by the Head and forwarded to the Dean for final offer.

Tenure may be granted by the University following Department, College, and University reviews at the end of six years. Elected Department, College and appointed University committees, and administrators review candidates according to guidelines adopted by the University Faculty Senate, the College faculty, and the Department faculty. Reviews occur at the 2nd, 4th, and 6th years and the faculty member is informed of the results of these periodic reviews.

Promotion follows a similar review process with the Department Head initiating the recommendation of promotion of individual faculty members. All tenured faculty who have been tenured for at least seven years, have been in the same rank and have not been reviewed for promotion for five years or more at Penn State and have not agreed
upon a retirement date are required to undergo a post-tenure review. The review is based on performance in teaching, research, which includes creative and performing activity in the arts, and service. Each member of the faculty must demonstrate a career-long commitment to teaching, research, and service, though the characteristics of the contributions and the balance among them may change over the course of a career. (See Appendix Q for Criteria and Procedures in Faculty Appointments)

**Research, Scholarship and Creative Activities Support:**

The faculty actively pursues work in professional practice, research and service projects, participation in national and international competitions, publications, and presentation of papers at professional meetings. The results of participation in these activities have contributed substantially to the recognition of our program and its teaching personnel.

The department encourages and supports faculty participation in the Annual ACSA National and Regional Meetings, the AIA Convention, AIA/PIA regional events, and professional seminars or workshops organized by other national educational groups. The department encourages and supports faculty members in their preparation of manuscripts for monographs, journals and books, and those teachers invited to present papers and workshops at national and international conferences.

The Committee for Research and Creative Accomplishments in the College and the Institute of Arts and Humanistic Studies of the University subsidize the educational and professional development of the program faculty, provide award grants and seed money, and assist faculty in grant proposal writing, management of research, and public services projects. Sabbatical leaves are available upon application by permanent faculty and are granted by recommendation of a peer review process involving consideration at the Department, College, and University levels.

The department also provides opportunities for faculty to acquire new skills and knowledge through interdepartmental training sessions. Intensive workshops have been conducted exclusively for departmental faculty to improve their computing skills and to increase their advising knowledge.

A significant number of the faculty are licensed architects, in the U.S. and internationally, and many maintain active practices. Several are AIA members, and therefore comply with AIA continuing education requirements. All faculty are required to produce research or creative works. For most, this requires remaining current in the profession. The department is also an authorized continuing education provider and regularly schedules events that offer CEU credit for faculty and local practitioners. Several faculty members are LEED accredited professionals and others are actively acquiring these credentials.
The Stuckeman Family Building for the School of Architecture and Landscape Architecture (SALA) is the first new Penn State building designed to meet the national criteria for certification as environmentally friendly, sustainable architecture adhering to the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED™) Green Building Rating System, was dedicated Sunday, September 18, 2005.

The 111,000-square-foot, $27.5 million facility earned a LEED Gold Rating, making it one of the first buildings on any college campus to earn that distinction. The energy efficient design is projected to reduce the building’s annual energy costs by 35 percent compared to a conventionally designed structure. (See Appendix A for Plans of the Stuckeman Family Building.)

The five-level building, adjacent to both the Palmer Museum of Art and the Arts Building on the University Park campus, has an exterior made of recycled copper, brick and energy-conserving glazed windows with exterior sun-control louvers, which minimize glare inside. Interior sustainable features include lighting controls with automatic daylight and occupancy sensors and an HVAC system that provides natural ventilation in appropriate weather conditions. Integrated landscape and parking design filters storm water run-off to minimize pollutants. Nearly 80 percent of construction waste has been recycled.

The building, named for donors H. Campbell “Cal” Stuckeman (’37 B.S. Architecture) and his late wife, Eleanor, who contributed the $10 million lead gift, was designed by Overland Partners Architects of San Antonio, Texas, in conjunction with WTW Architects of Pittsburgh. LaQuatra Bonci Landscape Architects, also of Pittsburgh, did the landscape design.

The new facility is a model not only of sustainability, but also of collaboration among architects, landscape architects and the building’s end-users. An advisory committee composed of architecture and landscape architecture faculty and students and other University representatives played an integral role throughout the design process. The building’s open plan design studios, which can seat 560 students on two floors, encourage collaboration between the disciplines.

“The design of the new SALA building has been one of those rare and exceptionally rewarding experiences, where the vision and mission of the client seamlessly aligned with that of the design team,” said Richard DeYoung, senior principal and chief operating officer of WTW Architects. “Every step of the way, the collaboration between the architects and landscape architects, as both designers and client, was evident. The result is a building that clearly expresses and enhances the mission of SALA, from collaborative training between the disciplines to enhancement of environmental stewardship.”
“ENVIRONMENTALLY FRIENDLY” FACTS

- 87 percent of the materials used in this building were harvested within a 500-mile radius around State College.
- 30 tons of copper were used in this building, covering 49,000 square feet. The copper is composed of 95 percent recycled content from Revere in Rome, New York—the same company that makes pots and pans.
- 79 percent of the construction waste was recycled, resulting in 605 tons of recycled materials.
- The steel is composed of 94 percent recycled steel products—mainly cars—from Ohio Steel Company.
- All the plywood sheeting and wooden handrails, floors and doors are made of Forest Stewardship Certified Lumber, which means the trees were harvested and then replacements were planted.
- The bluestone used in the building and surrounding walls/seating is native to Pennsylvania.
- First floor rest rooms include showers—evidence of Penn State’s sensitivity to fuel conservation, because the presence of showers means building users can ride their bikes here and then shower before work/school.
- The windows in the studios automatically open and close with changes in temperature and humidity, reducing the need for heating and cooling mechanically.
- The studios feature motion-sensor lights.
- The studios on the upper floors of the building’s east side afford a 180-degree view from Bald Eagle ridge to Mount Nittany.
- The building provides high-speed connections to Penn State’s computer backbone and telephone, cable television, and satellite receiving capabilities.
- There are multimedia systems in classrooms, centers, and labs as well as ports throughout the building for internet connections.
- The building has security provisions and is accessible 24 hours for student and faculty access.

Design studios: The design studios are located on the second and fourth floors and the architecture studios include a total of 19,820 sq. ft. of space. The studios contain approximately 300 work stations organized by academic year. Individual work stations are assigned to each student on a semester basis and all stations consist of a drafting table, a studio chair, and a storage locker. The equipment is movable and allows for adaptation to a variety of class sizes, projects, methods of instruction, and review situations.

Classrooms, Seminar Rooms, and Lecture/Multi-Purpose Space: The program utilizes University wide facilities for its large lecture classes. The SALA building encompasses two information technology computer classrooms and a large conference room that can be divided into two smaller rooms, two forum spaces, a 2,500 sq. ft. jury space with permanently installed projection equipment, located on the first floor, and several crit spaces on the third floor (mezzanine).

Architecture Model Shop: The architecture model shop includes 5,250 sq. ft., and is located in the Basement of SALA. It is for the
exclusive use of students and faculty of the Department of Architecture. A wide range of power equipment and hand tools are provided for work with wood, metal, and plastic, and is under the constant supervision and maintenance of two staff. Students are trained and employed as shop monitors as well.

**Technology Laboratories:** The Department of Architectural Engineering plays a major role in the instructional programs of students majoring in Architecture. Architectural Engineering is one of the leading AE programs in the country. They maintain laboratories that are used as a resource for technology classes in group assignments or demonstrations, for independent investigation, and for sponsored research. They include the Structures Studio, a Materials laboratory, and an Illumination laboratory, each appropriately equipped for classes and experimentation.

**Student Lounge:** A furnished lounge, referred to as the “wedge” for informal student discussions and gatherings includes 1,130 sq. ft. and is located on the mezzanine.

**Willard G. Rouse III Gallery:** The Gallery, located on the first floor, (686 sq. ft.) provides a premium location for internal and external exhibitions. Additional galleries on and off the campus, HUB-Robeson Center, the Zoller Gallery in the Visual Arts Building, the Downtown Theatre Gallery, the Lipcon auditorium in the Palmer Museum of Art, are scheduled for special events and exhibits requiring careful surveillance and security.

**Faculty and Administrative Offices:** The offices for architecture faculty are located on the second, third, and fourth floors at the south end of SALA. All full-time faculty have their own offices and a few visiting faculty are currently sharing space.

The administrative offices of the Department (1,277 sq. ft.), located on the first floor in the center of the building, are adjacent to the Landscape Architecture office with a common kitchen area in between. The Department Head’s office opens into the general office space. A storage room is adjacent to the main office reception area. Additional storage facilities are located in the basement of SALA.

**The Library System:** Facilities for the University libraries are discussed in the next section.

**Other Facilities and Services:** An image bank (dubbed the “Luminous Image Center”) is maintained within the Department. In addition, an extensive slide library of art and architectural items is maintained by the Art History Department, located in the Arts Building, the administrative center of the College. At present, there are almost 400,000 slides available for general use. The department has a state-of-the-art Immersive Environments Lab is located adjacent to the studios on the second floor. The Hamer Center maintains office space within SALA as well. Photographic, projection, instructional TV equipment, digital cameras and computer projection equipment are available through the University’s Media and Technology Services. The Schreyer Institute, University Testing Services, provides examination services.
Rome Studios: Since 1992, Penn State’s Department of Architecture has been situated in the Palazzo Doria Pamphili overlooking Piazza del Collegio Romao. This historic site is located in the heart of Rome, around the corner from the Pantheon and in the neighborhood of the ancient Roman Forum and the Trevi Fountain. Of special interest to scholars, the immediate neighborhood also includes the Herziana Library, the Casanatense Library, the Archivo Storico Capitolio, the Gregoriana Library, and numerous other archives of primary source material. Within the building itself are the Archivo Doria-Pamphili and the world famous Galleria Doria-Pamphili.

The Penn State Sede di Roma facility includes four studio spaces, a classroom, a library, a computer lab, seminar rooms and administrative support areas. The two studio rooms that enter from via Lata are formal rooms with beautiful vaulted ceilings. The other studios on via della Gatta were formerly a printing shop and have an open plan with wonderful skylights uncovered during renovation. The rooms vary in size. Both the studios and the apartments have wireless internet capabilities. The classroom is 900 sq. ft. and can easily seat 70 students. It is equipped with slide and LCD projectors. The computer lab has a network of Apple and PC computers with scanners, CD burners and printers. Beyond basic word processing programs, the computers have Adobe Creative Suite and basic CAD. Students and faculty housing varies according to availability in the center of Rome. Our recent acquisition of the convent adjoining the church of S. Agnese on Piazza Navona is arguably the best student housing in Rome. (See Appendix N for Images of Sede di Roma)

Proposed Changes:

A “Digital Fabrication Master Plan” is underway. The intent of this plan is to place existing and anticipated digital fabrication equipment in its optimal location in the building.

Computing Facilities and Resources:

Starting with the freshman class of 2005 and all subsequent classes, students entering the second year design studio are required to purchase a laptop computer. This requirement allows the department to concentrate resources on high-end technologies to which students would otherwise not have access. These technologies include advanced digital design visualization and fabrication tools, render-farms, and wide-format printing, among others. Centralized systems are also maintained for computational intensive tasks such as video editing and rendering. Additionally, the required laptop computer purchase provides all students with a uniform curricular experience and allows the faculty to plan instruction that takes advantage of a consistent technology. The laptop initiative is a result of cooperation between the Department of Architecture, Information Technology Services at Penn State (ITS), Apple, and Arts & Architecture Information Technology. Information Technology Services at Penn State works with us to provide software for student use without additional costs, for as long as they are part of the Architecture program. While at this time the only free software we can legally provide is FormZ (the primary 3D modeling software we use in our design studios), the University has
negotiated reduced costs below the academic cost in most cases and discussions are continuing with other software developers that may result in additional software being made available to students at no cost in the near future. The department has carefully reviewed computing options and has recommended Apple MacBook Pro as providing the most appropriate computer system to integrate with both departmental and University systems. Criteria included price/value, support, value-added features, ease of use, and upgrade options. Laptop specifications are updated annually. Students who bring other laptop brands and models of comparable performance to the recommended MacBooks can participate in the laptop initiative, although support might be limited and integration with departmental resources is not guaranteed. Additionally, every design studio is equipped with a “computer pod” area, provided with several desktop computers (2nd Year: 1; 3rd Year: 4 [2 with dual display]; 4th Year: 8 [2 with dual display]; and 5th Year: 12 [4 with dual display]). However, since the implementation of the laptop-computer requirement, we have been incrementally reducing the number of computers at the “pods”.

The Stuckeman Family Building provides our students with a wireless environment enabling them to remain connected to the network while at their desks or as they move between classes, studio spaces, the Immersive Environment Lab, workshop, and digital fabrication facilities. When the speed of the wireless connection is not adequate, hardwire Ethernet connections are conveniently located within studios and other areas of the building.

The Stuckeman Center for Design Computing (2947 sq. ft.), located on the main floor of the SFB, provides students with high-end hardware (11 Mac [7 with dual displays, 2 of which include a 30” cinema display, and 1 of which has a 42” Plasma screen for large scale presentation and video collaboration]; 8 Windows [4 with dual displays]; 6 Intel MacPro systems will be set up to dual boot into windows [with the large screens and dual displays]) and the software for computational intensive tasks such as video editing and rendering.

Jointly developed with the ITS, the second generation of the Immersive Environments Lab (IEL: 1,362 sq. ft.), our visualization and tele-collaborative facility is centrally located on the second floor. As a visualization facility, it offers three six-by-eight-foot, panoramic, passive stereoscopic VR display and is supported by multi-platform graphics workstations (IBM IntelliStation Pro and MacPro) and software to allow ‘VR-like’ display of student designs. Students have the capability of displaying multi-modal presentations and 3D interactive walk-throughs of their architectural design as a full three-screen stereo panorama. This visualization system is equipped with a sophisticated video switching interface that allows students to select sources from Windows, Macs or even their own laptop. In addition, the IEL is equipped with two Philips 42” auto-stereoscopic 3D displays, allowing students to examine their projects in 3D. As a tele-collaborative facility, it offers the AccessGrid conferencing system and a National LambdaRail (a high bandwidth Research and Education network) layer 3 PacketNet connection, allowing students to collaborate with a remote location in real-time by sharing computational resources, geometry data sets, and multimedia content including standard-definition video. The IEL
also provides students with advanced team collaboration capability, through a Tidebreak’s TeamSpot workstation with 30” Cinema Display where they can bring their laptop computers and view/edit their project on a cinema display, in a group setting. In order to facilitate instruction, the IEL is also equipped with Sympodium interactive pen display.

As a part of the digital fabrication equipment, we added a Z-Corp 3D printer last year. This 3D printer, the ULS 18”x36” Laser Cutter, and a 4’x8’ Precix 3-axis CNC machine are equipped with the appropriate computer workstations. They are available for our students with technical instructions and assistance from our staff members.

The first floor of the Stuckeman Family Building houses two general computing classrooms (30 Windows and 20 Mac), supported by Information Technology Services, and are available to our students for instruction and practice. Within the Windows Lab, students have access to a large format scanner. Students have access to equipment such as digital cameras and video recorders through Media Technology and Support Services at Penn State. Computer labs and facilities are provided 24/7 by the Information and Technology Services (ITS) to the entire Penn State community.

List of General Computing Equipment in the Department of Architecture:

4 servers:
- 1 Dedicated print accounting server
- 1 Primary file and software license server
- 1 Backup file server
- 1 Windows license and support server

5 Networks (almost entirely gigabit speed):
- Student lab systems
- Faculty and Staff
- Wireless
- Mobility
- Immersive Environments Lab (National Lambda Rail connection)

Student Lab systems:
- 25 Dual core G5 workstations
- 5 Single core G5 workstations
- 6 Intel MacPro workstations
- 8 Dell workstations
- 1 11x17 scanner in each studio years 2-5

Rendering Farm (for use by lab and laptop systems):
- 16 node rendering farm for Form-Z

Printing resources, available 24/7:
- 3 42” wide 6 color HP printers
- 3 HP Color laser printers (up to 12x18 size)
- 5 Black and white HP laser printers (up to 12x18 size)
Public labs maintained by central IT in building:
20 Mac G5 systems
30 Dell Pentium 4 systems
large format scanner

Faculty/Staff systems:
Administrative Staff have desktop systems of G5 or P4 configuration
Shop Staff have 2 dual boot Intel Mac systems
Faculty all have lap tops of G4 or Intel configuration
All Faculty/Staff systems are on a three-year life cycle
60" plasma display mounted on a mobile presentation cart
with a dual platform computer and VCR for large-scale multimedia presentations

Software available to Students and Faculty:
Adobe Creative Suite 3 Design Standard (Premium in SCDC lab)
ArchiCAD 10
Autodesk Maya 8.5
Form-Z 6.5
Google Sketchup Pro 6
Microsoft Office
Vectorworks 12.5
AutoCAD 2008
Revit 2008
Ecotec 5.5
ESRI ArcGIS 9
3-D Studio Max 9
Final Cut Studio 5.1
Unity Pro
Visual Mill 5

Digital Fabrication Equipment:
ZCorp ZPrinter 310 Plus
XC Cube (control station) running Windows XP
ZPrint & ZEdit software
Precix 9100 series CNC Router
3 axis operation
4'x8'x10" work area
vacuum hold down
Dell Optiplex GX280 running Windows XP
full SALA software
Visual Mill
Universal Laser Systems X-660
40Watt laser
32"x18" cutting bed
Dell Dimension 8400 running Windows XP
dual display
full SALA software
IEL [Immersive Environments Lab]:

Main Display
- 3 screen rear projection
- 6’x24’ 4200x1050 pixels
- passive stereo
- 6 Dell 5100MP DLP projectors
- 3 Cyviz XPO2 stereo processors
- Altinex video routing matrix. RGBHV 16in x 8out
- GUI control interface

IBM IntelliStation A Pro running Windows XP
- 3 screen continuous desktop, 3840x960 pixels
- stereo graphics output
- BS Contact Stereo browser, Visualization ToolKit,
  Google Earth, misc stereo viewers.
- Access Grid ToolKit
- full SALA software

Dell Precision 650 running Windows XP
- 3 screen continuous desktop, 3840x960 pixels
- stereo graphics output
- BS Contact Stereo browser, Visualization ToolKit,
  Google Earth, misc stereo viewers.
- Access Grid ToolKit

MacPro Quad-Core running OS X / Windows XP
- 6 display, 1400x1050 pixels each
- stereo graphics output
- full SALA Software

TeamSpot -Shared Desktop Collaboration Server
- PowerMac running OS X
- 30” Cinema Display

Mac Mini G5 running OS X with 17” Smartech Symposium
- Interactive Pen Display
- single screen output 1400x1050 pixels
- full SALA software

ClearOne RAV900 voice conference system
- echo cancellation
- stereo audio input/output
- Bose speakers

Sony HDV Handycam
  (for use in HD video conferencing)

Sony MiniDV Handycam
  (for use with Access Grid)

Sony remote pan/tilt/zoom video camera
  (for use with Access Grid)

Black Magic Multibridge Pro
  (for A-D / D-A audio and video conversion)

2 Pleora SDI video/audio to IP converters
  (for streaming HD video with National Lambda Rail participants)

2 Philips 42” 3D WOW plasma Screens
  (for stereo viewing without glasses)
3.9 Challenges and Recommendations:

The building was programmed and designed just prior to the emergence of digital fabrication and rapid prototyping as important aspects of architectural education and practice. We have begun a “Digital Fabrication Master Plan” to address the issue of properly locating existing equipment, and planning for growth.

3.9 information resources

Library support of the Department of Architecture is provided primarily by the Architecture and Landscape Architecture Library (hereafter ALA Library), but also by the Engineering Library, the Arts and Humanities Library, and, more generally, by the entire group of University Libraries at Penn State. The ALA Library is administered by the University Libraries. The ALA Library holds materials on the current theory and practice of architecture and landscape architecture, modern and contemporary architectural, landscape, and urban design, and architectural history back to the mid-nineteenth-century. Materials on earlier periods of architectural history are collected in the Arts and Humanities Library. The Engineering Library collects most aspects of engineering and its collections on architectural engineering, structures, building systems, construction, and computer-aided design and construction are of particular value to the Department of Architecture. A popular document delivery system permits the movement of library materials between any of Penn State’s 23 campuses. While resources from other campuses often enhance the collections at University Park, they have not been included in this self-assessment.

The Penn State University Libraries are ranked highly by the Associations of Research Libraries – 12th among its 123 members, who essentially comprise the largest academic libraries in North America.¹ The Department of Architecture benefits in many ways from the collections (more than 5 million volumes) and services provided by this type of research library.

Library Assessment:

For many years, library information support of the Architecture programs has been characterized by reasonably good library collections, friendly and knowledgeable service, high rates of use, progressive automation, and barely adequate space. Visual resources have historically been an aspect of information support of concern to the Department of Architecture. This report self-study shows recent improvements in each of these areas.

¹ The ARL Index ranking is based on several measurements described at http://www.arl.org/stats/arlstat/
Areas critical to monitor in the next few years include:

- **Collections.** Collection funding has been steady in recent years but steady funding is being overtaken by inflation in the costs of publications. This problem is acute with journals and is experienced by most academic libraries. From 2000 through 2007 major cuts in purchasing have been avoided by creative use of available funding and cuts in related disciplines. Theses tactics may be exhausted and some reduction of journals subscriptions or book purchases may be necessary in the immediate future.

- **Space for collections.** The idea that a library must grow forever is unsustainable in relation to square footage allocations at a university. The most current space projections for the ALA Library indicate beginning in 2010 or 2011 a new approach to managing the collection growth will be needed. Methods available at that time might include more dramatic use of off-site storage, installing additional compact moveable shelving, a program of text digitization, or perhaps others. Planning these types of changes with input from the Architecture Department should begin within the next few years.

- **Collections of digital images.** Good progress has been made in providing digital images. Licensed database services have been combined with local production. Roughly 19,000 images of architecture have been produced or licensed for a locally managed database and roughly 2 million images of the visual arts (including some architecture) and related subjects have been licensed as external databases. However, the effectiveness of these efforts should be assessed in terms of any needs that may not have been met: Is a more immediate method of requesting additions needed? Is a more systematic method of sharing faculty scanning needed? This form of evaluation will be an important activity in the next few years.

Greater detail on each of these points is available in this portion of the APR.

**Library Collections: Goals**

The Architecture and Landscape Architecture Library’s collections grow in support of the Department of Architecture’s mission. As a result value has been placed in publications which exemplify quality in design, discuss design’s response to social, technological, and cultural change, and publications which demonstrate the cultural diversity of design. The collection focuses on the art and ethics of architecture (topics such as green design, community based design, virtual space, representation, etc.). The science and technology of architecture are also considered and collected, but with recognition that these aspects of the discipline are collected much more intensely by Penn State’s Engineering Library (only a 10-minute walk) and that duplication of paper copies is an unsustainable solution.
Library Collections: Scope
The ALA Library currently contains 18,283 titles (roughly 28,759 volumes) which were collected to document architecture and landscape design, theory, practice, and technology. Architectural history and the history of landscape design are covered back to 1850. Topics that are covered more selectively include urban planning design and history, building technology, furniture design, and land use. Although we have been attempting to build a culturally diverse collection, to evaluate that effort a multi-year project was begun in 2006 to assess the collection’s coverage of the design work of women and minorities.

Library Collections: Books
The collection of books is more-than-adequate to support the undergraduate program in architecture. Each year an extensive range of design, technical, professional, and history publications are purchased, primarily those in English but with occasional purchases of publications in major European languages. Selection of these monographs is tailored to the department’s course offerings and to the interests of its faculty and students. Selections are also made in support of the Department of Landscape Architecture, modern architecture courses in the Department of Art History, and other closely related programs. Requests from faculty and students for new publications are commonplace and rarely refused.

Library Collections: Serials
As with nearly all academic libraries, the collection of journal subscriptions is more problematic. Monopolistic practices by some commercial journal publishers have stimulated two decades of cost increases far beyond increases in other markets (with averages such as 10%-20% per year). Although these cost increases are most notable in science and technology fields, the design literature has also been affected. This general trend gave the ALA Library a history of a somewhat weak journal list. However, during the period 2001-2003 the ALA Library was able to add a significant number of new subscriptions (24) bringing its current total to more than 113 subscriptions. (Architecture and Landscape Architecture faculty were polled to help develop the list of added titles.)

The “Guidelines for Writing the Information Resources Assessment” suggest comparing the journal collection to the 2002 “Core List of Periodical Titles for a First-Degree Program in Architecture” developed by the Association of Architecture School Librarians. The Penn State Libraries hold subscriptions to 40 of the 47 journals on the “Core List,” as well as 12 of the 24 titles on the “Supplementary List.”

For information of the funding constraints that will effect the ALA Journal collection see “Library Budget/Administration/Operations,” below.

2 http://library.l.njit.edu/archlib/aasl/core-list/
Library Collections: Video
The ALA Library houses a specialized collection of more than 300 videos and interactive media on design subjects which circulate either for classroom presentation or individual viewing. An older, but larger, collection of videos with many architectural titles is housed off campus in Media Technology Support Services and is sometimes used by members of the Architecture Department. Related video collections are held throughout the library system and all accessible to Architecture Faculty and students.

Library Collections: Visual Resources
Historically, the Architecture Department has not maintained a shared collection of slides, although many individual faculty have maintained their own collection or have made use of the Department of Art History Visual Resources Centre (which contains approximately 350,000 slides).

In 1999, the University Libraries were asked to consider a means to consolidate many of the disparate slide collections used by Architecture and Landscape Architecture faculty. After some study of the situation, the Libraries administration decided that its best contribution would be a digital solution – particularly one that would be easily accessible to all Penn State faculty and students. (Since that time, Prof. James Kalsbeek has collected a useful portion of the assorted “office collections” available to the department.)

In 2001, funding was obtained from the A.W. Mellon Foundation for an extensive Visual Image User Study, which produced detailed assessment data used by many other institutions and development projects. A by-product of the project was a new Art, Architecture, and Landscape Pictures image database service at Penn State, which includes these locally constructed databases:

Worldwide Building and Landscape Pictures
19,000 images of major monuments in the history of architecture and landscape design (an increase from 10,000 images in 2004 - several thousand will soon be accessible worldwide)

Art History Department Visual Resources Selections
5,000 images from the Art History Department Visual Resources Centre (Penn State access only)

University Park Campus History Collection
Several hundred images of drawings and photos documenting campus planning at Penn State (accessible worldwide)

The O’Connor/Yeager Collection: Pennsylvania Prints from the Palmer Museum of Art
268 topographical views of 19th- and early 20th-century Pennsylvania towns (accessible worldwide)

3 The Art, Architecture and Landscape Pictures database service is available at http://www.lias.psu.edu/alall.html
The Libraries also licensed the CAMIO database of 80,000 images from American museums, and other image database services. Since the last self-study report, Penn State has subscribed to the ARTstor database of more than 300,000 images, a good portion of them architectural. By these means, nearly two million images are accessible to the Penn State community, including all of its campuses. Most of these databases, including the locally produced ones, are experiencing very respectable rates of use.

Now that a substantial body of images have been made available, we want to evaluate the degree to which they meet the needs of the Architecture faculty. Is a more immediate method of requesting images needed? Is a more systematic method of sharing faculty scanning needed? This form of evaluation will be an important activity in the next few years.

Library Collections: Use Patterns
The collections are actively used. Approximately 14,000 circulation transactions take place annually and another 20,000 items are used within the library annually. This rate of use is high for a large research library.4 Entrances to the library numbered 56,000 last year – roughly 30% higher than three years ago. Connections to the Avery Index to Architectural Periodicals database rank in the top third of the 400+ databases offered by the University Libraries. Connections to the new locally built image databases have also ranked among the top third of University Libraries databases.

Library Collections: Related Collections
Architecture Department faculty and students are often able to make use of the rich and varied collections of the Penn State University Libraries. The Engineering Library supplies vital resources for building technologies, building systems, construction, and design computing. (The Engineering Library collections are considered one of the major strengths of the Penn State University Libraries.) In addition to the substantial collection of architectural history in Pattee Library, the Special Collections Library has several collections which are used by individuals or visited by classes. These include an excellent collection of pre-19-century treatises on architecture and art, two collections of architectural photography (by F.S. Lincoln and Edward Bye) and architectural records related to campus planning and the development of central Pennsylvania. The Maps Library also contains many useful cartographic materials. The Earth and Mineral Sciences Library has supporting collections for building materials and green design. The News and Microfilms Library contains approximately 10,500 items related to architectural history.

4 Use of Library volumes is estimated as 1.5 uses per-year-per-volume. This rate is much higher than that shown in published studies of large research library collections, where use has been estimated as low as .14 uses per-year-per-volume.
Library Collections: Conservation and Preservation
Collections are appropriately housed and standard conservation and preservation treatments are provided by the University Libraries Preservation Department. The new Architecture and Landscape Architecture Library facility provides much more stable temperature and humidity control than the old facility. For the first time, the most valuable books in the collection may be secured in glass-front cases that facilitate browsing.

Library Collections: Policy statements
Collection development activities in architecture are governed by a written collection development policy. This document lists major topics to be collected and specifies their relative priority. It is developed with input from the Architecture faculty and revised periodically.

Services: Reference
The ALA Library offers a broad range of library services including specialized reference assistance and instruction in library research techniques. Reference services happen informally at the service desk or when staff members are contacted directly. Email and electronic chat reference services are also available through the University Libraries. The Library provides a web page containing several forms of ready reference information including links to electronic information at: http://www.libraries.psu.edu/architecture/. In 2006-7, special portions of these web pages were designed to supply information to students in the Sede di Roma program. Extensive interviews and focus group discussions identified key information needs of students in the Rome program and the web pages focus on the needs that were identified. These including web resources for information on Rome, access to the University Park library collections, access to selected libraries and bookstores in Rome, language-learning resources, and related information. The pages are regularly publicized to students as part of their orientation to the Rome studios. A report on this rigorously planned service was accepted for presentation at the national conference of the Association of College and Research Libraries as a useful example of providing information resources support to a study abroad program.

Services: Information Literacy
Since 2002, all Freshman Architecture students have been introduced to Internet and library research techniques in class presentations by the Arts and Architecture Librarian, whether in the Design/Theory Course (210) or the Core Curriculum theory course. Last year a similar, but much more advanced session was presented to the Architecture and the Landscape Architecture Graduate students in the required Methods of Inquiry (520). Additional work with classes or studios to prepare students for specific projects has occur annually and requests for this type of instruction are always welcome.

Services: Current awareness
In addition to displays of new books and current issues of journals, an exhibit schedule and bulletin boards are maintained. An email newsletter to faculty is distributed each semester.
Services: Access to collections
The library catalog, web pages, and more than 400 databases of electronic resources are available to Penn State users, wherever they may be in the world. Penn State users enrolled in courses may borrow books regardless of their physical location. The general public is welcome to consult any library materials while visiting Penn State. The new facilities provide improved ADA access and the University Libraries web sites regularly add ADA design features to the pages.

Services: Outreach
To the department: ALA Library staff have sought to optimize communications with the Department through several means. The staff often attend Architecture Department events. An email newsletter is sent to faculty each semester. Exhibit cases are used to promote interesting aspects of the library collection. Video screenings have been held.

To the community: The Architecture and Landscape Architecture staff attempt to serve the greater world of design research by publishing on the web the results of a survey of design journals regarding their practices for receiving and reviewing scholarly articles (See: http://www.libraries.psu.edu/architecture/juried_journals.html) Work is underway to make rights-free portions of the image database available world-wide. The staff of the Architecture and Landscape ALA Library has visited local repositories (two historical societies and the Recorder of Deeds) to become more familiar with resources for researching local architecture and to investigate closer coordination of those resources.

Services: Circulation
The majority of collections circulate according to written policies. Selected materials, however, are placed in reference and other non-circulating collections. Open and closed stack course reserves are provided. Electronic course reserve readings are also available and have become a popular choice. Books may be easily requested from any Penn State library or storage facility in Pennsylvania and can usually be retrieved within 3 or 4 days. As of 2005, students or faculty in the Sede di Roma program may borrow books from the University Libraries collections automatically (one click).

Services: Hours
The ALA Library is typically open 97.25 hours-per-week during Spring and Fall semesters – 7:45 AM until 11PM most weekdays and shorter periods on weekends. In 2006 a 24-hour study facility was established in portions of the main (Pattee) library. In the last re-accreditation self-study, concern was expressed about the quantity of reader’s seating in the new facility. The re-accreditation team suggested longer hours as a potential solution for competition over seating. (This solution may represent a misunderstanding of the problem, which is focused on peak-traffic hours.) Body counts have indicated that competition for seating in the new facility rarely occurs and is focused primarily on the group study space during the busiest afternoon hours.
**Services: Cooperative agreements**
The University Libraries maintains an active interlibrary loan program to provide access to library materials on an as-needed basis. Interlibrary loans are greatly facilitated by numerous consortial memberships: The Committee on Institutional Cooperation, the Association of Research Libraries, The Research Libraries Group, the Center for Research Libraries, and many others.

**Staffing**
The ALA Library has excellent rapport with its users and enjoys a reputation providing good service. These successes are primarily due to the quality of the full-time staff:

- **Stephanie Movahedi-Lankarani, Architecture Library Supervisor**
  - IV
  - BA, Art History
  - 23 years experience at the Penn State Libraries

- **Darla Baker, Library Assistant I**
  - 17 years of experience in the ALA Library

- **Tim Auman, Library Assistant III**
  - BA, Integrative Arts (minor Architecture), coursework toward MA Art History
  - 14 years experience in the ALA Library

- **Henry Pisciotta, Arts and Architecture Librarian**
  - BFA, MA Library Science
  - MA Art History coursework toward PhD Art History
  - 25 years experience in architecture libraries, 8 at Penn State

In a typical week, full-time staff cover 86.25 of the 97.25 library hours.

An unusual feature of the staffing is that the Arts and Architecture Librarian has many duties in the Pattee (“main”) Library and routinely spends only one day per week in the ALA Library (and at other times by appointment). Staffing levels at the Architecture and Landscape Architecture Library have been set to compensate for this schedule, and staff have both the skills and authority to handle most immediate needs. One benefit of this arrangement is that the librarian is given considerable flexibility in funding the collections needs of the visual disciplines.

Like most academic libraries, the ALA Library makes use of part-time employees (often students) for much of its staffing. Substantial increases have been made in recent years to upgrade and increase this form of staffing, partly to accommodate increasing needs for image database production. (See the table on “Staffing,” below.)

**Staffing: Status, Development, and Compensation**
The Arts and Architecture Librarian holds the rank of Associate Librarian in the University’s faculty and is a member of the Heads of Subject Libraries management group. Salaries for support staff positions are competitive and monitored by the University Libraries Human Resources unit. Full-time support staff positions in the ALA Library were reviewed and substantially upgraded in 2000-2002.
Opportunities for professional development are encouraged among library employees and, in many cases, funded by the Libraries.

**Facilities: Space, Environmental Factors, and Security**
Since summer 2005, the new building has provided many improvements for the Architecture and Landscape Architecture Library:

- An overall increase in square footage of roughly 50%
- Attractive and comfortable reader's spaces
- Greater variety in public seating types
- A very popular Instruction Room and Group Study Room.
- Improved temperature and humidity control
- Improved security systems
- An efficient compact moveable shelving system and tracks for future expansion of moveable shelving
- Attractive and comfortable spaces for staff
- A campus location closer to the main library and library users from related arts disciplines
- Etc.

These improvements have resulted in increased use of the library facilities. (The average gate count has increased by roughly 30%.) The attractive library has been instrumental in obtaining private funding that will result in a national competition for an art commission for the Architecture and Landscape Architecture Library.

Growth projects for the collection were difficult to make in the previous self-study report because many details of the shelving specifications had not been finalized. Current space projections for the ALA Library indicate beginning in 2010 or 2011 a new approach to managing the collection growth will be needed. Methods available at that time might include more dramatic use of off-site storage, installing additional compact moveable shelving, a program of text digitization, or perhaps others. Planning these types of changes with input from the Architecture Department should begin within the next few years.

The University Libraries has been a leader in library collections disaster planning within Pennsylvania and its Digitization and Preservation Department is available for expert help with disaster response and recovery.

**Facilities: Equipment and Computing**
Color photocopying, flat-bed scanning, wireless and Ethernet connections have been popular public services. Video viewing equipment is moderately used. A laptop for loan has been available but seldom borrowed. Staff computing resources are adequate and improved as needed. Computing equipment is replaced on a 3 to 4 year cycle.

**Library Administration and Budget:**

**Funds:**
Overall, funding for the ALA Library has sufficed to meet a variety of needs. Collection funding for the Architecture and Landscape Architecture Library is well diversified between state sources and
income from endowments. The amounts spent are generally comparable to funding at peer institutions, but a number of factors make peer comparison of figures impractical. (For example, most pre-1850 architectural history is purchased on other funds, etc.) The table below (see “Library Collections / Expenditures”) shows a minimum estimate of the amount budgeted for ALA Library collections during the past three fiscal years. These figures should not be interpreted as the totals spent, nor be compared to figures from other institutions. They do, however, illustrate the overall pattern of steady funding for collections. Maintaining steady funding for collections has been achieved during two recent years of cost-cutting for the University Libraries. Unfortunately steady funding results in a net loss of purchasing power because of continuing inflation in academic publishing (particularly journals).

Three important techniques for dealing with these financial pressures have been: 1) considerable flexibility that has been granted the Arts and Architecture Librarian in redeploying funds within some categories (for example, between books and journals or related disciplines), 2) proposals for special purchases to funds allocated for subject “groups” (usually funds allocated to group of arts and humanities librarians.), and 3) working with other librarians to find cost savings in general reference or related disciplines.

In recent years the Penn State University Libraries have made system-wide cuts in subscription expenditures of 8% to 12%. Using the three techniques described above, cuts to the ALA Library subscriptions have not been necessary. However, these types of measures will not cover cost increases indefinitely and subscription cuts for the ALA Library are likely within the next 3 years.

Planning & Participation:
The University Libraries conduct strategic planning systematically. The ALA Library has a written plan that is modeled on the Libraries planning document and guides individual work plans within the ALA Library. Management of the ALA Library has frequently included consultation with Architecture faculty and students, as well as formal and informal surveys. One recent example extensive focus group discussion and interviews related to library and information services for the Sede di Roma program. Another example is the recent procedure for purchasing design videos – a notebook at the service desk containing potential purchases and asking users to vote for their favorites.
<table>
<thead>
<tr>
<th>types of collections</th>
<th># of volumes or items</th>
<th>budgeted expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>books classed in LC-NA in ALA Library</td>
<td>16,368</td>
<td>NA</td>
</tr>
<tr>
<td>other books (all volumes ALA Library)</td>
<td>28,759</td>
<td>$25,182.89</td>
</tr>
<tr>
<td>periodical subscriptions</td>
<td>113*</td>
<td>$16,538.88</td>
</tr>
<tr>
<td>other serial subscriptions</td>
<td>40-60*</td>
<td></td>
</tr>
<tr>
<td>sub total</td>
<td></td>
<td>$41,721.77</td>
</tr>
<tr>
<td>microfilm reels</td>
<td>10,500*</td>
<td>NA</td>
</tr>
<tr>
<td>microfiche</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slides</td>
<td>not collected*</td>
<td></td>
</tr>
<tr>
<td>videos (tapes + dvds)</td>
<td>309</td>
<td>NA*</td>
</tr>
<tr>
<td>cd-roms</td>
<td>counted as books</td>
<td></td>
</tr>
<tr>
<td>digital images</td>
<td>15,000</td>
<td>NA</td>
</tr>
<tr>
<td>drawings</td>
<td>not collected</td>
<td></td>
</tr>
<tr>
<td>photographs</td>
<td>not collected</td>
<td></td>
</tr>
<tr>
<td>other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Library Collections/ Expenditures Notes:
1. Includes volumes of monographs and bound volumes of journals.
2. Includes only items in the Architecture Library. Excludes the majority of NA books & journals housed in the main library or storage.
3. This figure combines the amount budgeted for monographic "firm orders" with the amount actually spent for books that were obtained through an automatic approval plan. It does not include money spent on NA titles housed in the main library. It does not include purchases made for the Architecture Library if made with centralized "group" funds. It does not include funds for technical aspects of architecture collected by the Engineering Library, etc.
4. Includes only subscriptions housed in the Architecture Library and paid from ARCHT funds.
5. Consists primarily of electronic journals and databases. Relevance to architecture has been estimated.
6. Includes actual cost of paper subscriptions in Architecture Library and electronic versions of those subscriptions but not costs of bibliographic databases such as Avery, CUMINCAD, etc.
7. All microforms are housed in the main library.
8. Broadly estimated. Consists primarily of historical materials (books, HABS/HAER, fire insurance maps, etc.)
9. Slides are not collected by the Libraries but the Art History Dept. holds 350,000 and the Architecture Dept. has a smaller collection used by some faculty.
10. Videos are funded through centralized "group" funds.
<table>
<thead>
<tr>
<th>types of positions</th>
<th>full-time equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>librarians/ VR professionals</td>
<td>0.25(^1)</td>
</tr>
<tr>
<td>paraprofessionals</td>
<td>3</td>
</tr>
<tr>
<td>clerks</td>
<td>4</td>
</tr>
<tr>
<td>student assistants</td>
<td></td>
</tr>
<tr>
<td>volunteers</td>
<td>0</td>
</tr>
<tr>
<td>others (specify)</td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>7.25</td>
</tr>
</tbody>
</table>

Library Staff Expenditures Notes:
1. An approximation of the percentage of effort of the Arts and Architecture Librarian, who also has responsibilities in the main library.
2. Some positions upgraded and minimum wages raised increasing expenditures 63%.
3. Additional FTEs allocated for image database production.
3.10 financial resources

Departmental Budgets:

The Department of Architecture has annual expenditures of approximately $2.5 million. These funds support faculty and staff salaries, graduate assistantship stipends, work study wages, healthcare and employee benefits, and general operating expenses such as telephones, printing, mailing, conference travel, office supplies, and equipment. The Department also has an “Enhancements” budget, with funds targeted toward instructional technology and equipment. In addition, the College allocates funds for Instructional Equipment, based on a proposal submission process. The Department of Architecture received $10,050 in 05/06 and $7,000 in 06/07 for special projects from the Instructional Equipment funds. Capital costs for facilities, as well as building maintenance and building operating costs are paid centrally by the University.

Penn State has made a substantial and significant investment in the Architecture and Landscape Architecture Departments with the construction of the new, LEED-rated Stuckeman Family Building. The building brings both departments together in a state-of-the-art facility. The project cost was $27,550,000. After completion of the building, the College provided funds in the amount of $57,600 for window blinds, studio partitions, display cases and permanently installed projection equipment.

The University’s central administration provides funds for annual salary increases for faculty and staff as well as for faculty promotions. The salary increase amounts are allocated to individual faculty and staff members, primarily on the basis of merit. In addition, central administration provides funds for annual increases for the graduate assistantship stipends. In July 2007, the Provost allocated additional permanent funds to Architecture to support a new faculty hire in the digital design area.

In July 2004, the College provided a permanent increase of $20,000 to Architecture’s departmental operating budget. This increase brought the permanent departmental allotment funds from $57,876 in 03/04 to $77,876 in 04/05. The permanent departmental allotment continues to be funded at this amount. The additional funds were allocated to support ongoing operational needs. In addition, the College, provides temporary funding to the Architecture Department, as needed, to support ongoing expenses. Over the past three fiscal years (04/05; 05/06; 06/07), the College provided an average of $115,000 to support faculty and staff salary needs. For example, in July 2006, the College provided funds to increase the staffing in the Department by converting a staff position from a part-time wage position to a full-time salaried position.

The University has a program of reallocating funds, in which each College returns funds to the central administration. These funds are then “recycled” within the University. In the College of Arts & Architecture, funds for reallocation are typically provided from the
differences in salary associated with changes in faculty and staff appointments. In many cases, there is a difference between the salary of a departing faculty member and the salary of a new faculty member. The Architecture Department participated in the recycling program in each of the past three fiscal years. In 04/05, the Department contributed a modest amount of $3,780 which became available when the model shop supervisor requested that his position be reduced to a 10 month position. In 05/06, Architecture contributed about $42,000 which remained from an open faculty position. This equates to the loss of about one-half of a senior faculty position. This loss was offset, however, by the transfer of one split faculty appointment (between Architecture and Integrative Arts) to a 100% Architecture appointment. In 06/07, the Department had a faculty resignation which contributed $16,000 toward recycling. The remaining funds from the open faculty position will be used to hire a new faculty person, most likely at the Assistant or Associate Professor level.

See Appendix O for details on Departmental expenditures over the past three years.

Study Abroad - Rome Program:

The Rome Program, Sede di Roma, is administered jointly by the Office of International Programs and the College of Arts & Architecture. Approximately 20-25 fourth-year Architecture students participate in the Sede di Roma program each semester. Beginning in the fall 2007, Landscape Architecture will also send half of its fourth-year class to Rome in the fall and half in the spring. In total, there will be 40-50 Penn State students in the Sede di Roma program each semester. The even distribution of students over the fall and spring semesters provides more effective use the facilities and staff in Rome.

The total expenditures for the Rome Program are in excess of $400,000 annually. This includes faculty and staff salaries, leased space and operating costs. Some of these are shared costs, as both the Architecture and Landscape Architecture faculty and students are in residence at the same time. The primary Architecture course taught in Rome each semester is the six credit studio course. The average salary paid to faculty teaching this course in Rome is $30,000.

Graduate Assistantships:

The Department has permanent funds for stipend salary for graduate assistantships. The Department determines how to award these funds to graduate students in terms of one-half or one-quarter time assistantships. In conjunction with the stipend monies, the Department has an allocation of 16 semesters of grant-in-aid to cover the tuition costs. In addition, there is a one-quarter time, two semester assistantship that is allocated to the School of Architecture and Landscape Architecture, rotating between the two departments, with Architecture holding this assistantship for the 2006/07 and 2007/08 academic years. The funds available for graduate assistantships remains relatively constant year to year. The actual number of graduate assistants and stipend expense varies somewhat based on the number of students who are accepted into the graduate program.
Annual Gifts:

Annual gifts to the Department average approximately $31,300 per year over the past three years. These funds are used to support the annual Pennsylvania Concrete Masonry Competition, the publication of the “Units” newsletter, and the travel and meal costs for visiting lecturers, jurors and guests.

The Department has two scholarships that are annually funded by the following donors:

- Foreman Architects Engineers Study Abroad Scholarship
  - $2,000
- A. William Hajjar and Anne Bortz Hajjar Memorial Scholarship
  - $4,000

The Department also receives annual gifts to support program activities:

- Gregory J. and Terri E. Scott Annual Program Support Fund
  - $2,500

Endowed Funds:

In addition to the annually funded gifts, the Department has a number of Endowed Funds, including Scholarships and Awards to students as well as Faculty and Program Support. The endowed funds generate funds for spending at about 5% of the endowment market value. The endowments and annual amounts are noted below:

- Ewing Cole Cherry Endowed Award in Architecture
  - $700
- Jamil E. Faridy Architectural Scholarship
  - $2,300
- Leonard S. Fiore Inc. Scholarship
  - $1,800
- Kurt Kristian Stenman Memorial Scholarship
  - $1,500
- J. Henry and Minnie Hitz Memorial Endowment
  - $700
- Summitville Tile Memorial Fund
  - $800
- The Paul M. Kossman Endowment for Excellence
  - $7,300

There are two components to the Kossman Endowment. The Thesis Design Award in Architecture is an ongoing fifth year student award for the best thesis project. The endowment provides a cash award to the fifth year thesis design winner as well as an honorarium to the Kossman lecturer/juror to provide a lecture to the student body as a whole. The Kossman design winner selection is made by a jury of outside practitioners and teachers in architecture.

Three new endowments have been established since the last accreditation visit. These endowments support program needs and scholarships for students.

- Richard L. Grube Memorial Scholarship in Architecture was established to support Architecture students who are participating in the department’s study abroad program. The endowment generates about $5,700 annually.
Gregory J. and Terri E. Scott Trustee Scholarship was recently established to provide scholarships to students with financial need. When fully activated, the endowment will generate about $5,000 annually for scholarships.

The Neil H. Porterfield Endowment for the SALA was established to support lectures and site visits to professional practices. The endowment is shared with Landscape Architecture and generates about $2,600 annually.

The Dahn & Krieger Trustee Scholarship was established to provide financial assistance to undergraduate students. The endowment will generate a minimum of $2,500 annually for scholarships.

The total amount awarded to students (for scholarships and awards) during the 2006/07 academic year was $20,453

Other Student Awards Supported by Donated Funds:

Department Level:
- Corbelletti Design Competition (range of $300-$100, $525 available annually)
- Pennsylvania Concrete Masonry Association Competition Award (average $200, $1,500 available annually)
- Timothy Hartung Award (average $3,000)

College Level:
- Donald W. Hamer Trustee Scholarship
- Reuben and Gladys Golumbic Scholarship
- William E. and Julia Nelo Clark Excellence Scholarship
- Roy C. Buck Scholarship (faculty award)
- Arts & Architecture Alumni Society Scholarship

School of Architecture and Landscape Architecture Endowments:

The School of Architecture and Landscape Architecture (SALA) has several Scholarships and Awards. These Endowments are shared with Landscape Architecture:

- L.D. Astorino Companies Endowment for the SALA $ 2,600
- Charles Thorp Scholarship in the SALA $ 3,900
- Alma Heinz and August Louis Pohland Graduate Fellowship $ 5,300
- Alma Heinz and August Louis Pohland Scholarship $10,800
The School of Architecture and Landscape Architecture (SALA) currently has two Program Endowments that support School activities:

**Stuckeman Center for Design Computing**
- The purpose of the endowment is to create and establish a center for design computing in the SALA.
- The endowment generates about $50,000 annually.

**Hamer Center for Community Design Assistance**
- The purpose of the endowment is to create and establish a center for community design assistance in the SALA.
- The endowment generates about $103,000 annually.

**Comparative Expenditures per Student**

Enrollment in the Architecture department averaged 275 students over the past three years. Based on this student population, the average spending per student was approximately $9,100 over the three year period. The graduate and undergraduate programs are somewhat inseparable, since many undergraduate faculty also teach in the graduate department, the graduate student population represents less than 6% of the department’s student enrollment, and the graduate program is not separately budgeted. As the current graduate program is a research-oriented Master of Architecture, much of the student work is interdisciplinary or self-directed independent study. Therefore, it is not feasible to provide comparative data that differentiates spending per student between undergraduate and graduate programs within the department. We expect the undergraduate student population to decrease slightly over the next several years, as the Department continues to work closely with Penn State’s Admissions Office to control the number of freshmen that are offered admittance each year. If we are able to achieve a student population of 250 students, the spending per student would be approximately $10,400.

Another professional program within the College of Arts and Architecture that reasonably parallels our Department is the Department of Landscape Architecture. Enrollment in the Landscape Architecture department averaged 192 students over the past three years. Based on this student population, the average spending per student was approximately $11,000 over the three year period. The undergraduate student population is expected to increase slightly over the next several years. With an expected student population of 220 students, the spending per student would be approximately $10,300.

A second professional program at Penn State that compares with the Architecture Department is the Architectural Engineering Department within the College of Engineering. Based on the average budget expenditures, including student wages, faculty salaries, employee benefits and operational expenses, over the past three years, the Architectural Engineering spending per student was approximately $5,600.

Note that the Architectural Engineering courses do not involve studio instruction.
3.11 administrative structure

The Pennsylvania State University is the state-related land-grant university serving the Commonwealth of Pennsylvania. The University is accredited by the Middle States Association of Colleges and Schools and is a member of the Association of American Universities.

Administrative Structure and Comparison:

The Department of Architecture is one of several departments/schools within the College of Arts and Architecture. Administratively, the department relates directly to the College, and the Department Head reports directly to the Dean of the College. Other departments/schools within the College are Art History, Landscape Architecture, Integrative Arts (including the e-Learning Institute), Music, Theatre, and Visual Arts. The College also includes the Center for the Performing Arts, the Palmer Museum of Art, and Pennsylvania Centre Stage. In 1997, the School of Architecture and Landscape Architecture was established as a functional unit for the two departments to collaborate on certain program initiatives, especially the two Centers. However, the School of Architecture and Landscape Architecture does not have a hierarchical structure that intervenes between the department and the college.

The College of Arts and Architecture is one of eleven colleges, in addition to the Graduate School and the Schreyer Honors College. Each college is structured independently, but most have similar substructures of schools and departments.

Degrees Offered:

The Department of Architecture also offers the Bachelor of Science in Architecture and the Master of Architecture degree programs in addition to the Bachelor of Architecture degree.

3.12 professional degrees and curriculum

The Architecture Department at Penn State University offers an accredited five-year, professional Bachelor of Architecture degree program. In addition, the Department offers a four-year pre-professional Bachelor of Science degree program and a post-professional Master of Architecture degree program. An integrated program leading to both the Bachelor of Architecture and Master of Architecture degrees is available to a limited number of academically superior students.

The five-year professional degree program requires a minimum of 162 credits. The curriculum is composed of General Education coursework, which insures that all students acquire a broad, liberal educational background; coursework in architecture and related disciplines, which insures that students develop the skills and knowledge fundamental to the profession; and supporting coursework, which gives students an opportunity to enhance their educational experiences by selecting
courses which best meet their individual educational needs. A thesis project, which is completed during the fifth-year, is the capstone component of the program.

For students who most recently entered the program, a suggested academic plan would be as follows:

<table>
<thead>
<tr>
<th>First Semester - Fall</th>
<th>3 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 197S: Basic Design Studio I</td>
<td>Arch 121: Visual Communications I</td>
</tr>
<tr>
<td>Arch 210: Contemporary Design and Planning Theory I</td>
<td>Art H 201: Ancient to Medieval Architecture</td>
</tr>
<tr>
<td>Engl 015 or 030</td>
<td>GenEd Quantification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester - Spring</th>
<th>3 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 197B: Basic Design Studio II</td>
<td>Arch 211: Contemporary Design and Planning Theory II</td>
</tr>
<tr>
<td>AE 210: Architectural Structural Systems</td>
<td>CAS 100 A, B or C</td>
</tr>
<tr>
<td>GenEd Humanities</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester - Fall</th>
<th>6 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 231: Architectural Design I</td>
<td>Arch 203: Materials and Building Construction I</td>
</tr>
<tr>
<td>Architecture Supporting Course</td>
<td>GenEd Health &amp; Physical Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester - Spring</th>
<th>6 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 232: Architectural Design II</td>
<td>Arch 204: Materials and Building Construction II</td>
</tr>
<tr>
<td>AE 422: Architectural Structural Systems II</td>
<td>GenEd Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>Architecture Supporting Course</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester - Fall</th>
<th>6 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 331: Architectural Design III</td>
<td>AE 211: Introduction to Environmental Control Systems</td>
</tr>
<tr>
<td>Engl 202 A, B, C or D</td>
<td>GenEd Quantification</td>
</tr>
<tr>
<td>GenEd Health &amp; Physical Activity</td>
<td>1.5 crs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sixth Semester - Spring</th>
<th>6 crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 332: Architectural Design IV</td>
<td>Arch 311W: Architectural and Planning Theories</td>
</tr>
<tr>
<td>AE 424: Environmental Control Systems I</td>
<td>Architecture Supporting Course</td>
</tr>
<tr>
<td>GenEd Natural Sciences</td>
<td>3 crs.</td>
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</tbody>
</table>
Seventh Semester - if at University Park
Arch 431 or 432: Architectural Design V 6 crs.
GenEd Natural Sciences 3 crs.
GenEd Natural Sciences 3 crs.
GenEd Humanities 3 crs.
GenEd Social & Behavioral Sciences 3 crs.

Eighth Semester - if at Penn State sede di Roma
Arch 499B: Architectural Analysis [Rome] 3 crs.
Arch 499C: Urban Studies Topics [Rome] 3 crs.

Ninth Semester - Fall
Arch 491: Architectural Design VII 6 crs.
Arch 480: Technical Systems Integration 3 crs.
Architecture Supporting Course 3 crs.
Architecture Supporting Course 3 crs.

Tenth Semester - Spring
Arch 492: Architectural Design VIII 6 crs.
Arch 451: Architectural Professional Practice 3 crs.
Architecture Supporting Course 3 crs.

B.Architecture Total: 162 crs. min.
*Elective offerings are made available in Rome.

Minors and Concentrations:

Due to the size and diversity of the Pennsylvania State University, many opportunities for minors and concentrations exist and may be pursued by students wishing to enhance their academic experience. In recent years, some of the minors earned by students in the Bachelor of Architecture program would include Architectural History, Art History, Business and the Liberal Arts, International Studies, Italian, Philosophy, Psychology, and Spanish. A minor is defined by the University as a program of at least 18 credits which supplements a major.

In addition to developing concentrations of coursework which do not focus on architectural content, students have pursued interests related to architecture such as lighting or acoustics by taking coursework offered by the Department of Architectural Engineering or interests in site related topics or environmental planning issues by taking coursework offered by the Department of Landscape Architecture.
By Semester Minimum Credits:¹

<table>
<thead>
<tr>
<th>Semester 1—Fall</th>
<th>18 crs.</th>
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</thead>
<tbody>
<tr>
<td>Semester 2—Spring</td>
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<tr>
<td>Semester 3—Fall</td>
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<tr>
<td>Semester 4—Spring</td>
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</tr>
<tr>
<td>Semester 5—Fall</td>
<td>16.5 crs.</td>
</tr>
<tr>
<td>Semester 6—Spring</td>
<td>18 crs.</td>
</tr>
<tr>
<td>Semester 7—If at University Park</td>
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</tr>
<tr>
<td>Semester 8—If on Education Abroad</td>
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</tr>
<tr>
<td>Semester 9—Fall</td>
<td>15 crs.</td>
</tr>
<tr>
<td>Semester 10—Spring</td>
<td>12 crs.</td>
</tr>
</tbody>
</table>

Bachelor of Architecture degree credit total 162 crs. min.

Professional Content and General Education categories:

**Studio sequence**
- Arch 197S: Basic Design Studio I 3 crs.
- Arch 197B: Basic Design Studio II 3 crs.
- Arch 231: Architectural Design I 6 crs.
- Arch 232: Architectural Design II 6 crs.
- Arch 331: Architectural Design III 6 crs.
- Arch 332: Architectural Design IV 6 crs.
- Arch 431 or 432: Architectural Design V 6 crs.
- Arch 491: Architectural Design VII 6 crs.
- Arch 492: Architectural Design VIII 6 crs.

**Visual Communications**
- Arch 121: Visual Communications I 3 crs.

**Theory sequence**
- Arch 210: Contemporary Design and Planning Theory I 3 crs.
- Arch 211: Contemporary Design and Planning Theory II 3 crs.
- Arch 311W: Architectural and Planning Theories 3 crs.

**Materials and Construction sequence**
- Arch 203: Materials and Building Construction I 3 crs.
- Arch 204: Materials and Building Construction II 3 crs.

¹ The minimum number of credits/semester for Penn State students to maintain full-time status is 12. Strictly speaking, this is the “minimum number of semester credit hours.” The chart above shows the recommended course sequence that will lead to graduation in five years (10 semesters). Students with advance placement credits, who take courses in the summer, or who are able to use a single course to satisfy multiple curricular requirements could take fewer credits per semester than recommended, but still graduate within five years.
Professional Practice
Arch 451: Architectural Professional Practice 3 crs.

Structures and Systems
AE 211: Introduction to Environmental Control Systems 3 crs.
AE 422: Architectural Structural Systems II 3 crs.
AE 424: Environmental Control Systems I 3 crs.
Arch 480: Technical Systems Integration 3 crs.

Architectural History
ArtH 201: Ancient to Medieval Architecture 3 crs.
ArtH 202: Renaissance to Modern Architecture 3 crs.
Arch 499C: Urban Studies Topics [Rome] 3 crs.
GenEd Art History 3 crs.

B.Alrchiecture Total Required Courses 108 crs. min.

Required Courses and Their Credit Hours for General Education
Quantification 6 crs.
Engl 15/30 Rhetoric and Composition 3 crs.
Engl 202 Effective Writing 3 crs.
CAS 100 Effective Speech 3 crs.
Humanities 6 crs.
Natural Sciences 9 crs.
Health & Physical Activity 3 crs.
Social & Behavioral Sciences 6 crs.
Arts (Art H 201 and Art H 202 required) 6 crs.
General Education Total Required Courses 45 crs.

Off-Campus Program:
As described in Section 3.8, the Department of Architecture has a Education Abroad Program in Rome, Italy. Students are housed in Rome for one complete semester during their fourth year of study. The below listed courses are required for the B.Arch. program and taken while students are abroad:

Arch 499B: Architectural Analysis [Rome] 3 crs.
Arch 499C: Urban Studies Topics [Rome] 3 crs.
Also available as elective course in Rome is:
It 297: Italian Language 3 crs.
supplemental information

4.1 Student Progress Evaluation Procedures
4.2 Studio Culture Policy
4.3 Course Descriptions
4.4 Faculty Resumes
4.5 Visiting Team Report from the Previous Visit
4.6 Annual Reports
4.7 School Catalog
4.1 student progress evaluation procedures

Procedures for evaluating student transfer credits, advanced placement and for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation:

Penn State will evaluate, for possible transfer credit, coursework which students have completed at other colleges and universities. The Undergraduate Admissions Office will determine which credits transfer to the University and the academic unit will determine how those credits will be used to fulfill degree requirements in the program of study.

Students who wish to be considered for advanced standing admission to The Pennsylvania State University in the Bachelor of Architecture program are required to submit an application for admission to the Undergraduate Admissions Office by December 31 and a portfolio of creative work to the Department of Architecture. Portfolios are accepted between January 1 and February 15. A Department of Architecture faculty committee is responsible for reviewing the portfolios and making recommendations to the Department Head concerning admission to the program and the appropriate studio level, if admission is recommended. The Department Head will select students for admission based on the committee’s recommendations, the availability of space within the program, and the determination of the Undergraduate Admissions Office concerning whether students have meet the institution’s academic standards for advanced standing admission.

Students who are offered advanced standing admission to the program will have course work, which may be used to satisfy the University’s General Education requirements, evaluated by the College of Arts and Architecture. The Department of Architecture will evaluate transcripts and descriptions of those courses which may be relevant to the major to determine how students will be able to use that coursework to fulfill degree requirements. The determinations of both the College and Department will be entered on the University’s degree audit system and students will be sent copies of their degree audits.

Student progress is evaluated each and every semester by the faculty who are teaching the courses in which the students are enrolled. University policy indicates that students must earn a grade of C or better in every course which has been designated as a C-required course in the major. The Department of Architecture has determined that all courses which are required for the major will be “C-required” courses. Students who do not earn a C or better will be required to repeat the coursework if they wish to continue in the program. Students who do not earn a C or better in design studio coursework must repeat that work and remediate weaknesses before advancing to the next studio level. This process involves at least a full year delay in advancement through the studio sequence.

Students are reviewed at the end of the second year for retention in the Bachelor of Architecture program. A portfolio of architectural design work will be submitted by each student and evaluated by a committee of faculty members. The review will be based on criteria which
evaluates student growth and architectural design competence as evidenced by the work in the portfolio. Students who receive a positive review will be permitted to continue in the major. Students who receive a negative review will be given appropriate guidance and may elect to transfer to another program of study or, in some instances, may repeat the second studio level in order to remediate weaknesses.

At the end of the fourth year, students are reviewed, once again, for retention in the Bachelor of Architecture program. This review is based on academic credentials. Students are required to have a cumulative grade point average of at least 2.50 and an architectural design studio average of at least 2.67 on a 4.00 scale. In cases where these minimum standards are not met, a portfolio of architectural design work will be requested of the student and reviewed by a committee of faculty members. When continuation in the program is not recommended, students may elect to transfer into the Bachelor of Science degree program in Architecture.

The University’s standards for graduation indicate that students must have at least a 2.00 cumulative grade point average and must have earned a C or better in all courses designated as C-required courses in the major. Since the Department of Architecture holds students to a higher cumulative grade point average requirement for retention beyond the fourth year, all students who earn the Bachelor of Architecture degree will significantly exceed the University’s minimum cumulative grade point average requirement.
4.2 studio culture

Studio Culture Policy Statement
Penn State University, Department of Architecture
Revised with student input, August 2007

Architecture, both the profession and our academic department, is a community. All architectural educators share a common interest in providing an education that prepares students for leadership roles in the architecture profession. All architecture students share the desire to have the best education possible. The culture and atmosphere within the studio play a vital role in the quality of architectural education. Our community of educators, scholars, students, and professionals brings us in frequent contact with others sharing similar interests. Such a shared culture does not, however, suggest conformity. The success of our educational community depends on the ability of everyone in it to speak freely, to take risks, to dissent from the majority opinion, and to seek new and untested ways of doing things.

It is the intention of the Department of Architecture at Penn State to provide and promote an atmosphere that fosters respect and cooperation among the members of our community. A healthy studio culture cannot be created by the faculty alone. It requires the full participation of our students. The academic setting is structured to encourage different viewpoints, various methods of teaching and inquiry, and the dissemination of knowledge by traditional and non-traditional methods. Each member of an academic community is unique, having a variety of different experiences, educational and family backgrounds, as well as aspirations.

In the architecture program at Penn State, “studio” is our short-hand term for a series of courses, but it is also a physical place that is founded on an educational ideal. That ideal is the belief that the studio setting places our students in a situation where they are able to learn at least as much from each other as they will learn from the faculty. We are fortunate that the studio spaces in the Stuckeman Family Building have been carefully designed to maximize the interconnectedness of students in all studio levels, and in both the Architecture and Landscape Architecture majors. To benefit from the Stuckeman Family Building and the proximity to other students it encourages, students must commit to working in the studio environment. We encourage all Architecture students to take full advantage of the educational environment in the Stuckeman Family Building, and whenever possible to complete their Architecture course assignments within the physical limits of our educational community.

We strongly encourage our students to respect the ideas of their colleagues and classmates. This includes respect not only for others without discrimination as to race, color, religion, gender, or sexual orientation, but respect for different ideas, philosophies, and methods. We strongly encourage our faculty to respect the ideas and individual goals of our students, understanding that a diversity of ideas and goals among the student body is a great asset. Universities exist to promote new knowledge, not hinder it. Individual actions that are disrespectful of others cannot be tolerated in our community. Freedom of
expression must be carefully balanced with freedom from intimidation or ridicule.

We do not pretend the choices members of a community must make to productively coexist are easy ones. At times, the desire to express oneself and the need to treat the opinions of others respectfully may come in conflict. In these instances, the highest standards of ethical professional behavior must be our guides. Obviously, we are going to have differences of opinion; in any community there will always be individuals whose company we do not enjoy. For the greater good of our community, it is necessary to refrain from publicly discussing individuals in a negative manner. It is also necessary to separate, as much as possible, disagreements over ideas from our opinions of the people with whom we disagree. This is equally true for faculty and students.

In order to help maintain a level of professionalism within the studio, students should not expect one faculty member to provide a “sympathetic ear” to any student complaints about another instructor. If a student has a specific problem in a course, she or he should speak to the instructor who teaches it. Of course, it is always appropriate to seek advice from your advisor before doing so. Keep in mind that an instructor cannot react to criticisms unless they are aware of them. Therefore, the first step for any student who disagrees with an instructor’s teaching methods is to communicate this to the instructor. If the result of these discussions is not satisfactory, students should meet with the Department Head.

Respect for property, both individual and institutional, is fundamental to our studio culture. Architecture students at Penn State are well known for their positive work ethic. Students must always respect the products of their classmates’ work, since it is the work of an architect that distinguishes him or her. As the designers of buildings and environments, it is also incumbent upon all of us to show respect for the facilities we occupy. If we do not respect the places in which we live and work, we set a poor example for those around us.

At Penn State, we believe that “architecture” is a verb as well as a noun. Architecture is an unfolding process that enriches our lives. Architecture exists as much in the things we do as in the objects we make. In the lives of architects, as in their works, great attention must be paid to proportionality. In order to enjoy the fruits of architecture, we—the faculty and the students in the Department—must lead lives that are well proportioned.

In order to promote a healthy working environment, it is important that everyone’s time be respected. Students have a right to expect that faculty will be on time and prepared to teach, and will acknowledge and respect students’ non-studio time commitments. Likewise, students have the responsibility to be in studio on time for class, prepared to work, understanding the commitment of time and energy that faculty have made to prepare and present course material.

An intensive study of the liberal arts and sciences is fundamental for producing architects who are well-rounded critical thinkers. Architecture students should manage their time such that they devote suffi-
cient attention to these subject areas, as well as to recreational and cultural activities. Students who are exhausted, who suffer from poor nutrition, lack of sleep, inadequate physical activity, or who seldom interact with family and friends, cannot fully participate in and contribute to a healthy academic community.

Architectural education employs a variety of means to review the ideas and work of students and these periods of assessment are an essential element of the culture of the studio. Reviews are both an opportunity to facilitate discussion of greater issues as well as an occasion to consider differing viewpoints and possibilities. For formal reviews, students and faculty are expected to arrive on time and stay engaged as active participants throughout the review process. In advance of the reviews, faculty are responsible for informing invited guests and reviewers about the project intentions and background, as well the expectation that the review will reflect the Department’s commitment to a culture of respect, engagement, and professionalism. Students are expected to be prepared to discuss their work, as well as to participate in the discussions of their peers’ work.

We expect everyone in the Department of Architecture to promote and enforce a safe, efficient place of work. The harassment of others has no place in our community. Harassment is not limited to overt actions, but also includes creating situations that interfere with another’s performance, or the fostering of an intimidating, hostile, or offensive environment. Please be aware that the memorabilia, photographs, and posters you display on your desk and around your workspace may be offensive to others. At the same time, members of any community must practice tolerance. Not everything that one finds offensive is intended to offend.

Please work together to promote a positive spirit of unity without conformity; of cooperation balanced with respect for individual expression. Although founded on an unshakable commitment to architectural excellence, our community of scholars is a living and breathing entity. Each member of our community contributes something to our studio and institutional culture. As people come and go, as ideas find favor and then fall out of fashion, our culture must adapt. With your help, we can continually reinvigorate our scholarly community of architects and would-be architects, creating an environment and a school of which all can be proud.
### 4.3 course descriptions

Order of Appearance:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ARCH 121</td>
<td>Visual Communications</td>
</tr>
<tr>
<td>ARCH 197S</td>
<td>Basic Design Studio I</td>
</tr>
<tr>
<td>ARCH 197B</td>
<td>Basic Design Studio II</td>
</tr>
<tr>
<td>ARCH 203</td>
<td>Materials &amp; Building Construction I</td>
</tr>
<tr>
<td>ARCH 204</td>
<td>Materials &amp; Building Construction II</td>
</tr>
<tr>
<td>ARCH 210</td>
<td>Contemporary Design &amp; Planning Theory I</td>
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<td>ARCH 211</td>
<td>Contemporary Design and Planning Theories II</td>
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<td>Architectural Design I</td>
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<td>ARCH 451</td>
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<td>ARCH 480</td>
<td>Technical Systems Integration</td>
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<td>Architectural Design VII - Thesis</td>
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<td>Architectural Design VI [Rome]</td>
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<td>ARCH 499B</td>
<td>Architectural Analysis [Rome]</td>
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<td>A E 210</td>
<td>Introduction to Architectural Structural Systems</td>
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<td>Rhetoric &amp; Composition</td>
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<td>ENGL 202</td>
<td>Effective Writing</td>
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</table>
ARCH 121: Visual Communications

Department of Architecture
Penn State University

Fall Semester 2007
Offered: Each fall semester

credits: 3
prerequisites: acceptance into the Architecture Program
faculty: James Cooper, Jodi LaCoe, Reggie Aviles

Overview:
Visual Communication skills are an essential ingredient in the activity of building design and construction. Drawings and models are the media of the architect's process and product. They enable the architect to represent the conditions as they exist, visualize the possibilities and communicate ideas with others.

Learning Objectives:
The intent of this course is to acquaint beginning students with the various methods and techniques that architects use to effectively communicate information through visual images. These techniques are used to perform three basic functions:

1. To represent what we see in reality. Students are encouraged to develop their visual acuity -- the ability to see with clarity and accuracy and to effectively record what they see.
2. To visualize what we see with our mind's eye. Students are invited to explore and give shape to images of their imagination. Through visual thinking, they will learn to clarify and give form to their visual thoughts as a means to proposing possibilities.
3. To communicate with others and with ourselves. The students will learn to read and comprehend architectural images produced by others, develop the skills necessary to express and present ideas and nurture the skills to be able to effectively communicate -- to conjecture, explore, test and analyze as a part of the design process.

Course Requirements:
Students are required to produce one project per studio rotation of which there are two. The first project is administered in conjunction with the Basic Design Studio project and is often to further document the site of that project. The second project is to produce a set of drawings and models of an assigned historical exemplar. The second project involves library research of the exemplar project. Student work is evaluated at design reviews through presentation, comments and criticism.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
3. Graphic Skills
Additional Evidence of:
2. Critical Thinking Skills
4. Research Skills
5. Formal Ordering Systems
11. Use of precedents
Overview:

This course will serve as an introduction to the studio teaching model, a means to establish high expectations, a disruption of conventional understandings and an elevation of the role of the imagination. In the Basic Design Studio students will gain knowledge about the discipline of design, develop skills of design and communication and foster a capacity for judgment. As a laboratory, the Design Studio provides the opportunity to apply and explore the knowledge, skills and judgment gained as projects develop through review and revision. There is an emphasis on both product and process necessitating a high level of self-motivation and initiative. The Design Studio is an intensive course that often raises more questions than it answers. It demands energy, creativity, courage and introspection. Each student is encouraged to be open to a diverse range of ideas, values and solutions.

The studio is divided into three sections, each led by one of the studio instructors. The studio, as a whole, will be assigned a series of common projects and exercises; however, each section instructor will establish particular and unique assignments, requirements and criteria for each project. This provides a diverse and pluralistic attitude within the studio and introduces the students to the rich variety of approaches to architectural communication and design. The section instructors will "rotate" at mid-term; therefore, each student will conduct work under the guidance of two different instructors throughout the first semester.

Learning Objectives:

Students enter the first year with varying levels of skill and experience. Their work will be evaluated on the evidence of growth and commitment, self-motivation and discipline.

1. To develop conceptual understanding through the intentions and ideas that inspire the work.
2. To introduce design development as the energy, effort and growth demonstrated throughout the course of the project.
3. To create the final product as a demonstration of the student's level of craftsmanship and mastery of the skills introduced in class.
4. To emphasize communication as both the visual and verbal effectiveness of a presentation.

Course Requirements:

Within each studio rotation, a primary design project is assigned. The first project is a site documentation project with an intervention. The second project is a small, abstract design project focusing on design principles and ordering systems. The primary form of evaluation and grading for this class is the "review and critique;" during which the students present their work to the class and faculty and then receive comments and recommendations for improvement. A sketchbook/journal is also required.

NAAB Student Performance Criteria Supported in the Course:

Additional Evidence of:

2. Critical Thinking Skills
3. Graphic Skills
6. Fundamental Design Skills
ARCH 197B: Basic Design Studio II

Department of Architecture
Penn State University

Spring Semester 2008
Offered: Each spring semester

credits: 3
prerequisites: ARCH 197s
faculty: James Cooper, James Kalsbeek, Jodi LaCoe

Overview:
As the second studio in the Basic Design Studio series, the instructors of this course will strengthen the studio teaching model, exact high expectations, and continue to elevate the role of the imagination. In the Design Studio, the student will continue to gain knowledge more specifically of the discipline of architecture, develop skills in design and communication, and foster a capacity for judgment. Projects develop through review and revision. There will be an increased level of expectation in both product and process. It demands energy, creativity, courage and introspection. Each student is encouraged to be open to a diverse range of ideas, values and solutions.

Learning Objectives:
- To incorporate critical thinking through a generative and reflexive process of design and making
- To develop and expand upon basic graphic skills in the communication of material, formal and conceptual content
- To gather and process project information through the development of basic research skills
- To further develop fundamental design skills with the introduction of a limited set of real world design parameters
- To structure the studio environment to promote collaborative working skills recognizing and participating in project development into the design process
- To research and incorporate architectural precedents into the design process
- To produce designs that are accessible
- To participate in sustainable design through adaptation of the existing built environment and materials re-use and developing the considered use of materials in relation to cost control
- To develop and erect building materials and assemblies that are appropriate conceptually and functionally in a design-build project

Course Requirements:
The semester is divided into two rotations with one project each rotation. The first project is a 'furniture scale' design-build project addressing materials reclamation and re-use. The second project has been traditionally referred to as the 'Campus Constructions' and is a larger design-build project with a limited budget.

NAAB Student Performance Criteria Supported in the Course:

Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
6. Fundamental Design Skills
7. Collaborative Skills
11. Use of Precedents
14. Accessibility
15. Sustainable Design
17. Site Conditions
24. Building Materials and Assemblies
25. Construction Cost Control
ARCH 203: Materials & Building Construction I

Department of Architecture
Penn State University

Fall Semester 2007
Offered: Each fall semester

Credits: 3
Prerequisites: Second year standing in the architecture curriculum or permission of the instructor
Faculty: Doug Henry

General Description:
This is an introductory level course in building construction focused on the design, detailing and construction of buildings utilizing wood and steel framing systems. Site design factors as they impact foundation system choices are also covered. Arch 203 is the first part of a two-semester sequence, to be followed in the spring semester by Arch 204. While its primary focus is on frame structures built of wood or steel, Arch 203 also address the following issues:

- The "poetics" of construction
- The expression of place through building assemblies and materials
- The expression of construction
- The social, environmental, and economic consequences of building construction
- The impact of technology on architectural design
- The sustainability of architectural constructions
- The life safety impacts of building assemblies
- The ethics of architectural practice

The course combines lectures and presentations with "hands-on" projects and field trips. It alternates between technical information (transmitted mainly through assigned readings of the required texts) and more architectural or design-oriented concerns (addressed mainly in the project portions of the course, and through supplementary readings and presentations).

Learning Objectives:
At the completion of this course students will be familiar with the conventions of wood and steel frame construction and demonstrate competence in design through drawings and models. Students will be able to understand and communicate building technology choices as design intentions and recognize architectural precedents. Furthermore, work in the design studio should give evidence of competence in the art of making buildings.

Course Requirements
Textbook Recommended: Ching, Francis D. K., Building Construction Illustrated
Allen & Iano, The Architect’s Studio Companion
The Rocky Mountain Institute, A Primer on Sustainable Building

The class meets on Tuesdays and Thursdays from 10:10 – 12:05. Attendance at all classes and presentations is required. Grading is based on four primary projects (two framing models, one detail drawing and one full-scale construction) with work alternating between team and individual projects. Examinations include a midterm exam and a final exam. Construction detailing exercises are conducted throughout the semester.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
10. National and Regional Traditions
24. Building Materials and Assemblies

Additional Evidence of:
7. Collaborative Skills
11. Use of Precedents
15. Sustainable Design
20. Life Safety
21. Building Envelope Systems
26. Technical Documentation
33. Legal Responsibilities
ARCH 204: Materials & Building Construction II
Department of Architecture
Spring Semester 2007
Penn State University
Offered: Each spring semester

Credits: 3
Prerequisites: Second year standing in the architecture curriculum or permission of the instructor
Faculty: Scott Wing

General Description:
This is an introductory level course in building construction focused on the design, detailing and construction of buildings utilizing masonry and concrete framing systems. The class provides direct technical support for students enrolled in Arch 232, the second-year studio design course. Arch 204 is the second part of a two-semester sequence, preceded in the fall semester by Arch 203. While its primary focus is on frame structures built of masonry and concrete, Arch 203 also address the following issues:

The "poetics" of construction
The expression of place through building assemblies and materials
The expression of construction
The social, environmental, and economic consequences of building construction
The impact of technology on architectural design
The sustainability of architectural constructions
The life safety impacts of building assemblies
The ethics of architectural practice

The course combines lectures and presentations with "hands-on" projects and field trips. It alternates between technical information (transmitted mainly through assigned readings of the required texts) and more architectural or design-oriented concerns (addressed mainly in the project portions of the course, and through supplementary readings and presentations).

Learning Objectives:
At the completion of this course students will be familiar with the conventions of masonry and concrete frame construction and demonstrate competence in design through drawings and models. Students will be able to understand and communicate building technology choices as design intentions and recognize architectural precedents. Furthermore, work in the design studio should give evidence of competence in the art of making buildings.

Course Requirements
Textbook Recommended: Ching, Francis D. K., Building Construction Illustrated
Allen & Iano, The Architect's Studio Companion

The class meets on Tuesdays and Thursdays from 10:10 – 12:05. Attendance at all classes and presentations is required. Grading is based on five primary projects (one wall section models, three sets of construction drawings and one full-scale construction) with work alternating between team and individual projects. Examinations include a midterm exam and a final exam. Construction detailing exercises are conducted throughout the semester.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
10. National and Regional Traditions
24. Building Materials and Assemblies
Additional Evidence of:
7. Collaborative Skills
11. Use of Precedents
15. Sustainable Design
20. Life Safety
21. Building Envelope Systems
26. Technical Documentation
33. Legal Responsibilities
ARCH 210: Contemporary Design & Planning Theory I

Department of Architecture
Penn State University
Fall Semester 2007
Offered: Each fall semester

Credits: 3
Prerequisites: none for section 001; freshman standing in Architecture for 002
Faculty: Denise Costanzo

Overview:
This course provides an introduction to architectural and urban theory by presenting and exploring key concepts through major texts from the Western tradition. The course will cover a period ranging from ancient Greece and Rome up to the present, with greatest emphasis given to writings from the nineteenth and twentieth centuries. Recurring themes will include the ways in which architectural theory has defined the architect, and the relationships between architectural and urban ideas, aesthetics, and the cultural contexts in which these ideas develop.

Learning Objectives:
Students will acquire a basic familiarity with important ideas, authors, and texts that have shaped Western traditions in architecture and urbanism. These will introduce some of the ways in which theoretical writings have framed architecture's complex and changing relationship to human needs. Students will also be taught to approach these materials critically, and will be required to conduct individual research on and analysis of one major theoretical work.

Course Requirements:
Students will be required to attend lectures and take three examinations, which will cover all materials and images used in class. BArch students will also be required to write a short analytical paper.

Required readings:
Vitruvius, Ten Books on Architecture
Marc Antoine Laugier, Essay on Architecture
Le Corbusier, Towards a New Architecture
M. F. Hearn, Ideas that Shaped Architecture

Students in section 002 will also be required to select and read one other major, essay-length work from an approved list for their paper assignment.

NAAB Student Performance Criteria Supported in the Course:
Additional Evidence of:
2. Critical Thinking Skills
4. Research Skills
8. Western Traditions
12. Human Behavior
ARCH 211: Contemporary Design and Planning Theories II

Department of Architecture
Penn State University

Spring Semester 2007

Offered: Each spring semester

credits: 3
prerequisites: Arch 210
faculty: Alexandra Staub

Overview:
This course covers the ideas behind major architectural movements from the industrial revolution to the present day, with a focus on Europe and North America. Both building ideas and urban concepts are covered. The course is divided into four sections: 1) from the Industrial Revolution to Early Modernism (1880s to 1918); 2) The High Modern movement (the 1920s and 1930s); 3) Late Modernism (the 1950s to the 1980s); and 3) Recent Movements (from the 1980s onward)

Learning Objectives:
To learn to observe and understand the built world around us. Students learned to examine the ideas behind different architectural movements from the late 19th through the 20th century, and what particular groups and individuals wanted to achieve in their quest for new forms of physical and spatial expression. Students were also introduced to working with primary source readings.

Course Requirements:
Each of the four sections of the course is culminated by an exam consisting of multiple-choice questions on the material covered and matching questions, where students are asked to identify major architectural works. In addition, students may earn points toward their final grade by completing up to ten take-home exercises that ask them to consider and process the information covered in class. (Please see the syllabus and exercise list for more information.)

Required Readings:
Ulrich Conrads, ed. Programs and Manifestoes on 20th century architecture.
Arts and Crafts Exhibition Society. Arts and Crafts Essays.
Jane Jacobs. The Death and Life of Great American Cities.

NAAB Student Performance Criteria Supported in the Course:

Additional Evidence of:
2. Critical Thinking Skills
4. Research Skills
8. Western Traditions
10. National and Regional Traditions
12. Human Behavior
Overview:
The emphasis of ARCH 231 is to introduce the students to the complexity of the architectural whole exploring concepts such as program, site, context, circulation, accessibility, facade design, materiality, and sustainability. The second-year design studio consistently emphasize the making of space and building with attention given to the character of the place in all stages of design. The class is divided into four individual sections/studios. The section instructors will rotate at mid-semester. Two sections will introduce digital design technologies.

Learning Objectives:
- To create an understanding of architectural elements and develop a sensitivity required for valid interpretations as well as a critically reflective design process with emphasis on individual ability to articulate design ideas.
- To introduce the pragmatic and expressive aspects of architectural design and integrate visual communication with the design process. The emphasis is on developing a comprehensive architectural thought and on the foundations of skill and knowledge essential for designing more complex buildings in later years.
- To make the students aware of the multiplicity of factors involved in the design process and their civic responsibility in making informed choices. Thus, the pervasive issue of meaning in architecture is given a high priority and is interwoven in all stages of design exploration.
- To focus on how to develop architectural space and form and the generating of ideas that initiate and inform this creative process.
- To develop skills in site and program analysis, and to create an awareness of the impact of specific pressures that site and context, program and use (including accessibility), and construction and tectonics have on architectural form.
- To make the students aware of different media involved in the design process and to introduce the basic knowledge and techniques of digital design media.
- To develop the ability to communicate the spatial and material qualities of design exploration through graphic, model, and verbal means.

Course Requirements:
The four parallel studios will present design projects that involve the critical study of building typologies and architectural precedents. It is the intention of the faculty to discuss these issues in the broadest possible terms to inculcate a sense of critical assessment of generative ideas. Drawings and modeling constitute the basis of studio performance. The final grade will be based upon the performance in the general categories of participation, craftsmanship and productivity, process, and overall achievement. A portfolio of the student’s work, including selected first-year projects, will be due at the end of each semester.

NAAB Student Performance Criteria Supported in the Course:
2. Critical Thinking Skills
3. Graphic Skills
6. Fundamental Design Skills
11. Use of Precedents
13. Human Diversity
14. Accessibility
17. Site Conditions
ARCH 232: Architectural Design II

Department of Architecture
Penn State University

Spring Semester 2007
Offered: Each spring semester

Credits: 6
Prerequisites: Arch 231, second year standing in architecture curriculum
Faculty: Loukas Kalisperis, Reggie Aviles, Ute Poerschke, Lisa Iulo

Overview:
The emphasis of ARCH 232 is to introduce the students to the complexity of the architectural whole exploring concepts such as program, site, context, circulation, accessibility, facade design, materiality, and sustainability. The second-year design studio consistently emphasize the making of space and building with attention given to the character of the place in all stages of design. The class is divided into four individual sections/studios. The section instructors will rotate at mid-semester. Two sections will introduce digital design technologies.

Learning Objectives:
- To create an understanding of architectural elements and develop a sensitivity required for valid interpretations as well as a critically reflective design process with emphasis on individual ability to articulate design ideas.
- To introduce the pragmatic and expressive aspects of architectural design and integrate visual communication with the design process. The emphasis is on developing a comprehensive architectural thought and on the foundations of skill and knowledge essential for designing more complex buildings in later years.
- To make the students aware of the multiplicity of factors involved in the design process and their civic responsibility in making informed choices. Thus, the pervasive issue of meaning in architecture is given a high priority and is interwoven in all stages of design exploration.
- To focus on how to develop architectural space and form and the generating of ideas that initiate and inform this creative process.
- To develop skills in site and program analysis, and to create an awareness of the impact of specific pressures that site and context, program and use (including accessibility), and construction and tectonics have on architectural form.
- To make the students aware of different media involved in the design process and to introduce the basic knowledge and techniques of digital design media.
- To develop the ability to communicate the spatial and material qualities of design exploration through graphic, model, and verbal means.

Course Requirements:
The four parallel studios will present design projects that involve the critical study of building typologies and architectural precedents. It is the intention of the faculty to discuss these issues in the broadest possible terms to inculcate a sense of critical assessment of generative ideas. Drawings and modeling constitute the basis of studio performance. The final grade will be based upon the performance in the general categories of participation, craftsmanship and productivity, process, and overall achievement. A portfolio of the student’s work, including selected first-year projects, will be due at the end of each semester.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
6. Fundamental Design Skills
14. Accessibility

Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
11. Use of Precedents
17. Site Conditions
ARCH 311W: Architecture and Planning Theories

Department of Architecture
Penn State University

Spring Semester 2007
Offered: Each spring semester

credits: 3
prerequisites: Prerequisite: A&A 103, fifth-semester standing in the architecture curriculum
faculty: tbd, Jawaid Haider

Overview:
This course introduces students to contemporary methods and techniques used by architectural theorists, critics and practitioners to “re-think” architecture for our contemporary age. The course seeks to introduce students to key engagements between architectural theory and contemporary social transformations; impel students to the importance of language and writing as an important part of architecture; and to demonstrate the implementation and “back-and-forth” that exists between practice and theory. These goals reflect the course’s position as the final required course on architectural theory; the fact that it is a university-required WRITING INTENSIVE course; and that the course immediately precedes your thesis year.

Learning Objectives:
Students who successfully complete this course will:
- Learn how to comprehend and criticize theoretical writings on architecture
- Become familiar with the ideas exemplified by contemporary architectural theory and criticism
- Learn to write about theoretical concepts using personal observations and primary research
- Develop analytical, writing and verbal skills through class discussion, reading, and completion of written assignments

Course Requirements:
This is an ADVANCED theory class. The instructor expects that undergraduates have either completed Arch 110, and Arch 111, or Arch 210. All students (undergraduate and graduate) are expected to have some working knowledge of the following primary texts:
Vitruvius: The Ten Books of Architecture
Leon Battista Alberti: The Art of Architecture in Ten Books
Eugene Emmanuel Viollet-Le-Duc: The Foundations of Architecture
John Ruskin: The Nature of the Gothic
Adolf Loos: Ornament and Crime
Le Corbusier: Towards a New Architecture
Jane Jacobs: The Death and Life of Great American Cities
Robert Venturi: Complexity and Contradiction in Architecture
Denise Scott Brown and Robert Venturi: Learning From Las Vegas

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
9. Non-Western Traditions
12. Human Behavior

Additional Evidence of:
8. Western Traditions
10. National and Regional Traditions
13. Human Diversity
15. Sustainable Design
ARCH 311W Module: Architecture and Planning Theories

Department of Architecture
Penn State University

Spring Semester 2007
Offered: Each spring semester

credits: 3
prerequisites: A&A 103, fifth-semester standing in the architecture curriculum
faculty: Jawaid Haider

Overview:
This four-week module is offered as part of the existing writing intensive theory course. The intent of the module is to enhance the Non-Western content of the course. The module focuses on postcolonial and contemporary architectural issues in South Asia in the context of cultural globalization—a theme that is generally addressed in the existing course.

Learning Objectives:
The major objectives of this course are to examine the relationships between changing architectural forms and forms of thinking, and to place these forms and ideas within the larger historical framework of social and intellectual change in the globally expanding South-Asian world in the contemporary era.

Course Requirements: (also include required reading lists)
The course module is conducted as a hybrid: a lecture course and a participatory seminar with visually illustrated presentations punctuated with student-initiated questions, discussions, and debates. In addition to participation in class discussion, students prepare a short paper (literature review) on which they will receive guidance and feedback for both content and writing. The general reading list for the course is follows:

Bhatt, Vikram and Scriven, Peter. *Contemporary Indian Architecture: After the Masters.*
Breckenridge, Carol, ed. *Consuming Modernity: Public Culture in a South Asian World.*
Bhabha, Homi. *The Location of Culture.*
Lang, Jon; Desai, Madhavi; Desai, Miki. *Architecture and independence: the search for identity, India 1880 to 1980.*
Prakash, V. *Chandigarh's Le Corbusier: the struggle for modernity in postcolonial India.*

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
1. Speaking and Writing Skills
2. Critical Thinking Skills
4. Research Skills
9. Non-Western Traditions
12. Human Behavior

Additional Evidence of:
8. Western Traditions
10. National and Regional Traditions
13. Human Diversity
15. Sustainable Design
Overview:
Building upon the design principles and vocabularies developed in the second-year design studios, the semester-long studio project in the third-year studio focuses upon a comprehensive design process; design synthesis of a multitude of issues, including architectural precedents, thorough site analysis and the integration of structural, environmental and material systems. Usually based on ‘real’ building programs, the projects are for complex multi-functional buildings located on or in close proximity to campus, thus enabling students to engage with client(s)/building users and make frequent site visits. Creative synergy between building design, structure, site and context is stressed. Context is considered to be a design modifier and determinant: not only physical context, but also historical, cultural, social, political, economic and morphological context are considered as such. Throughout the duration of the project, from conceptual to developmental stages to final proposals, a recursive ‘propose-critique-modify’ design process is emphasized.

Learning Objectives:
1. To arrive at architectural intentions through thorough site study, program analysis, research on architectural precedent and client/user group needs.
2. To develop critical thinking skills and an ability to articulate architectural intentions to develop architectural propositions with a consistent use of architectural language.
3. To integrate and synthesize formal, spatial, functional (including life safety, accessibility and other code issues), and sustainable, site and contextual concerns, and technical requirements in building envelope systems, building materials and assembly.
4. To develop an understanding of interconnectedness of building and context to explore the expressive nature of architecture, and an ability to manipulate existing site conditions according to both pragmatic requirements and architectural intentions.
5. To develop schematic resolution of structural and mechanical systems and identification of primary building materials consistent with design intentions.
6. To advance graphic and modeling capabilities (both analogue and digital) and craftsmanship developed in the second-year design studio and to develop the ability to illustrate interdependency of idea and its built reality.

Course Requirements:
In addition to the semester long design project, students are also required to complete the following:
1. Corbelletti Competition
2. Students are required to assemble a “Project Booklet,” that synthesizes their research and make a presentation summarizing their findings.


NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
14. Accessibility
17. Site Conditions

Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
4. Research Skills
11. Use of Precedents
14. Accessibility
17. Site Conditions
18. Structural Systems
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
22. Building Service Systems
24. Building Materials and Assemblies
27. Client Role in Architecture
28. Comprehensive Design
Overview:
Continuing the emphasis placed on the comprehensive and synthetic nature of design in Arch 331, Arch 332 focuses on the understanding and applications of architectonic issues. The intention is to generate design that is conscious of its conceptual and tectonic characteristics. Materiality, construction and material detailing are emphasized in relationship to architectural intentions for the duration of the semester.

Learning Objectives:
1. To arrive at architectural intentions through thorough site study, program analysis, research on architectural precedence and client/user group needs.
2. To develop critical thinking skills and an ability to articulate architectural intentions to develop architectural propositions with a consistent use of architectural language.
3. To integrate and synthesize formal, spatial, functional (including life safety, accessibility and other code issues), and sustainable, site and contextual concerns, and technical requirements in building envelope systems, building materials and assembly.
4. To develop an understanding of interconnectedness of building and context to explore the expressive nature of architecture, and an ability to manipulate existing site conditions according to both pragmatic requirements and architectural intentions.
5. To develop schematic resolution of structural and mechanical systems and identification of primary building materials consistent with design intentions.
6. To develop architectural details consistent with both pragmatic requirements and architectural intention.
7. To advance graphic and modeling capabilities (both analogue and digital) and craftsmanship developed in the second-year design studio and to develop the ability to illustrate interdependency of idea and its built reality.

Course Requirements:
In addition to a semester long design project, students are also required to complete:
1. Hajjar Competition
2. Students are required to assemble a “Project Booklet,” that synthesizes their research and make a presentation summarizing their findings.


NAAB Student Performance Criteria Supported in the Course:
Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
11. Use of Precedents
14. Accessibility
17. Site Conditions
18. Structural Systems
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
24. Building Materials and Assemblies
28. Comprehensive Design
ARCH 431: Architectural Design V

Department of Architecture
Penn State University

Fall Semester 2007
Offered: Each fall semester

credits: 6
prerequisites: ARCH 332, fourth-year standing in Architecture curriculum
faculty: Lisa Iulo, Madis Pihlak

Overview:
ARCH 431 serves to investigate the practice of architecture as it relates to the study of the physical conditions and needs of urban societies. The studio pursues three stages of the design process, 1) the in-depth analysis of a large, complex site, 2) master planning the site and 3) developing an architectural component of the master plan.

Learning Objectives:
ARCH 431 emphasizes the development of skills in research, documentation, analysis and presentation. The studio will investigate the implications of a rigorous pre-design process in the design of architecture. The studio curriculum seeks to investigate the role of the Architect in Urban Design, especially the design relationship between individual buildings, groups of buildings, exterior spaces, streets and streetscapes. Students will explore the synthesis of individual landmark buildings, building groups, urban landscape and service systems.

• Cooperation and collaboration in research and design.
• Understanding the implications of existing patterns on subsequent design.
• Understanding attitudes toward contexts: cultural, physical, economic, personal, political, organizational (bureaucratic).
• Integration of scale: Development of logics (orders) for the use of the site and continuity of logic across scales of building.
• Developing culturally meaningful relationships between the ordering of land-use and space.
• Design of exterior space using architectural relationships between multiple buildings.
• Investigation of the implications of design controls on the single building.

Course Requirements:
The class will collaborate in the research and documentation of the existing conditions of the site and the forces that influence it. The class will prepare a pre-design presentation, individual architecture projects, and a book of the semester’s work.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
5. Formal Ordering Systems
7. Collaborative Skills
11. Use of Precedents
13. Human Diversity

Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
4. Research Skills
8. Western Traditions
14. Accessibility
17. Site Conditions
18. Structural Systems
19. Environmental Systems
21. Building Envelope Systems
32. Leadership
ARCH 432: Architectural Design V

Department of Architecture
Penn State University

Spring Semester 2007
Offered: Each spring semester

credits: 6
prerequisites: Continuation of ARCH 431, with design and research in program option areas. ARCH 431, fourth-year standing in Architecture curriculum
faculty: Lisa Iulo, Madis Pihlak

Overview:
ARCH 432 serves to investigate the practice of architecture as it relates to the study of the physical conditions and needs of urban societies. The studio pursues three stages of the design process, 1) the in-depth analysis of a large, complex site, 2) master planning the site and 3) developing an architectural component of the master plan.

Learning Objectives:
ARCH 432 emphasizes the development of skills in research, documentation, analysis and presentation. The studio will investigate the implications of a rigorous pre-design process in the design of architecture. The studio curriculum seeks to investigate the role of the Architect in Urban Design, especially the design relationship between individual buildings, groups of buildings, exterior spaces, streets and streetscapes. Students will explore the synthesis of individual landmark buildings, building groups, urban landscape and service systems.
• Cooperation and collaboration in research and design.
• Understanding the implications of existing patterns on subsequent design.
• Understanding attitudes toward contexts: cultural, physical, economic, personal, political, organizational (bureaucratic).
• Integration of scale: Development of logics (orders) for the use of the site and continuity of logic across scales of building.
• Developing culturally meaningful relationships between the ordering of land-use and space.
• Design of exterior space using architectural relationships between multiple buildings.
• Investigation of the implications of design controls on the single building.

Course Requirements:
The class will collaborate in the research and documentation of the existing conditions of the site and the forces that influence it. The class will prepare a pre-design presentation, individual architecture projects, and a book of the semester’s work.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
5. Formal Ordering Systems
7. Collaborative Skills
11. Use of Precedents
13. Human Diversity

Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
4. Research Skills
14. Accessibility
17. Site Conditions
18. Structural Systems
19. Environmental Systems
21. Building Envelope Systems
32. Leadership
Overview:
ARCH 451 explores the influences that shape the relationship between the architect, client, builder and society. This course provides an overview of the changing roles of the architect through history and a detailed examination of the profession in today’s rapidly changing world.

Learning Objectives:
1. Develop an understanding of the history of the profession of architecture, its current structure, opportunities and practices as well as potential future roles for architects.
2. Explore the changing relationships among architects, clients and builders as well as the impact of new technology such as Building Information Modeling (BIM) and Integrated Practice.
3. Understand client-types and firm-types, their needs and expectations for architectural services.
4. Prepare students for the transition from the academic environment to the professional world. Develop job search / acquisition strategies and skills (letter of introduction, resume, etc.)
5. Develop a thorough understanding of the Internship Development Program (IDP), licensing and examination requirements as well as the importance of life-long learning (Continuing Education).
6. Investigate the roles, relationships and responsibilities of clients, the building trades, contractors, construction managers, designers, technical consultants, interior designers and architects.
7. Understand the architect’s administrative role and legal responsibilities during design and construction including contracts, consultants, contractor pay applications, life-safety codes and standards as well as the implications of various project delivery strategies such as design-bid-build, design-build, guaranteed maximum price (GMP), fast track and other hybrid approaches.
8. Understand the importance of and use of construction cost control techniques including budget, estimates, contractor input, cost trends, the global economy and Value Engineering.
9. Understand the importance and legal implications of Americans with Disability Act (ADA) and Fair Housing Act (FHA) as well as develop an ability to design to these requirements.
10. Understand risk-avoidance vs. risk management and the architect’s exposure to professional liability in today’s litigious world (including professional liability insurance).
11. Develop written and oral presentation skills.
12. Explore ethics and professional judgment issues including professional organizations’ rules.
13. Understand the importance of Diversity and leadership in the profession and community.
14. Understand the role and value of professional organizations such as the AIA and NCARB.
15. Overview design related career paths and the globalization of design and construction practices.

Course Requirements:
Activities include guest lectures, presentations, office visits (New York), round table discussions, firm case study, exercises, interview exercises and examination. Texts: Wasserman and Sullivan, Ethics and the Practice of Architecture; Dana Cuff, Architecture: The Story of Practice; and Evan Terry Associates, ADA Pocket Guide.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
13. Human Diversity
14. Accessibility
20. Life Safety
25. Construction Cost Control
27. Client Role in Architecture
29. Architect’s Administrative Role
30. Architectural Practice
31. Professional Development
32. Leadership
33. Legal Responsibilities
34. Ethics and Professional Judgment
Overview:
The course introduces students to concepts of integration of technical aspects into a design, and provides them with a working knowledge of aspects of energy efficiency, sustainability, natural ventilation and cooling, lighting, and acoustics. The focus lies on the question of how a design intention and technical requirements can be confronted in order to create the uniqueness of a project. This course will combine lectures, excursion, assignments, and the implementation of an energy-, a lighting-, and an acoustical concept into the design.

Learning Objectives:
a. Gain a technical working vocabulary
b. Understand the technical environment as an immanent part of a design
c. Conduct appropriate and accurate analyses of energy efficiency and technical systems in relation to a design idea
d. Develop knowledge of passive and active techniques for sustainable architecture
e. Experience the technical design as part of the design work by providing an appropriate layout
f. Develop abilities in interdisciplinary collaboration

Course Requirements:
Students are expected to attend class and excursions and be prepared for discussions on general topics and one’s own design. Assignments are closely related to the individual student design. The following assignments have to be elaborated:
- Introductory assignment on the relation of design and technical systems (A1) 10%
- Energy concept of design project (A2+A6) 25%
- Introductory assignment on daylighting or Revit-workshop (A3) 10%
- Daylighting and artificial lighting concept of design project (A4) 25%
- Acoustical concept of design project (A5) 20%
- Presentation and class participation 10%

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
15. Sustainable Design
23. Building Systems Integration
26. Technical Documentation

Additional Evidence of:
18. Structural Systems
19. Environmental Systems
21. Building Envelope Systems
22. Building Service Systems
24. Building Materials and Assemblies
28. Comprehensive Design
Overview:
The fifth-year component fosters the spirit of in-depth design inquiry and research. The primary vehicle is the utilization of a thesis as a way of directing the study toward the linking of theory and building in a meaningful manner. This focus may be inspired by programmatic, tectonic, environmental, aesthetic, or ideological concerns. In all cases, the building design aspect of the inquiry should have convincingly emerged by the end of the semester.

Learning Objectives:
As the design thesis develops, it should clarify and illustrate the architectural relevance of the theoretical inquiry or research through an in-depth study of the culture, context, site, program, precedents, and tectonics.

Course Requirements:
The fall semester research culminates in schematic design. The schematic design should embody the seed of an architectural thesis. Simultaneously, every building design should be comprehensive in its considerations, demonstrating professional competence while aspiring to architectural excellence.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
14. Accessibility
28. Comprehensive Design
Additional Evidence of:
1. Speaking and Writing Skills
2. Critical Thinking Skills
3. Graphic Skills
4. Research Skills
12. Human Behavior
16. Program Preparation
17. Site Conditions
18. Structural Systems
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
23. Building Systems Integration
24. Building Materials and Assemblies
26. Technical Documentation
ARCH 492: Architectural Design VIII - Thesis

Department of Architecture
Penn State University

Spring Semester 2007
Offered: Each spring semester

credits: 6
prerequisites: Arch 491
faculty: J. Haider, C. Gorby, D. Lindberg, A. Staub, J. Wines

Overview:
Each student will have the ability to pursue an architectural idea in a rigorous, in-depth manner and will be able to express the knowledge and implications of that idea through the completion of a “thoroughly considered building design project.” Although the thesis continues to be the framing principle for the work, the emphasis steadily shifts toward building design consideration. The building design proposal should clarify and illustrate the architectural relevance of the theoretical inquiry and research.

Learning Objectives:
The primary thrust of the course is the development of individual talent, depth of thought, thoroughness of study, and comprehensiveness of design within the scope of a single architectural project.

Course Requirements:
The spring semester requires that studio design work be directed toward design development. Work is to be extended and developed from the fall semester schematic design. It is understood that the schematic already embodies the seed or presence of an architectural thesis. The aim is to refine and unfold this thesis into a full architectural expression through the Art of Building.

NAAB Student Performance Criteria Supported in the Course:

Primary Evidence of:
3. Graphic Skills
4. Research Skills
14. Accessibility
16. Program Preparation
28. Comprehensive Design

Additional Evidence of:
1. Speaking and Writing Skills
2. Critical Thinking Skills
11. Use of Precedents
12. Human Behavior
17. Site Conditions
18. Structural Systems
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
23. Building Systems Integration
24. Building Materials and Assemblies
26. Technical Documentation
Overview:
This studio course focuses attention on the urban design components of architectural design. Using the city of Rome and its unique position in the history of human development, the design projects are selected for their actuality in the current situation of Rome. The building sites are actual or expected project sites based on the current planning directives of the city planning offices. Usually multifaceted programs are selected with institutional, residential, and commercial activity included in the same building/site.

The project runs the full semester with all phases of design included. Beginning with site planning and site design issues, the project runs through design concept and design development phases. The last two weeks are often focused on elevation studies and material details. A complete presentation of site, building and details designs is expected at the final presentation.

Studio course meetings with the instructors are scheduled three times per week. Every three weeks approximately there are formal presentations often to invited guest critics. A midterm presentation is made at the design development conclusion phase. The final presentation is organized with guest critics at the end of the term.

Learning Objectives:
To achieve a complete urban architecture project design and presentation.
To understand the implications for architectural design of the city of Rome and its unique history.
To apply an interpretation of history to contemporary design problems.
To apply contemporary needs and requirements for architecture to a traditional city site.
To learn how to adapt design to a non-American culture and tradition of building.

Course Requirements:
Attendance and discussion with instructors at all regularly scheduled course meeting times. Reading all material that will be presented as in studio readings, or hand-out publication excerpts. Individual research done in the library following indications of instructors concerning precedents of design, and site legal (zoning) and planning requirements.

Production of drawings, models, and virtual reality imagery to fully present the site and architectural design project in all its scales and dimensions.

NAAB Student Performance Criteria Supported in the Course:
Additional Evidence of:
2. Critical Thinking Skills
3. Graphic Skills
4. Research Skills
5. Fundamental Design Skills
8. Western Traditions
11. Use of Precedents
12. Human Behavior
14. Accessibility
17. Site Conditions
ARCH 499B: Architectural Analysis [Rome]

Department of Architecture
Penn State University

Fall & Spring Semester 2007
Offered: Each fall & spring semester

credits: 3
prerequisites: Fourth year standing
faculty: Romolo Martemucci

Overview:

Architecture is amplified and embodied in cities. Since most architecture is set in cities, and since the city is itself an architecture, it becomes necessary for professionals to evaluate the relationships that affect the making of buildings for cities and the organization of buildings into a meaningful whole. This course explores the two meanings of the term “the architecture of cities.” It proposes questions leading to an analytical de-composition of the situation of cities in general and Rome in particular.

The course is loosely divided into three sections: the first, Historical Overview, presents the evolution of early settlements focusing on the significance of built form. The second, Revolutions and Modernity, demonstrates the qualitative shift in emphasis that settlements undergo from the Enlightenment, through the Industrial Revolution and to the Information Revolution. The third section, the Current Debate, will present some contemporary issues and techniques proposed for the resolution of apparent problems of city architecture.

Since this course is given in a most unique setting, it takes full advantage of Rome, its history and its problems, to highlight the universal design elements that are part of an analytical understanding, but also of a synthetic, design understanding of cities.

This course is theory based and as such will provoke thinking, a taking apart mentally, more than a making of architecture. The studio design problem (Arch 499A), also set in this city, is the operative dimension of thoughts generated here. In this class, students are expected to articulate thought and some clear graphic analysis concerning architecture. These thoughts, if manipulated with discipline and commitment, will become a source of illumination for design activity.

Learning Objectives:

To learn the meaning of cities in western culture.
To understand the significance of foundation and other rites concerning building the human environment
To understand the meaning of urban architecture.
To understand the reasons for the form of streets, buildings and open spaces in western cities.
To achieve the analytical skills necessary to take apart the component systems and material elements of architecture.

Course Requirements:

The course is a lecture/discussion course. It involves readings, lectures, many on–site field trips, and seminar discussion. Guest lectures with interesting perspectives on urban issues are also part of the course. Students are expected to keep pace with the required readings, attend all lectures, and participate in discussion in a prepared and helpful manner. The course material is carefully coordinated to the studio and cartography courses. Our intent is to present architectural issues in as comprehensive a manner as possible, taking full advantage of our unique location.

Grading for the course will be determined by performance on quizzes that are composed of short essay questions, optional presentations on specific analysis projects, and/or an optional final paper that are detailed in class.

NAAB Student Performance Criteria Supported in the Course:

Additional Evidence of:

2. Critical Thinking Skills
5. Formal Ordering Systems
8. Western Traditions
12. Human Behavior
ARCH 499C: Urban Studies Topics [Rome]

Department of Architecture
Penn State University

Fall & Spring Semester 2007
Offered: Each fall & spring semester

credits: 3
prerequisites: Fourth year standing
faculty: Allan Ceen, Romolo Martemucci

Overview:

Imago Urbis: The Cartographic History of Rome

The course is a presentation of the history of Rome through the medium of its maps. The well documented cartographic history of the city is presented along with the morphological changes that are evident in the city today. The material of Rome’s physical development is presented in two distinct ways: The first involves slide presentations of Roman maps and engraving images organized by specific routes (vie consolari and others) into and out of the city. The second is by on-site walks through the same routes with the instructor.

The approximately twelve routes involve a lecture presentation usually given on Tuesdays, followed by an on-site walk usually given on Thursday. Students are then assigned their own route map of the same study area to generate over the weekend. These are graded and discussed in the following sessions.

Learning Objectives:
To learn the history of the development of one of the most important cities in the world.
To learn the importance of mapping and way-finding in the understanding of architecture.
To learn the reading of traces of the past morphological development of a city.
To understand how cities are built, change, and grow over time.

Course Requirements:
Course requirements include participation in all lectures and all walks through the routes, the readings assigned through reproductions and hand-out, and the production of weekly route maps drawn and then discussed in class.

NAAB Student Performance Criteria Supported in the Course:

Additional Evidence of:
2. Critical Thinking Skills
5. Formal Ordering Systems
8. Western Traditions
12. Human Behavior
AE 210: Introduction to Architectural Structural Systems

Department of Architecture
Spring Semester 2007
Penn State University
Offered: Each spring semester

credits: 3
prerequisites: PSU freshman standing. High school math and physics.
faculty: M. Kevin Parfitt, P.E.

Overview:

AE 210 is a non-calculus based introductory course in structural analysis and engineering mechanics (primarily statics) with an emphasis on buildings, created specifically for Penn State architectural students. The course is designed to give students the opportunity to develop skills in the basic concepts of structural analysis and an understanding of the behavior of building structural and related architectural elements under a variety of loading conditions.

Some aspects of structural design, strength checking, and performance are included in order to make the analysis topic relevant. Mixtures of classical and approximate methods of analysis are incorporated in the course material. Structural and architectural building performance and failures are introduced as a means of learning from past events and gaining a feeling for how structures perform and react to loads of all types.

Learning Objectives:

• Identify and be able to model simple determinate structures
• Gain an understanding of the application of structural aspects of structural building code requirements, particularly in the area of load requirements
• Set up and solve statically determinate structural problems
• Identify the controlling mode for a particular structure (serviceability v. strength)
• Gain an appreciation for the interaction between architect and structural engineer
• Identify the basic causes for structural performance problems in industry
• Gain the information and skills necessary to successfully complete the two follow on structural courses (AE 421 and AE 422) required for architecture students.

Course Requirements:

• Obtain a C or better (Architecture Department requirement) as measured by graded homework, exams, and quizzes.

  Simplified Engineering for Architects and Builders by James Ambrose, 9th Edition. (Textbook)


NAAB Student Performance Criteria Supported in the Course:

Additional Evidence of:
18. Structural Systems
Overview:
Qualitative study of humans in macro- and micro-architectural environmental systems.

Learning Objectives:

Course Requirements:
1. Readings from Stein, Reynolds, Grondzik and Kwok, Mechanical and Electrical Equipment for Buildings (MEEB). 10th Edition, will be required as preparation for each class period.
2. Attendance at lectures is required and materials from the lectures shall comprise the majority of the exams.
3. Assignments are provided prior to some lectures directing students to investigate certain aspect of the built environment. After class, students may enter reflective and application oriented narratives to further the learning experience.
4. Practicum exercises are designed to reinforce the lecture material. The students shall become familiar with computational methods for quantifying the architecture design impacts on the environmental control systems.
5. Student shall demonstrate an understanding of the principles and appropriate applications.
6. Exams reflect material discussed in class, the text and practicum exercises. Student shall demonstrate clear understanding of the material, including the definitions and proper applications of technical terms. Student shall be able to complete calculations similar to exercises presented in class and practica. Student shall have a clear understanding of concepts and terminologies, and able to provide definitions and concise explanations. Student shall be able to apply the concepts to real life examples.
7. The most important ingredient in a learning situation is the initiative of the student. Students are expected to be inquisitive. Questions are welcomed. Email is an acceptable forum for inquiry. Email responses may be distributed to the entire class at the discretion of the instructor. Maintain a binder for organizing the course material. Good record keeping habits are important to the success of the architect as a professional.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
22. Building Service Systems
Additional Evidence of:
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
33. Legal Responsibilities
AE 421: Architectural Structural Systems I

Department of Architecture
Penn State University

Fall Semester 2007
Offered: Each fall semester

credits: 3
prerequisites: AE 210, 3 credits in mathematics
faculty: Gaby Issa-El-Khoury

Overview:
In this course, the concepts learned in A 210 (shear, bending moment and stress) are used to design simple structures in wood and steel. Moreover, simple trusses are studied using Maxwell method (or the graphical method). The course will cover the following topics: Load Paths; Axial force; Shear and bending moment; Axial and bending stress; Centroid and moment of inertia; Section modulus; Residential design problem; Wood joist, beam, column, frame and truss design; Commercial design problem; Floor framing design problem; Steel beam, column and frame design; and Building systems.

Learning Objectives:
The basic objective of this course is to give architecture students enough comfort and familiarity with structural design to enable them to make professional decisions about the required size and configuration of structural elements, and their impact on architectural design.

Students will:
• Understand load paths through buildings
• Draw, interpret and fully understand shear and bending moment diagrams
• Design simple and determinate structures in wood (columns and beams)
• Design simple and determinate trusses
• Design simple and determinate structures in steel (columns and beams)
• Design wood floor systems to resist gravity loads
• Complete conceptual design of wood columns, frames and truss systems
• Complete conceptual design of steel joists, beams and columns
• Complete conceptual design of steel floor framing systems

Course Requirements:
Required Text:
Simplified Engineering for Architects and Builders (9th & 10th Edition), James Ambrose, Patrick Tripeny

Grading Breakdown:
Homework 15%
Quiz 15%
Midterm 30%
Final 40%
Total 100%

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
18. Structural Systems
Additional Evidence of:
24. Building Materials and Assemblies
33. Legal Responsibilities
Overview:
In this course, the concepts learned in A 210 (shear, bending moment and stress) are used to design simple structures in concrete and masonry. Moreover, first degree indeterminate structures are studied, and the students are familiarized with the load pattern concept in continuous beams.

Learning Objectives:
This course has two objectives: to equip you with the analytical ability and vocabulary to discuss structures intelligibly, and to teach you to choose appropriate structural configurations, materials, and sizes. The first objective requires us to work with engineering statics, strength of materials, and engineering design analysis, while the second requires that you be trained in structural problem-solving. The first objective will be satisfied by the lectures, and by your review and correction of quizzes, while for the second, we will concentrate on the solution of extended design problems.

Upon successful completion of this course, a student will be expected to be able to:
- Identify different reinforced concrete and masonry building systems, and describe the analysis and design procedure required to complete a design of the structure.
- Understand some of the structural implications of incorporating mechanical and electrical systems in a building.
- Understand the structural implications of construction process decisions on a reinforced concrete building system.
- Determine the strength of a reinforced concrete beam, column, or beam-column.
- Analyze and design a masonry wall.

Course Requirements:
Required Text:
Simplified Engineering for Architects and Builders (9th & 10th Edition), James Ambrose, Patrick Tripeny

Grading Breakdown:
Assignments/Homework/Quizzes 25%
Midterm 1 25%
Midterm 2 25%
Final 25%
Total 100%

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
18. Structural Systems
Additional Evidence of:
24. Building Materials and Assemblies
33. Legal Responsibilities
Overview:
Fundamental principles and applications of environmental systems in buildings.

Learning Objectives:
Provide 3rd year architecture students exposure to the following building environments: Impact of the building design and ventilation requirements on the heating/cooling energy consumption, Heating and ventilating system equipment, Architectural Acoustics, Plumbing, and Fire life safety. Topics for the course shall include: ASHRAE -- special emphasis on glazing; ASHRAE -- special emphasis on walls and infiltration; Estimation of the OA load and energy consumption; Estimation of building and cooling loads; HVAC systems, Air; HVAC systems, water; HVAC systems, air/water; HVAC systems, hybrid; HVAC systems, DOAS; Radiant heating and cooling; Acoustic fundamentals; Noise criteria and absorption; Room design; Speech privacy; Mechanical system noise control; Plumbing fundamentals; Water supply; Storm and waste removal; Fire and smoke control fundamentals; and Fire alarm systems.

Course Requirements:
1. Readings from Stein, Reynolds, Grondzik and Kwok, Mechanical and Electrical Equipment for Buildings (MEEB). 10th Edition, will be required as preparation for each class period.
2. Attendance at lectures is required and materials from the lectures shall comprise the majority of the exams.
3. Assignments are provided prior to some lectures directing students to investigate certain aspect of the built environment. After class, students may enter reflective and application oriented narratives to further the learning experience.
4. Practicum exercises are designed to reinforce the lecture material. The students shall become familiar with computational methods for quantifying the architecture design impacts on the environmental control systems.
5. Student shall demonstrate an understanding of the principles and appropriate applications.
6. Exams reflect material discussed in class, the text and practicum exercises. Student shall demonstrate clear understanding of the material, including the definitions and proper applications of technical terms. Student shall be able to complete calculations similar to exercises presented in class and practica. Student shall have a clear understanding of concepts and terminologies, and able to provide definitions and concise explanations. Student shall be able to apply the concepts to real life examples.
7. The most important ingredient in a learning situation is the initiative of the student. Students are expected to be inquisitive. Questions are welcomed. Email is an acceptable forum for inquiry. Email responses may be distributed to the entire class at the discretion of the instructor. Maintain a binder for organizing the course material. Good record keeping habits are important to the success of the architect as a professional.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
19. Environmental Systems
20. Life Safety
21. Building Envelope Systems
22. Building Service Systems
Additional Evidence of:
33. Legal Responsibilities
Overview:
Designed to introduce students to the architectural traditions of Western Europe and the Mediterranean before the Renaissance, this course will range from c. 3000 B.C. to c. 1400 A.D. We will study monuments of the prehistoric era, of the Ancient Near East, Egypt, Greece and Rome, Early Christian and Byzantine periods, Islamic, early medieval, and Romanesque and Gothic architecture. Selected major building types will be emphasized, such as the sanctuary, the forum, the monastery, and the cathedral. Insofar as is it is relevant, architecture will be considered within its historic, cultural and economic contexts.

Learning Objectives:
• An introduction to selected major civilizations, buildings, building typologies, urban developments, and theories in architecture from the ancient to the medieval worlds.
• Architecture is considered within the contexts of religion, politics, philosophy, culture, economics, gender, society, technology, engineering, landscape architecture, urban planning and interior design.
• Teach students to critically think about issues in architecture and effectively write about them through essay exams and a term paper.

Course Requirements:
Textbook:

Term Paper:
This paper should be a critical analysis of a building or building complex of your choice drawn from the material covered in the course. Your analysis should consider the building(s) with particular attention to one or more of the following aspects: the ideas, building types or styles which might have influenced the design; the concerns of the architect and/or patron in creating this building; the construction process; how the building relates to its surrounding physical context; how the building serves its intended function; the building’s legacy.

Grades:
The grade for the course will be calculated as follows:
Slide quizzes: 3 quizzes, 5% @, for a total of 15%
Midterm essay exams: 2 exams, 20% @, for a total of 40%
Term paper: 15%
Final exam: 30%

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
8. Western Traditions
Additional Evidence of:
4. Research Skills
9. Non-Western Traditions
12. Human Behavior
13. Human Diversity
Overview:
Art History 202 is an introduction to Western architecture from approximately 1400 to the present. The course will explore architecture from the Renaissance, Baroque, Rococo, Romantic, Victorian, Modern, Postmodern, and Contemporary periods.

Learning Objective
- To introduce selected major historical eras/regions, buildings, building typologies, urban developments, and theories in architecture from the Renaissance to the contemporary worlds.
- To consider architecture within the contexts of religion, politics, philosophy, culture, economics, gender, society, technology, engineering, landscape architecture, urban planning and interior design.
- To teach students to critically think about issues in architecture and effectively and to write about them through essay exams and a term paper.

Course Requirements:
Course material is presented in lectures and through the required textbooks:
- Marvin Trachtenberg and Isabelle Hyman, Architecture: From Prehistory to Postmodernity

Your final course grade will be calculated in the following manner:
Best 5 of 6 quizzes 20%; 1st Exam 20%; 2nd Exam 20%; Final Exam 25%; Term Paper 15%

Term Paper--Option A:
You will critique a building from the point of view of an architect unrelated to the building’s design. The building that you will critique should be a real structure built in America or Europe after 1400. For the purposes of this critique, you will take on the role of an architect who lived before the building was designed (choose a real European or American architect who lived after 1400). Through some miracle of time travel, you now stand before your chosen building. Your task is to critique the building according to the architectural values of your chosen architect.

Term Paper--Option B:
In an essay, create an imaginary building during any period from 1400 to the present and locate it somewhere in Europe or the United States. This flight into historical fiction will assess your ability to display your depth of understanding of the historical forces that shaped Western architecture after 1400. Your imaginary building may come from any time and place in the history of Western architecture, after 1400. Potential topics might include a tomb for a Renaissance pope in Rome, a Spanish mission in New Mexico, a pleasure pavilion for King Louis XIV in the gardens of Versailles, an iron foundry complex with workers' housing in late eighteenth-century England, a visionary skyscraper designed by Frank Lloyd Wright for Chicago in 1893, the ideal American suburban home as designed by a woman architect in 1950, a Deconstructivist monument dedicated to the end of communism in Moscow’s Red Square in the 1990s.

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
8. Western Traditions
10. National and Regional Traditions

Additional Evidence of:
4. Research Skills
12. Human Behavior
13. Human Diversity
Overview:
The University has established Baccalaureate Degree Requirements in General Education in order to insure that students acquire, in addition to the specialized knowledge of their majors, the broader background knowledge and skills that are the marks of an educated person. The basic speech course is designed to provide training and instruction in the principles and techniques of effective oral communication, and to provide opportunities for practicing and applying those principles and techniques in a classroom public speaking situation.

Learning Objectives:
In pursuing its goals, this course will emphasize the following objectives:
1. To understand the role of public speaking in civic and professional arenas.
2. To be able to assess different kinds of speaking situations and diverse audiences.
3. To be able to support one's beliefs with reasoning and evidence so they will be compelling to an audience
4. To be able to examine others' messages critically

Course Requirements:
Required texts:
OLLÉ (On-Line Learning Environment) Access Code, available only at the Penn State Bookstore. Instructor registration code: uhk100cas

The New York Times
Regular assignments will be made in the Zarefsky text and on OLLÉ. The NY Times should be read regularly for ideas about speech topics and for information that can be used to explain and support points being developed in speeches.

Students will make several individual speeches throughout this course, as well as participate in group-discussion and message-analysis activities. Three major graded speeches will all pertain to a significant 'social problem' that the student selects as her/his focus for the semester.
Problem Speech [4-6 min.]
Policy Speech [5-7 min.]
Motivational Speech [4-6 min.]
Tribute Speech [2 min.]
Written Examination
Group Presentation
Research Project

NAAB Student Performance Criteria Supported in the Course:
Primary Evidence of:
1. Speaking and Writing Skills
Overview:
The subject of this course is rhetoric, an ancient art that has always been closely associated with education and with democratic institutions. The course proposes to create a safe and yet provocative environment where you can develop sophistication as a producer and consumer of discourse.

In this course, we will focus attention on the main aspects of effective discourse (logos, ethos, pathos, structure, style) and on the elements of the writing process (planning, inventing, arranging, drafting, revising, editing). By the end of this semester, you should be better able to evaluate the quality of others' arguments and to develop and articulate your own position clearly, thoughtfully, persuasively, and even eloquently. You will also gain an appreciation of how visual and material elements operate in the act of persuasion.

Learning Objectives:
The course has a simple goal: to help you to become 'critical citizens' inside and outside the university, people who engage actively and influentially with the communities they belong to because they have an awareness of how communities are created and influenced through language and other symbols.

Course Requirements:
The following six assignments constitute a complete course, as it would be ordered for this course. In contrast, the 'Additional Assignment Options' offered below are ordered randomly and they do not represent a course trajectory.

Assignments:
1. Rhetorical Analysis
2. Exploring an Issue
3. Rebuttal Argument
4. Definition (or Redefinition) of a Concept or Term
5. Proposal Argument
6. Portfolio of Revisions

Additional Assignments Options:
1. Literacy Narrative
2. Process Analysis
3. Causal Analysis
4. Cause and Effect Group Project
5. Encomium
6. Evaluation
7. Cultural Analysis
8. Ad Analysis
9. Manifesto/Declaration
10. Humorous Argument

Required Reading: Penn Statements

NAAB Student Performance Criteria Supported in the Course:
Additional Evidence of:
1. Speaking and Writing Skills
Overview:
Students may elect to take ENGL 202 in one of four areas of concentration: Writing in the Social Sciences, Writing in the Humanities, Technical Writing, and Business Writing.

Learning Objectives:
[sample from Technical Writing]
Technical Writing serves students who are preparing for careers in the sciences and applied sciences (particularly engineering). This advanced course in writing familiarizes students with the discourse practices prized in their disciplinary and institutional communities - and helps them to manage those practices effectively in their own written work. In this way, the course teaches those writing strategies and tactics that scientists and engineers will need in order to write successfully on the job. Accordingly, students in the course can expect:

1. To discover and understand the discourse features that distinguish their disciplinary and institutional communities from others
2. To discover and specify the purposes of their writing
3. To develop a range of writing processes appropriate to various writing tasks
4. To identify their reader and describe the characteristics of their readers in a way that forms a sound basis for deciding how to write to them
5. To invent the contents of their communications through research and reflection and to arrange material to raise and satisfy readers' expectations, using both conventional and rhetorical patterns of organization
6. To reveal the organization of their communications by using forecasting and transitional statements, headings, and effective page design
7. To observe appropriate generic conventions and formats for letters, résumés, memoranda and a variety of informal and formal reports
8. To design and use tables, graphs, and technical illustrations
9. To compose effective sentences
10. To evaluate their documents to be sure that the documents fulfill their purpose and to insure that they can be revised if necessary
11. To collaborate effectively with their peers in a community of writers who provide feedback on each other’s work and occasionally write together
12. To write several specific kinds of documents that recur in technical and scientific communities
13. To communicate in an ethically responsible manner

Course Requirements:
Sample Assignments: 1. Job Application Packet
2. Technical Definition/ Description
3. Instructions
4. Technical Report
5. Progress Report
6. Usability Memo

NAAB Student Performance Criteria Supported in the Course:
Additional Evidence of:
1. Speaking and Writing Skills
4.4 faculty resumés

of those persons teaching in the Bachelor of Architecture program:

Peter Aeschbacher
Richard Alden
Reggie Aviles
Pier Luigi Bandini
Thomas Boothby, PhD, PE
David Celento, RA
James Cooper, PhD
Denise Costanzo
Benjamin Fehl
Debbie Fuller, RA
Christine Gorby
Jawaid Haider, PhD
Doug Henry, RA
Robert J. Holland, RA
Gaby J. Issa-El-Khoury, PhD
Lisa Iulo, RA
Loukas Kalisperis, PhD
James Kalsbeek, RA
Donald Kunze, PhD
Jodi La Coe
Nadir Lahiji, PhD
Darla Lindberg, RA
Moses Ling, PE, RA
Romolo Martemucci, RA
Katsuhiko Muramoto
Kevin Parfitt, PE
Madis Pihlak
Ute Poerschke, PhD
Elizabeth Smith, PhD
Alexandra Staub, PhD
Daniel Willis, RA
James Wines
Scott Wing, RA
Malcolm Woollen, RA
Craig Zabel, PhD

of the Advising Coordinator/ Assistant to the Department Head:

Robert W. Fedorchak
education

Master of Architecture, University of California at Los Angeles, 2000
M.A. Urban Planning, University of California at Los Angeles, 2000
Landscape Architecture & Design studies, Kunstgewerbeschule, Zurich, Switzerland, 1992-1993
Architecture studies, Copenhagen, Denmark, 1990
B.A., Trinity University, 1991

teaching

Penn State University, Departments of Landscape Architecture and Architecture, 2004-present
Instructor, UCLA Department of Urban Planning, 1998-2000
External Thesis Advisor, UCLA Department of Urban Planning 2003
Design Studio Sponsor & Facilitator, Southern California Institute of Architecture, 2002

professional experience

Associate Director, Hamer Center for Community Design Assistance, Penn State University, 2004-present
Community Organizer + Designer, Los Angeles, CA, 2001-2004
Union Avenue / Cesar Chavez Community Garden
Manzanita Street Community Garden
Watts Family Community Garden
Rose Architectural Fellow, Designer, 1998-2004
Los Angeles Community Design Center
Mark Mack Architects, Venice, California
Koning Eizenberg Architecture, Santa Monica, California
Production Manager; Office for Metropolitan and Industrial Research, Johannesburg, South Africa, 1995-1996
Graphic Designer; University of Zurich, Zurich, Switzerland, 1991-1995
Community Organizer, Advisor, Designer: Union Avenue / Cesar Chavez Community Garden; Manzanita Street Community Garden; Watts Family Community Garden, Los Angeles, CA
Member, Cornfield State Park Citizen Advisory Board, California State Parks System
Board Member, Association for Community Design, 2006-present
Co-founder, Board member, CityWorks Los Angeles, 2003-present

honors + awards + exhibits

Frederick P. Rose Architectural Fellowship Traveling Exhibition, 2006
Frederick P. Rose Architectural Fellowship, 2000-2003
City of Los Angeles Community Service Commendation, 2003
City of Los Angeles Public Service Commendation, 2005
Master Gardener Certification, University of California Cooperative Extension, 2002
Alpha Rho Chi medal, UCLA Department of Architecture, 2000

‘Innovative Affordable Housing Prototypes’, Southeastern Contemporary Arts Museum Traveling Exhibition 2003

“Postcards from the Field,” Frederick P. Rose Architectural Fellowship Traveling Exhibition, 2004

published work + presentations


“Noses to the Grindstone: The Curiously Entangled Story of Practice, Education and Community Design,” Association for Community Design National Conference, 2006


“Engaging Communities, Enriching Design Education,” with Cheryl Doble, Progressive Planner; no.166, Winter 2006

“in_visible cultures: An Evaluation of Interdisciplinary Project-Based Learning in Panama,” Association of Collegiate Schools of Architecture Annual Meeting, 2004

“How Success is Challenging Community Design,” Association for Community Design National Conference, presentation + publication 2004


“Community Building, by Design,” Enterprise Quarterly Magazine, Fall 2003

“Making Design/Build Studios Happen in Los Angeles,” Los Angeles, CA, 2002

“Community Outreach and Design/Build,” Pasadena, CA, 2002


“Architecture & Community Development,” Albuquerque, NM, 2002

“The Role of the Architect in Community Development’ Albuquerque, NM, 2002

“History of the Cornfield and Los Angeles River,” Los Angeles, CA, 2002

“Designing with Communities,” Enterprise Network Conference, 2001

Project X architecture & urbanism conference, Belgrade, Yugoslavia, 1996
Richard Alden
Assistant Professor of Architecture
Tenured

education

Master of Architecture, Pratt Institute, Brooklyn, NY, 1967
Bachelor of Architecture, Pratt Institute, Brooklyn, NY, 1965

teaching

Penn State University, Department of Architecture, 1969-present

professional experience

O’Connor and Kilham, Architects. NY. NY. 1967-68
Greater London Council Planning Department, 1967
Abe Geller, Architect. NY. NY. 1967
Jones and Mogensen, Architects, NY. NY 1962-65

honors + awards + exhibits


Public Collections: Milford Fine Arts Council, Permanent Collection; Trenton State College Art Department, Permanent Collection

Student Drawing Exhibits:
“Manhattan Transfer /Edit Student Drawing Exhibit,” Lobby and Offices, 545 Fifth Ave, New York, NY, Apr- to present
“Colors: A Spectrum of Student Art Work,” Pattee Library, Penn State Campus, April 1-30, 1996

Store Window Displays, Downtown State College: The Apple Tree, Beekman’s Bagel Deli, Gnomen Copy, Harper’s Men’s Shop, Manhattan Bagel, Mr. Charles Shop, Tower of Glass, Woodring’s Floral Gardens, Feb 16, 1995-to present

“Scapes: Student Drawing Exhibition,” Schlow Memorial Library, State College, Jan 5-Feb 1, 1995
“Scapes: Student Drawing Exhibition, Paterson Undergraduate Gallery, Penn State University, Aug 29-Sept 9, 1994

Awards:
Fulbright Grant, 1965-1966
AIA Medal, Pratt Architectural Club, 1965
“Most Promising Student, Junior Year” Pratt Architectural Club, 1964
AIA-AIA Scholarship, 1963
Women’s Auxiliary League Scholarship Award, 1963
Springfield Art League Award for a Graphic, 62nd National Exhibition, Springfield, MA, April 1981
First Prize. 21st Three Rivers Arts Festival Juried Visual Arts Show, Pittsburg, PA, June 1980
Purchase Prize. Milford Fine Arts Council Juried Show, May 1980
Traveling Exhibition, National Print Exhibition 1980, Trenton State College, PA, March 1980
Purchase Prize, National Print Exhibition 1980, Trenton State College, PA, March 1980
Third Prize. Eighth Annual Open Juried Show, York Art Association, September 1978
Third Prize. Modernization of New York City’s Joseph H. Wade Junior High School
Published in The Intermediate School, 1967, pp. 43-50.
Chicago Research Council of the Great Cities Program for School Improvement
First Prize. Study of the Vacation Home, “Mountain Cabin.”
Published in Ideas for Vacation Homes. Chemstrand, 1963
First Prize. American Tile Competition, 1962

published work + presentations

“Storefront Resonne: Student Drawing Exhibits,” State College, PA. In progress.
Newspaper Articles
“Bagels or paintings, this shop has the art you’re looking for,” Tribune Review, Pittsburgh Ed. AP, December 22, 1997
“Student Art for Sale,” The Tribune-Democrat, AP, December 22, 1997
“Student art on display for charity,” Collegian October 10, 1997
“Hidden Student Treasures in Manhattan Bagel Basement,” Voices, October 1997, pp. 20
“Student art goes underground...” Buzz Magazine, September 17, 1997, pp. 4-5.
“Outdoor Exhibit,” Collegian, June 30, 1997, front page
“Student art finds fitting display in store windows,” Collegian, April 26, 1997, pp. 42
education
Bachelor of Architecture, Penn State University, 1999

teaching
Penn State University, Department of Architecture, 2006

professional experience

NBBJ, New York, NY, 1999-present
Associate
- Project designer for multiple local and international projects
- Focus on corporate, commercial and high-rise residential work
- Experience ranging from small scale interiors to large scale master planning
- Design focus from conceptual design to curtain wall detailing
- Member of the NBBJ Design Leadership Team
- Office leader in BIM (Building Information Model)

Residences at Marina Bay Tower, Republic of Singapore
Lead Designer
- Responsible for overall design of the towers from concept to design development and reviewed shop drawings for curtain wall in construction administration

Abdul Aziz Al Babtain Cultural WAQF Project, Kuwait City, Kuwait
Project Designer
- Responsible for the overall design of the project from concept to design development and developed a process model for integrating 3D technology into an architectural practice for the project

Zhuhai Master Plan China, Zhuhai, China
Project Designer
- Responsible for the overall design and master plan

Simon Wiesenthal Center, New York Tolerance Center, NY
Designer
- Designed and detailed installations through to construction documents

Columbia Park Residential Tower, North Bergen, New Jersey
Project Designer
- Responsible for the overall design and master plan
honors + awards + exhibits

Innovation Award, Abdul Aziz Babtain Cultural WAQF Project, Kuwait City, Kuwait, NBBJ New York, 2005

Community Service Award, Habitat for Humanity/Katrina Relief, NBBJ, 2005

Community Service Award, High Line Competition, NBBJ, 2004

Design Award, Lian Yang Team, NBBJ, 2002

Creative Achievement Award, Penn State University, College of Arts and Architecture, 1999

Kossman Competition, Honorable Mention, Penn State University, Department of Architecture, 1999

Form Z Honorable Mention, Autodessys, 1998

published work + presentations

Residences at Marina Bay Tower, Republic of Singapore, TIME + ARCHITECTURE, September 2005


Residences at Marina Bay Tower, Republic of Singapore, “Architecture@07,” Future Shapes of China and Southeast Asia, p. 208


Simon Wiesenthal Center, New York Tolerance Center, NY, Interior Design, May 2004

“GRID,” eEmerge, May + June 2000, pp. 58-59

“Design Secrets: Office Spaces,” eEmerge, Elana Frankel, pp. 78-81

multiple projects, Architecture of Peter Pran
education

Laurea in Architettura, Faculty of Architecture - University of Florence, Italy - April 1977
M.S. Arch. - Penn State University - November 1977
Specialization Program in Computer Science - University of Pisa, Italy - 1978
Specialization School in Remote Sensing Techniques - National University Center for Data Processing (CNUCE), Pisa, Italy - 1978
Real Estate Licensing Requirement Courses - Continuing Education, Penn State University - 1994
GIS Techniques - Dept. of Geography, Penn State University - 1995

teaching

Penn State University, Department of Architecture, 1979-present
University of Florence, Italy, Department of Architecture, teaching assistant, 1976-78

professional experience

Associate AIA, 1991-present
APX, Brother and Academic Advisor, 1993-present
NAR, National Association of Realtors, 1994-present
In charge, Computer Laboratory, Department of Architecture, Penn State University, 1979-84
Director, Architecture Computer Laboratory, Department of Architecture, Penn State University, 1984-1991
Assistant to Department Head, Department of Architecture, Penn State University, 1991-1993

honors + awards + exhibits

“Pittsburgh Fly-by”, permanently exhibited at Buhl Planetarium, Pittsburgh, PA, 1991
“Anamorphic Space: Correggio Revisited by Computer”, exhibited at the Biennale of Venice, Italy, June-September 1986.
“Architecture Studio as a Work Place - Images from Penn State online”, exhibited at the Triennale of Milan, Italy, May-September 1986.
“Computer Generated 3D Images of Florence Cathedral”, exhibited at:
Fulbright Scholarship, Rome, Italy, 1975-76
Presidential Scholarship, Penn State University, 1976
published work + presentations


“Three-Dimensional Analysis of the Frescoes by Correggio in the Duomo of Parma, Italy through Interactive Computer Graphics Techniques”, with Battisti, E., et al. (Sponsored by the Departments of Architecture and Art History), PSU, 1983.

“Computerized Iconographic Bibliography”, with Battisti, E., et al. (Sponsored by the Departments of Architecture and Art History), PSU, 1982.

“Digital Maps in Pennsylvania - Scenic Rivers Study”, with Ferguson, B. K., et al. (Funded by the Laboratory for Environmental Design and Planning, PSU), Department of Landscape Architecture, PSU, 1981.

“Computerized Analysis and Retrieval System for the Court House Study”, with Corbelletti, R., et al. (Funded by The Pennsylvania Supreme Court), Department of Architecture, PSU, 1981.

“Cost-Effectiveness Evaluation and Ranking of Various Proposed Actions on the Elementary Schools within the State College Area School District” (Sponsored by the Dept. of Architecture), PSU, 1980.

Many articles and publications on Computer Applications, Italy, 1977-80


education

Ph.D. Civil Engineering, University of Washington, Seattle, 1991
M.S. Civil Engineering, Washington University, St. Louis, MI, 1982
A.B. Architecture Major, Washington University, St. Louis, MI, 1981

teaching

Penn State University, Department of Architectural Engineering, 1992-present
University of Nebraska, Post-doctoral Research Associate, 1991-1992

professional experience

Professional Engineer:
Pennsylvania, California, New Mexico, Maryland,
Washington, New Jersey, Ohio, New York (inactive)
Registered Architect:
Pennsylvania, California, New Mexico, Washington

American Society of Civil Engineers
History and Heritage Committee Chair, Central Pennsylvania Section (1993-2005)

American Concrete Institute

The Masonry Society
Associate Editor, The Masonry Society Journal

Society for Industrial Archaeology

Society of Architectural Historians

Wilson and Company Engineers and Architects - Albuquerque, NM
Staff Engineer/Architect, 1986 - 1989

Cibola Energy Corporation - Albuquerque, NM
Staff Architect, 1985 - 1986

Design Professionals, Inc. - Albuquerque, NM
Structural Designer, 1982 - 1984

honors + awards + exhibits

2005, Anne de Fort-Menares Award, for best paper on applied history in the APT Bulletin
1999-2000 Fulbright Senior Scholar Award to pursue studies of Stone Arch Bridges in the Republic of Ireland.
1995, University Collaborative Teaching Award

published work + presentations


Erdogmus, E. and Boothby, T.E. Strength of Spandrel Walls in Masonry Arch Bridges, Transportation Research Record: Journal of the Transportation Research Board. No. 1892, TRB, National Research Council, Washington, D.C., pp. 47-55. 2004


education

Master in Design Studies, Technology and Design, Harvard University, Graduate School of Design, 2006
Bachelor of Architecture, Carnegie Mellon University, 1989

teaching

Penn State University, Department of Architecture, 2007-present
Harvard Graduate School of Design, Lecturer, 2007
  Assistant Director, CAD:CAM:LAB, 2006-2007
Pittsburgh Center for the Arts, 1996-1997

professional experience

ACADIA, 2007
American Institute of Architects, 1992-present
Celento Henn Architects + Designers: Partner, 1995-present
Celli Flynn: Design Director, Pittsburgh, PA, 1994-95
Reid and Stuhldreher: Project Architect, Pittsburgh, PA, 1992-93
Bohlin Cywinski Jackson: Project Designer, Pittsburgh, PA, 1991-92
Tai + Lee: Project Designer, 1989-90

honors + awards + exhibits

Unsung Hero Award, Harvard Graduate School of Design Alumni Council, 2006
Harvard GSD Materials Archive, SPLAST acquired for permanent archives, 2006
Selected Student Works, Harvard GSD, Flicker Wall, 2006
Selected Green Design Participant, American Institute of Architects, 2005
Superior Interiors Competition winner, Pittsburgh Magazine, Cover photo, March 2002
Pittsburgh Historic Preservation Award, Pittsburgh Children’s Museum Renovations, 1999
Award for Design Excellence, Pittsburgh Chapter AIA, “Shark Light,” Table, 1998
Award for Design Excellence, Pittsburgh Chapter AIA, “Grounded” Table, 1998
Best New Contemporary Casual Restaurant, Valhalla, Pittsburgh Magazine, June 1998
Young Architects, American Institute of Architects Gallery, Pittsburgh,
1998
Stool Samples, Tired Stool, Wall to Wall Gallery, 1996
Shark Light, exhibited at Society for Contemporary Crafts, Pittsburgh, 1996
Pittsburgh Works, “Puttersburgh”, Heinz Architectural Center, Carnegie Art Mu-
seum, exhibited and acquired for permanent collection. Curated: Christopher Monkhouse, 1994
Design Award, Pennsylvania Chapter AIA, “Puttersburgh” Mini-Techno Golf, 1993
Award for Design Excellence, Pittsburgh Chapter AIA, “Puttersburgh” Mini-Techno Golf, 1992
National AIA Search for Shelter Competition, Team Project Selected with Honors, 1987
Carnegie Mellon University Honors Project, “Fire Station,” 1985
Eagle Scout, Boy Scouts of America, 1984

published work + presentations

Harvard Graduate School of Design, Co-author – Mass Customization Publica-
tion. Book to be published as part of Harvard Technology and Design series. Martin Bechthold, co-author. In progress
Invited Lecturer, Cranbrook Academy, Architecture, 2007
Invited Lecturer, Wentworth Institute of Technology, Architecture, Yasmine Abbas, 2007
Invited Lecturer, Harvard GSD Housing Committee – Pre-Phab Future, 2006
discuss.gsd, Harvard GSD, founding member of web forum, Stephen Ervin advis-
or, 2005-present
Board Member, The Pressley Ridge Schools, Committee for Program Develop-
ment, 2002-2005
Program Director, BMW MOA Foundation, Camp GEARS [Safety skills to youth],
2004-2005
President, BMW MOA Foundation, 2004 + 2005
AIA Pittsburgh, Design Awards Committee, 2003-2004
Board Member, BMW MOA Foundation, 2001-2005
Pittsburgh Magazine, Superior Interiors competition winner. Cover photo, March 2002
Pittsburgh Magazine, “40 Under 40”, April 1999
Board Member, AIA Pittsburgh – Architrave Architectural Foundation, 1993-1995
Architectural Lighting, Design/Build lamps and benches for Carnegie Mellon Uni-
versity, 1991
Remaking Cities Conference and R/UDAT Pittsburgh, 1988
RUDAT Pittsburgh (Regional Urban Design Assistance Team), Sponsor: Prince Charles, 1988
National AIA Search for Shelter competition with honors, Project toured nationally, 1987
James Cooper
Assistant Professor of Architecture

education

Ph.d., Architectural History, University of Virginia, 2001
Master of Architectural History, University of Virginia, 2001
Master of Architecture (High Distinction), University of Michigan, 1992
Exchange Program:
Technische Universität Wien, Vienna, Austria, 1991
Bachelor of Technology, Architecture, Ryerson Polytechnical University, 1986

teaching

Penn State University, Department of Architecture, 2007-present
University of Notre Dame, Rome, Architecture, 2006
Syracuse University DIPA Summer Program: The Architecture, Urbanism and Art of Vienna, 2004
Seven-week Summer program in Vienna, Austria
Syracuse University School of Architecture, Florence, 2001-2007
University of Virginia School of Architecture, 1995-2001

professional experience

NORR Partnership Limited, Architects, Engineers/ Carlos A. Ott
Architect. Toronto
Carlos A. Ott/ Pierre Barilot Architect, Bourg-en-Bresse, France
Designer, 1991

honors + awards + exhibits

Dean's Grant for Scholarly Research, Syracuse University School of Architecture (US $1500), 2002
University of Virginia: Thomas Jefferson Memorial Foundation Dumas Malone Fellowship for doctoral studies (US $21,000), 1998
University of Virginia, Charlottesville, Virginia: Dupont Fellowship, Architecture (U.S. $2500), 1997
University of Virginia, Charlottesville, Virginia: Dupont Fellowship, Architecture (U.S. $2500), 1996
University of Virginia, Charlottesville, Virginia: Grad. Wage Award, 1995
University of Michigan Ann Arbor Michigan: George G. Boothe Post-Graduate Traveling Fellowship, 1993
A.I.A. Henry Adams Award, University of Michigan, Ann Arbor, Michigan, 1992

Exhibits:
Syracuse University School of Architecture: New Faculty Exhibition, November-December 2001
Architectural Drawings, Paintings, and Sketches, School of Architecture, University of Virginia, Charlottesville Virginia, October 1-30, 1998

231 Stuckeman Family Building
University Park, PA 16802
phone: 814-863-0188
email: jamescooper63@gmail.com
published work + presentations

Published:
Travel Guide, Butterfield & Robinson Ltd. Toronto. Classic Biking Tuscany- eight day cycling trip, 2000

In Press:
“Two Drawings by Michelangelo for an Early Design of the Palazzo dei Conservatori,” Journal of the Society of Architectural Historians (JSAH)

Works Submitted for Publication:
“The Design and Development of Michelangelo’s Laurentian Library. Submitted to JSAH

Works in Progress:
“Drawing Architecture: Perspective, Light Shade and Shadow, Analytical and Experiential Sketching”
“The Imperial Cult Building” Chapter in a forthcoming book, co-authored by John J. Dobbins
“Graham Greene’s The Third Man: Architecture, Urbanism, and Light as Metaphor.” For Submission to the Journal of the British Film Institute
“Space and Metaphor in the Italian Villa from Michelozzo to Ligorio”
“Michelangelo’s San Lorenzo Façade”
“Three Walls, Three Rings and Three Classes: the Urban and Architectural development of Vienna,”
“The Toronto-Dominion Centre by Mies Van der Rohe: Book project to be developed from Architectural History Masters Thesis (UVa, 1998)
“The Genesis and Development of Michelangelo’s Campidoglio” (Ph. D. Dissertation)

Invited Scholarly Reviews (In Print):
“Monuments in Motion: Michelangelo’s Designs for Palazzo dei Conservatori and St. Peter’s Basilica,” (DVDs), JSAH, December ’07
Denise Rae Costanzo
Instructor of Architecture

education


M.A., Art History, Penn State University, 1999

Bachelor of Environmental Design, summa cum laude, Texas A&M University, 1992

teaching + research positions

College Art Association (member)

Society of Architectural Historians (member)

Penn State University, Department of Architecture, 2002 + 2007

Penn State University, Department of Art History, 2004

Research Assistant, Department of Art History, Prof. Brian Curran, 2006

Graduate Assistant, PSU Architecture Library (Developing web-based support for PSU Sede di Roma program), 2005-2006
http://www.libraries.psu.edu/architecture/sdr/

Teaching Assistant, Department of Art History, 1996-1997

Assistant, Dept. of Art History Slide Library, 1995-1996

Invited juror, Wm. and Anne Bortz Hajjar Memorial Design Competition, Penn State University Department of Architecture, January 20, 2006

Translator for Mario Botta, Architect, during visit and public lecture at Penn State University, April 21-22, 2006

published work + presentations


Grants and Fellowships:

2007 Graduate Student Summer Residency, The Institute for the Arts and Humanities, The Pennsylvania State University


Benjamin Fehl
Instructor of Architecture

education

Masters of Fine Arts, Penn State University, 2005-present (in progress)

Masters of Architecture, Penn State University, 2007

Bachelor of Architecture, Penn State University, 1996

teaching

Penn State University, Department of Architecture, 2003-present

professional experience

current project:
Milesburg residence, historic renovation and 400-square-foot addition, 2004-present

GUILDHAUS Design Inc. Philadelphia, PA
President and owner, 2000-2003
A multimedia design/build firm established in Philadelphia, PA, focused on furniture and architecture.
• Philadelphia residence, historic renovation / loft conversion, 2001-2004

Ballinger Architecture/Engineering, Philadelphia, PA
Internship, 1998-2000
Responsibilities included construction documentation and management of commercial medical and office buildings. Construction budgets ranged from $3 million to $40 million.

Lee Nichols Hepler Architects, Charlotte, NC
Designer, 1996-1998
Responsibilities included schematic design and presentations for educational, museum, and religious buildings. Construction budgets ranged from $1 million to $15 million.

honors + awards + exhibits

Creative Achievement Award, College of Arts and Architecture, Penn State University, 2006

Somebody’s House, August 2007
Exhibit of Penn State University Architecture Masters Project
Cool Beans Coffee and Tea, Bellefonte, PA

Acrylic Endeavors, January 2007
Exhibit of acrylic paintings exploring spatial qualities in contrasting colors.

American Philatelic Society, Bellefonte, PA

What’s’ the Story Here? December 2007
Exhibit of drawings and related narratives
Webster’s Coffee and Books

Acrylic Endeavors, November 2006
  Hub Galleries, Penn State University

Penn State University In-tuition Grant, September 2005
  Year grant from Penn State University to continue graduate studies with concurrent degrees of Masters in Architecture and Masters in Fine Arts

A Tribute to the Earth in Art Imagination, Second Annual Window Shop Hop, May 2005
  Exhibit of sculpture related to topics in human consumption.
  Downtown, State College, PA

Penn State Graduate Research Fair, 2004 + 2005
  Poster of graduate research.
  Hub Galleries, Penn State University, PA

Memiographic Studies 2003-2004, January 2005
  Exhibit of acrylic paintings and journal sketches from summer 2004 travels in Rome.
  Woskob Family Gallery, State College, PA

Travels in Rome, July 2004
  Exhibit of journal sketches from summer 2004 travels in Rome.
  Studio, Palazzo de Doria Pamphilj, Rome, Italy

ACSA “House” Your Dogs Comfort? Student design competition.
  Winning Entry, 1990-91

Leonard S. Fiore Inc. Scholarship, Awarded to one Penn State University Architecture student based on portfolio submission and financial need, 1993

Charlotte W. Newcomb Scholarship, Awarded to students based on merit and financial need, 1992

The Raymond Bowers Interdisciplinary Studio, (Architecture, Architectural Engineering, and Landscape Architecture), Recognized by Penn State University for Collaborative Instruction and Curricular Innovation, 1995

published work + presentations

ACSA “House” Your Dogs Comfort? Published in Progressive Architecture September, 1995
Debbie Fuller
Instructor of Architecture

education

Bachelor of Architecture (cum laude), Temple University, 1990

Bachelor of Arts in Architectural Studies, University of Pittsburgh, 1984

teaching

Penn State University, Department of Architecture, 2007-present

Temple University, Fall 1989
Teaching Assistant for Architecture 001
Responsibilities included preparing recitation lectures for 23 students, generating discussions on architectural topics, and grading term papers.

professional experience

Fuller Architects, Boalsburg/Lafayette Hill, PA
Owner, 1998 – Present
Responsibilities include all aspects of running an architectural company: schematic design and presentations, space planning, construction documents, and finish selection, with extensive client, consultant and contractor contact. Projects worked on include commercial office design, feasibility studies, land development, planned communities, educational facilities, new home design and a number of residential additions and renovations.

Member, Whitemarsh Township Department of Parks and Recreation Board 2005-2007

Member, Whitemarsh Patrons of the Parks 2000

Consultant, Lafayette Hill, PA
Architect, 1995 – 2002
Clients included Burt Hill, Thomas E. Hall and Associates, Lynch Martinez and Associates, Stephen Varenhorst Architects, Eustace Engineering, and others. Responsibilities included project architect for a number of projects, schematic design and presentations, space planning, construction documents, finish selection and presentation boards, extensive client contact, and CADD training.

Burt Hill Kosar Rittelmann Associates, Philadelphia, PA
Architect, 1990 - 1995
Responsibilities included job captain for several projects, schematic design and presentations, construction documents and specifications, construction administration, shop drawing review, field work (from survey to punchlists), extensive client contact, and CADD training/standards development for office personnel. Major projects included the Hotel du Pont renovation, the DuPont Corporate Learning Center,
and many Mellon Bank branch offices. Worked as a student intern (part-time) from May 1988 to August 1989, on projects including the Mellon Independence Center and the John Wanamaker Department Store base buildings.

Burt Hill Kosar Rittelmann Associates, Pittsburgh, PA
Technical Specialist, 1984 - 1987
Responsibilities included preparing working drawings, space planning, field work, Intergraph CADD and ink working drawings, proposal graphics, and management of the print room personnel and supplies. Major projects included Two Mellon Bank Center (the Union Trust Building), the Radice Office Park Building G, and Burt Hill’s own office expansion.

TECHNICAL Proficient with AutoCAD release 12 through 2000
HIGHLIGHTS Proficient with MicroStation release 5.0 through J

honors + awards + exhibits

The Chairman’s Award for Excellence (Burt Hill Kosar Rittelmann Associates) 1992

Temple University Alumni Thesis Prize 1990

Nominee for the John Stewardson Memorial Scholarship in Architecture 1990

The American Institute of Architects Scholastic Award 1989

Departmental Honors, Department of Architectural Studies, University of Pittsburgh 1984

Recognition of Merit, Department of Studio Arts, University of Pittsburgh 1984
Christine Gorby
Associate Professor of Architecture
Tenured

education

Master of Architecture, Harvard University, Graduate School of Design, 1988
Second Degree Graduate Program, Georgia Institute of Technology, School of Architecture, 1984
Bachelor of Science Industrial Management, Minor in Finance, Georgia Institute of Technology, School of Management, 1981

teaching

Assistant Professor of Architecture, The Pennsylvania State University, Department of Architecture, 1997-present
Assistant Professor of Architecture, Ball State University, College of Architecture, 1995-1997

professional experience

The Roy and Diana Vagelos Laboratories of the Institute for Advanced Science and Technology at The University of Pennsylvania, Philadelphia, PA
The San Diego Museum of Contemporary Art in La Jolla, CA
Scogin Elam Bray Architects, 1987-1987
Academic Village, Emory School of Theology in Atlanta GA

honors + awards + exhibits

2003 Roy C. Buck Award, Penn State University, College of Arts and Architecture for the article, “Field Work: Reinterpreting and Reconstructing the Gendered Landscape,” in the ACSA Proceedings, 2000

published work + presentations

Parts of Books Accepted and Forthcoming:

Multi-Media CD-ROM Published:
“REBOOT: Rethinking the Design Thesis.” (Multi-media CD-ROM and Interactive Website) The Graham Foundation for the Arts,
sponsors, and others. Project Director with team of four students. The CD-ROM was distributed to three hundred architecture schools, professional institutions and journals worldwide.

Proceedings and Journal Articles Published

“Jane Blaffer Owen: Her Modern Spiritual Landscapes of New Harmony, Indiana.” Landscape Architecture The Magazine of the American Society of Landscape Architects. June 2004. This article was an edited and rewritten version of the original.


“Diffused Spaces: A Sacred Study of West Belfast, North Ireland.” Proceedings of the Association of Collegiate Schools of Architecture. March 1999. This article was submitted by the chair of the ACSA West Regional Conference to be refereed for the ACSA Annual Meeting in Minneapolis.

Papers Presented:

“Better Homes Needed in Rural Alabama: Domestic Economy of the 1921 Film Helping Negroes to Become Better Farmers and Homemakers.” for the Object-Centered History Seminar led by Prof. Beverly Lemire (Univ of Alberta) and Prof. Laurel Ulrich (Harvard University) as part of the Fourteenth Berkshire Conference on the History of Women Continuities and Changes, The University of Minnesota, MN, June 2008 (Submission February 2007), Accepted and Forthcoming.

“Helping Negroes to Become Better Farmers and Homemakers: Domestic Economy of the 1921 Film “Helping Negroes to Become Better Farmers and Homemakers.” (3,500 words) The Southeast Chapter of the Society of Architectural Historians Annual Meeting at Auburn University, Auburn AL, Sept 2006

“All-clad in All-steel: Technically Innovative Kitchen Designs for All-women 1930-1950.” (4,000 words) The Steel Cities Conference at the University of Sheffield, Sheffield, U.K. Sponsored by the University of Sheffield, the Centre for Tourism and Cultural Change and Sheffield Hallam University, June 2006


“Narratives of Gender Identity and Spirituality in the Rural Landscape: U.S.D.A Films 1917-1931,” European Social Science History Conference at Humbolt University in Berlin, Germany, 2004


“POOR Mrs. Jones! Provisioning the City-Rural and Urban Environments Contrasted: U.S.D.A Cooperative Extension Service Films 1917-1931,” The Social Science History Society Association Annual Conference at the University of Rouen in Rouen, France, 2004


Jawaid Haider

Professor of Architecture
Tenured

232 Stuckeman Family Building
University Park, PA 16802
phone: 814-865-0876
e-mail: jxh40@psu.edu

education

PhD, Penn State University, 1986
Graduate Study for Master of Architecture, Middle East Technical University, 1974-75
Bachelor of Architecture, Middle East Technical University, Ankara, Turkey, 1974

teaching

Penn State University, Department of Architecture, 1984-87 and 1989-present
University of Adelaide, Australia, Architecture Department, 2003-04
Dawood College, Architecture Department, 1977-83 and 1987-89

professional experience

American Institute of Architects (AIA), Associate
The Masonry Society, USA
The Institute of Architects, Karachi
Registration in Karachi, 1977-present (no. A-1035)
Design consultant for Plane’te Exploration, the first hands-on interactive discovery center for children and their families on the themes of environment in the Leman region, Switzerland, 2002-2006.
Comprehensive Design Collaborative, Karachi, Pakistan, 1977-83
Partner/Principal Architect
Designed and supervised construction of over 25 buildings ranging from small detached houses to large office/commercial and residential complexes
Volker Theissen and Partners, Berlin, Germany, Architect, 1974-77
periodic collaboration continued until 1983
Thariani and Co., Karachi, Pakistan, Architect, 1977

honors + awards + exhibits

Fulbright Lecturing and Research Award to Australia, 2003-04
College of Arts and Architecture Award for Outstanding Teaching, Penn State University, 2000
Award for Faculty Outreach, Penn State University, 1998
Certificate of Appreciation, Society of American Registered Architects, 1994
Awarded second prize as Faculty Advisor in the ACSA/GM International Interdisciplinary Design and Research Competition, 1987

published work + presentations

“From Participation to Empowerment: Critical Reflections on a Participatory Action Research Project with Street Children in Turkey,” with Ataov, Children, Youth and Environments (CYE). Vol. 16 (2), December 2006

“Speelervaring voor de jeugd.” Recreatie & Toerisme, Amsterdam, The Netherlands, August 2005, pp. 36-37, with Jean-Paul Haenen, Child in the City Congress, London, 2004


Doug Henry, AIA
Instructor of Architecture

education

Bachelor of Architecture, Temple University, 1991
Associate of Architecture, WACC, 1985

teaching

Penn State University, Department of Architecture, 2006-present

professional experience

Registered Architect, Pennsylvania, 1996-present
CSI Certification, Construction Documents Technology (CDT), 1996
Licensure in Real Estate Practice, Pennsylvania, 1985-present

Jacoby / Trexler Architects, 2007-present
Boalsburg, PA
Project Manager
Currently designing and managing healthcare projects • Programming and schematic design • Presentations • Building code analysis • Cost estimating • Construction documents management • Structural and MPE coordination • Project specifications • Construction administration

State College, PA
Designer / Project Architect
Designed and managed new construction projects • Programming and schematic design • Presentations • Building code analysis • Cost estimating • Construction documents management • Structural and MPE coordination • Project specifications • Construction administration • Building types: Municipal, Transportation Systems, Healthcare, K-12 Educational

Comprehensive Design, 1997-1999
State College, PA
Designer / Project Manager
Architectural Design and Project Management • Program development • Presentations • Building code analysis • Cost estimating • Construction documents • Engineering coordination • Specification writing • Construction administration • Building types: Industrial, Educational, Religious

DWKCB Architects, 1995-1997
Hatfield, PA
Project Architect
Designed and managed projects through all phases including construction administration • Produced construction documents • Cadd and manual drawing • Structural and MPE coordination • Building types: Commercial / Retail
Barton and Associates, 1994
Plymouth Meeting, PA
Staff Architect
Designed single and multi-family housing • Prepared color renderings for presentations • Produced construction documents • Cadd and manual drawing

George Yu Architects, 1992-1994
Philadelphia, PA
Staff Architect
Collaborated on project design • Design Development • Methods and materials research • Produced construction documents • Entry level project management • Building types: Religious, Educational, Residential

Temple University, 1991
Philadelphia, PA
Designer / Builder
Assisted department chairman in the planning and renovation of the School of Architecture building • Detailed and fabricated cabinetry

Hans Stein Architects, 1989
Philadelphia, PA
Draftsperson / Model Builder
Performed drafting and model building for commercial projects

Comprehensive Design, 1986-1987
State College, PA
Draftsperson
Assisted in implementing a new computer graphics system • Produced construction documents

honors + awards + exhibits

Citation for Design Excellence, American Institute of Architects (PA Chapter), 1996
Robert J. Holland
Associate Professor of Architectural Engineering and Architecture

education

Master of Architecture, Ohio State University, 1974
Bachelor of Architecture with honors, Penn State University, 1973

teaching

Penn State University, Departments of Architectural Engineering and Architecture, 2006-present
Ohio State University, teaching assistant: architectural design/architectural history, 1973-1974

professional experience

Registered Architect: California #C013489, Florida #10,070
National Council of Architectural Registration Boards #28,859
Urban Land Institute (2000-2006)
American Institute of Architects (since 1983)
AMKEV Consulting, President/ Sole Proprietor
design, programming and project management input for resort and cruise ship projects, 2006-present

Walt Disney Imagineering / Disney Development Company
Orlando, FL, 1986-2006
Vice President / Director / Senior Development Manager-
Responsible for development of Disney resort, theme park, commercial and cruise ship projects worldwide (USA, Asia, Europe)
Full management responsibilities (budget, schedule, quality) for design and construction phases
Partial list of project design architects: Arquitectonica, Graham Gund, Norman Foster, Gwathmey Siegel, Cesar Pelli, Antoine Predock, David Rockwell, Robert A.M. Stern

WED Enterprises (Disney), Orlando, FL, 1985-1986
Manager of Design
Manager of architectural, graphic, kitchen and landscape design departments
Architect of Record for in-house designed projects

WED Enterprises (Disney), Orlando, FL, 1984-1985
Project Architect
Responsible for the design of various Walt Disney World resort and theme park projects

WED Enterprises (Disney), Orlando, FL, 1979-1984
Project Architect
On-site representative for construction of EPCOT Center at Walt Disney World

Selected Disney Projects:
Disney’s Pop Century Resort – Bernardo Fort-Brescia, Arquitectonica, design architect
Once Upon a Toy Store – Elkus Manfredi, design architect
220 Celebration Office Building – Aldo Rossi, design architect
3,000 room Moderate Convention Hotel (concept only, not built) – Cesar Pelli, design architect
1,000 room Luxury Hotel (concept only, not built) – WATG,
design architect
Disney Cruise Line, Disney Magic & Disney Wonder Cruise Ships – Adam Tihany, David Rockwell, Bernardo Fort-Brescia, Jeffrey Beers and various other design architects and interior designers
Disneyland Paris International Mall – Graham Gund, design architect
Disney’s All-Star Movies Resort – Bernardo Fort-Brescia, Arquitectonica, design architect
Disney’s Coronado Springs Resort and Convention Center – Graham Gund, design architect
Disneyland Paris Newport Beach Convention Center – Robert A.M. Stern, design architect
Disneyland Paris, Indoor Water Park (concepts only, not built) – Sir Norman Foster, Bernardo Fort-Brescia, Arquitectonica, design architects
Disneyland Paris, Hotel Santa Fe – Antoine Predock, design architect
Disneyland Paris Convention Hotel – (various concept studies, not built) – Gwathmey Siegel, design
Disney’s Mediterranean Resort (through CD’s and bid but not built) – Antoine Predock, design architect
Disney’s Grand Floridian Resort, Convention Center and Wedding Pavilion – WATG, design architect
Veterans Administration, Palo Alto, CA, 1976 to 1979
Assistant Resident Engineer
On-site representative for construction of various medical projects
Veterans Administration, Office of Preliminary Planning
Washington, DC, 1974-1976
Hospital Planner / Designer responsible for development of functional layouts of medical facilities

published work + presentations

“Behind the Magic”, on-board The Disney Magic, 2006
“Renderings to Reality” and “Disney Design Principles”, The Pennsylvania State University, Department of Architectural Engineering, Thesis Kick-Off Lecture, 2005
“Out of Sight, Out of Mind”, Conference of the American Association of Homes and Services for the Aging, Baltimore, MD, 2002
“Disney’s Animal Kingdom Lodge””, on-board The Disney Magic, 2001
“Walt Disney Imagineering Hospitality Projects”, International Hotel / Motel and Restaurant Show, New York, NY, 1999
“Disneyland Paris”, Cornell University School of Hotel Administration, Ithica, NY, 1994
education

Phd Candidate Architectural Engineering (Structural Option), Penn State University, Architectural Engineering Department, 2005-present

Architecture Diploma, Académie Libanaise Des Beaux-arts, Beirut, Lebanon, 1986

Masters In Civil Engineering In Concrete And Pre-stressed Concrete (Structure), Centre Des Hautes Etudes De La Construction, Paris, France, 1984

teaching

Penn State University, Architectural Engineering Department, 2005 + 2006 + 2007

Académie Libanaise Des Beaux-arts, School Of Architecture, Beirut, Lebanon, since 1990
Head Of The Architectural Studies
Courses Taught: Pre-stressed Concrete, Mechanics Of Materials, Engineering Drawings, Perspective Drawings

Université Libanaise - Engineering Faculty, Rumieh - Lebanon, 1990-1997
Course Taught: Pre-stressed Concrete

professional experience

Self Employer - Beirut, Lebanon, 1988-1990
Consultant In Civil Engineering

Spoken and Written languages: French, English, Arabic

Isotech: Supervision Of Waterproofing, Acoustical And Thermal Insulation Work
Gicome: Civil Engineering Design

Agence Yazigi D’architecture - Badaro, Lebanon, 1987
Field Architect

honors + awards + exhibits

Usa Track And Field, Indianapolis, February 2006
Certified Athletics Official (Association), Events: Starter, Timer, Long, Triple And High Jumps And Pole Vault

Pennsylvania State University – Sports Program, State College, Spring 2006
Officiating At All The Track And Field Meetings

Ministry Of Education - Beirut, Lebanon, 2005
Competition Director And Technical Manager For Technical School Competitions Including The Lebanese Championship
Beirut Marathon Association - Hazmiah, Lebanon, 2003 + 2004
Course Planning, and Coordinator For Medical, Water And Red Cross Stations.

Ministry Of Education - Beirut, Lebanon, since 1997
Competition Director And Technical Manager For School Competitions Including The Lebanese Championship

Pan-arab Games - Beirut, Lebanon, 1997
Head Referee For The Horizontal Jumps

Lebanese Athletics Federation - Beirut, Lebanon, Since 1987
Certified By The Lebanese Federation

Lebanese Record holder in Long Jump (7m41) and relay 4x100m (42.78)

Long Jumper for the Lebanese Olympic Team at Los Angeles 1984 Olympics

published work + presentations

Medical Commission Of The Lebanese Olympic Committee, Beirut, Lebanon, May 2003
2 presentations at the First International Congress of Sports Medicine, Beirut, Lebanon

“Sprint: 100m To 400m,” Aefa Magazine (Association Des Entraîneurs Français D’athlétisme), Issue # 145, 1997
education

Master of Urban Planning, CUNY, The City College School of Architecture and Environmental Studies, 2002
Bachelor of Architecture, Cum Laude, New York Institute of Technology, School of Architecture and Design, 1995

teaching

Penn State University, Department of Architecture, 2003-preset
New York Institute of Technology, School of Architecture and Design 2000-2003

professional experience

Lisa D. Iulo, Architect, Jersey City, NJ/ Mifflintown, PA 2001-present
Sole Proprietor
Petersburg Commons, “PA’s first Affordable Green Housing,” Dunncannon, PA
Office for Planning and Architecture, Harrisburg, PA 2001-2003
Project Architect/ Designer
Southern Gateway Innovative Urban Infrastructure Project, Harrisburg, PA
Project research, design and public participation
Brooklyn Architects Collective (BAC), Brooklyn, NY 1999-2001
Architect & Designer
Loft conversion / renovation, 45 Beekman Street, NYC
Martin Luther King Jr. Memorial, international competition-awarded 3rd place
“World Trade” group exhibition, Roebling Hall Gallery, Brooklyn, NY
Hell’s Kitchen South neighbor design strategies
The Hillier Group Newark Regional Office, Newark, NJ, 1999
Designer
Designer

honors + awards + exhibits

"LEEP- study for ecological planning & responsible building,’ Competition Submission, The HOME House Project, National Tour traveling exhibition, 2004-2007
Central Pennsylvania AIA Merit Award for Excellence in Design, Petersburg Commons, with OPA, Harrisburg PA, 2006
"Three Recent Competitions: Woven Landscapes’, New Faculty Exhibition, Penn State University, Department of Architecture, Spring 2004
Design Competition Second-runner up, Martin Luther King Jr. Memorial Competition, with BAC, 1999
"LEEP- study for ecological planning & responsible building,’ Competition Submission, The HOME House Project, South East Center for Contemporary Art (SECCA), Spring 2003
Graduation Reception Exhibition graduate thesis project exhibited,
CCNY 2002

“Local Community, Global Marketplace” Sunset Park, Brooklyn, strategies for SWBIDC, Project exhibited at opening reception, July 2000, catalog published

"Ekistics’ Urban Design Strategies for Hell’s Kitchen South, with BAC, Project exhibited Storefront for Art and Architecture & Port Authority Bus Terminal, NYC

Pier 40 Manhattan Design Competition, Project exhibited in Cooper Union Grand Hall

Housing a Community Design Competition, Project exhibited in Chicago, Illinois Graduation Reception Exhibition Thesis project exhibited, (NYIT) 1995

published work + presentations

"Campus Camping: An Architectural Viewpoint,' Engagement Through The Disciplines Outreach Scholarship 2006 Conference, Columbus Ohio, 2006


2005 ACSA SW Regional Proceedings IMPROVSTION +

2005 ACSA SW Regional Conference, Lafayette, LA, July 2006, "ex tempore: out of the time’ with Jodi La Coe

"Portfolio Preparation’, AIA Pennsylvania 2004 Statewide Conference & Leadership Meeting in Hershey PA, November 2004


"Trend-setting Community Development: Petersburg Commons Project‘, Community Action Association of Pennsylvania, Philadelphia, June 2004

Synaesthesia 'Hearing Colors', workshop introduction to the Synaesthesia symposium, The Pennsylvania State University Department of Architecture, Fall 2003


Hell’s Kitchen South; Developing Strategies, published in Design Trust for Public Space with Hell’s Kitchen Neighborhood Association, Michael Conard and David Smiley (Faith & Hassler, Stockholm, Sweden 2002)

"Urban design studio explores design for Ground Zero enclosure’ in Architectural Record, December 2001

"Figure/Fabric: Process/Production’, Contributed to layout and editing, Journal of Architectural Education, volume 54, number 4, May 2001

Martin Luther King Jr. Memorial, competition submission published

Urban Design Strategies for Hell’s Kitchen South, contributed design work, Oculus Magazine, October 1999 + Metropolis, February/March 2000

Housing All Americans Charrette for Urban/Environmental Design, Yaphank, NY, study published
Loukas Kalisperis
Professor of Architecture
Tenured

education

Ph.D in Architectural Design and Data Systems, Penn State University, 1988
Master of Science in Architectural Engineering, Environmental / Solar Option, Penn State University, 1985
Bachelor of Science in Architecture, New York Institute of Technology, 1983

teaching

Penn State University, Department of Architecture, 1989-present
  Director, Stuckeman CAD Lab, Department of Architecture, Penn State University, 1992-present
University of Cyprus, Nicosia, Cyprus, Program in Architecture, visiting professor, September 2007-June 2008
National Technical University of Greece, Athens, Greece, Department of Architecture, visiting professor, 1997-1998
University of Monterrey, Monterrey, Mexico, Department of Architecture, visiting professor, 1993

professional experience

Registered Architect Greece, Registration #57633
Greek Institute of Architects
Association for Computer Aided Design in Architecture, Member
International Journal of Architectural Computing Editorial Board, member, 2003-present
Republic of Cyprus - University Accreditation Committee, Design Currícula Team, Member, 1996, Chair, 1997, 1999-2004
Co-Principal - ErgoTechnica, Architects, Part Time - Athens, Greece
ACADIA '01 Co-Editor, Co-Chair
Virtual Library, ACADIA International Competition 1999
stelios Vios Associates, Architects, ~Athens, Greece, Design Consultant, ~1987-present
Argiris Mendonidis Inc., Architects, Chios, Greece, Draftsman, 1977-1978
University Accreditation Team, Republic of Cyprus, Design Team, Chair, March 1996 & October 1997
Association of Computer Aided Design in Architecture—ACADIA ASHRAE TC 4.2 Weather Data Committee
TC 4.7 Subcommittee on Natural Heating, Cooling and Lighting
ACADIA '95 Co-Editor, Co-Chair

honors + awards + exhibits

President’s Award for Excellence in Academic Integration, Penn State University, 2005
Apple Distinguished Educator, Apple Inc, Cuppertino, CA, July 2000
Bodossaki Foundation Academic and Cultural Prize, Bodossaki Foundation, Athens, Greece, 1995
Computer Representations, Student Work, ACADIA Gallery, Univer-
published work + presentations

Keynote Lectures:


“Sketching in a Digital Environment,” University at Buffalo, Graduate School of Architecture, March 23, 2000

“Digital Architecture,” Texas A&M University, Architecture, April 25, 2000

“Digital Sketching,” University of Pennsylvania, Graduate School of Fine Arts, February 8, 1999


“Design Studio: Digital and Paperless,” NUTAU International Conference, University of Sao Paulo, Brazil, October 30, 1996

“Digital Architecture: Into the Millennium,” Faculty of Fine Arts, Sao Paulo, Brazil, November 21, 1997


James Kalsbeek
Associate Professor of Architecture
Tenured

education
Master of Science in Architecture, University of Cincinnati, 1989
Bachelor of Architecture, University of Cincinnati, 1984

teaching
Penn State University, Department of Architecture, 1990-present
University of Cincinnati, Department of Architecture, 1984-1990

professional experience
Registered Architect, State of Ohio, No. 8838, 1987
James T. Kalsbeek - Architect; Lemont, PA, 1990-present
Architect and Sole Proprietor
The Lemont Granary, Lemont, Pennsylvania.
  Design Team Member (with Hoffman/Popovich Architects
  & The Lemont Village Association), 1992-present
Merwin House/Merwin Farms, Pierce Township, OH
  Proj. Designer (with Eric Doepke and Associates), 2006
Ross Residence Addition & Renovation, Lemont, PA, 1996
Sycamore Presbyterian Church Masterplan & Interior Renovations, Cincinnati, Ohio, 1992-1993, Project Unbuilt
The Cottage: A Private Residence Addition and Renovation, Cincinnati, Ohio, 1993, Project Unbuilt

Lemont Village Association, Lemont, Pennsylvania - The Granary
Development Committee, 1993 to present.
Jones & Speer Architects; Cincinnati, OH, 1987-90
Architect & Project Designer
St. Xavier Church Interior Renovation, Cincinnati, OH, Project Architect and Designer, 1987-1989
St. Xavier Church Liturgical Furniture Design, Cincinnati, OH, Designer, 1987-1989
Drew's Bookshop Addition & Renovation, Cincinnati, OH, Project Architect and Designer, 1987-1989
Midway Cafe Renovation, Fort Thomas, KY, Project Architect and Designer, 1987-1989

Eric Doepke & Associates; Cincinnati, OH, Designer; 1983
Woodbourne Gardens: Rose Garden, Pavilion & Tea House, Long Island, NY, Project Designer, 1984-86
Kohn, Pedersen, Fox Associates; New York, NY, Draftsman; 1982-83
City of Cincinnati Office of Architecture & Urban Design; Draftsman; 1981-82
Marks, Cooke, Shack, Thomas, Inc., Baltimore, MD, Draftsman; 1980-81

honors + awards + exhibits
University Teaching Fellow, Penn State University, 2005
The President’s Award For Engagement With Students (College of A&A Nominee), 2002
Outstanding Teaching Award, Penn State College of Arts and Architecture, 1996,
ACSA Design Studio Project Award for “Campus Constructions,” Building Projects in First Year Studio, March 1996

322 Stuckeman Family Building
University Park, PA 16802
phone: 814-865-2093
e-mail: jtk3@psu.edu
published work + presentations

Illustration

Ancient Mysteries, Television Series produced by Greystone Productions for the A&E Network. Commissioned to create 10 historical re-construction drawings for various documentary programs on the ancient world, 1995-96

Philip’s Granary - A Coloring Book. Published by Philip’s Granary, a nonprofit, international service organization. 30,000 copies distributed, to 8 countries and published in 11 languages, 1996

The Manual of Procedures for Church Building Programs. (Doug Hoffman, author) Published by GBGM/UMC (The General Board of Global Ministries - United Methodist Church), New York, NY (1996)

Documentary Film Consultant

Eroici Furori: la Vita di Giordano Bruno (The Heroic Frenzies: The Life of Giordano Bruno), conceived and directed by Terry Inglese, produced by Kinokifilm, Lugano, 2005

Publications


Public Lectures & Papers Presented


“Rome and Home: How The Lessons of the Eternal City Shape The View of Our Everyday Environments,” AIA Middle Pennsylvania Chapter Annual Conference, Johnstown, PA, November 6, 2003


Donald Kunze

Professor of Architecture and Integrative Arts
Tenured

education

Doctor of Philosophy in Geography, Penn State University, 1983
Master of Arts in Geography, Georgia State University, 1974
Bachelor of Architecture, North Carolina State University, 1970

teaching

Penn State University, Departments of Architecture and Integratives Arts, 1984-present

professional experience

Reviewer, JAE, 1987-1997, 2001-to present
Occasional reviewer MIT press, Penn State Press, external examiner McGill University, Carleton University, Monash University, others.

Seminars + Symposia Organized:
Boundary Language Seminar: IDP workshop on boundary language; co-directed with Christopher Diehl, Cleveland Center for Urban Studies, 2002.
“Rear Window Weekend” for architecture alumni and interested others, Summer 1997.
Symposium: “Commonplace Conference on the Philosophy of Place,” Penn State University, Fall 1986.
Session Chair: ACSA International Conference, Helsinki, Summer 2003.
Session Chair: ACSA Regional Conference (SUNY Buffalo), Spring 1996.
honors + awards + exhibits

Nadine Carter Russell Chair, College of Design, Louisiana State University, Baton Rouge, 2008
Reyener Bahnam Fellowship, University at Buffalo, 2002
President’s Fund Award to develop general arts education courseware, 2001
Project Innovation Funds, Continuing and Distance Education, for Sleuth Architecture Weekend, 1998
Vernon F. Shogren Endowment recipient, for development of polythetic methods in architecture, landscape, and art, 1997-98
Center for Academic Computing grant to initiate development of interactive course materials in the arts, 1991

published work + presentations

Books:
Thought and Place: The Architecture of Eternal Places in the Philosophy of Giambattista Vico (New York: Peter Lang, 1987)
Commonplaces: Essays on the Nature of Place, co-editor, with David Black and John Pickles, (Lanham, MD: University Press of America, 1989)

Parts of Books:
“The Luck/Look of Macau,” Culture of Metropolis in Macau, ed. A. Chen (Macau: Insitituto Cultural, 2001)
“Criticism as Dimension: The Idiot as Artist / The Idiot as Critic,” The Ends of Theory, ed. J. Herron (Detroit, MI: Wayne State University, 1996).
Parts of Proceedings:
education

Master of Architecture, McGill University, 2000
  History and Theory of Architecture Program
Bachelor of Architecture, Penn State University, 1994
Bachelor of Science in Architecture, Penn State University, 1994

teaching

Penn State University, Department of Architecture, 2003-present
McGill University, Montréal, QC, 1996-1997
  assistant to Alberto Pérez-Gómez
Penn State University, Department of Architecture, 1994-1995

professional experience

sky blue, design principal, Clarks Summit, PA, 2001-present
  United Methodist Church, Ransom, PA 2007-present
Gertrude Hawk Chocolates Retail Store Development and Expansion Project: Quakerbridge Mall, Lehigh Valley Mall, Woodbridge Mall, Berkshire Mall, Rockaway Townesquare Mall, Springfield Mall, Montgomery Mall, Coventry Mall, Livingston Mall, Great Northern Mall, Willow Grove Mall, Palmer Park Mall, Sangertown Square Mall, Pyramid Mall Ithaca,…with Williams Kinsman Lewis Architects, PA, NJ, and NY 2001-2003
  House on Capouse, Residence, Historic Renovation, Scranton, PA 2003
  Lackawanna County Stadium, Addition, with Springfield Group, Moosic, PA 2002
  Montage Ski Resort, Addition, with Springfield Group, Scranton, PA 2002
  Zigga Residence, Accessible House, Scranton, PA 2002

syphon vortex, design partner, Pittsburgh, PA, 1997-2001
  Lerda Historic Façade Renovation, Pittsburgh, PA 2001
  Bazari Retail/ Apartment Building, Pittsburgh, PA 2000
  McGuinn Apartment Renovation, with Astorino Architects, New York, NY 2000
  DelSole Residence, Addition/ Renovation, Pittsburgh, PA 2000
  Rosa Villa Restaurant, Addition/ Renovation, Pittsburgh, PA 2000

JDBA Architects, Pittsburgh, PA 1998-2000
  DCI (Dialysis Clinic, Inc.), Banksville Road and Arlington Road, Pittsburgh, PA 2000
  Kearns Spirituality Center, Sisters of Divine Providence, Allison Park, PA 2000
  Srodes Residence, Addition/ Renovation, Ross Mountain, Ligonier, PA 1998

Astorino Architects, Pittsburgh, PA 1997-1998
  St. Clair Hospital, Cancer Treatment Center, unbuilt project, Pittsburgh, PA 1998
  Altoona Ballpark, Restaurant and BBQ Pit, Altoona, PA 1998
honors + awards + exhibits

“dis-joint,” Arquitectum International Infinite Strip Competition 2007
“double,” Arquitectum International Infinite Strip Competition 2006 exhibited at http://www.arquitectum.com
“under/standing architecture,” exhibition, gallery between Units C & D, Penn State University, 2004
AIA Historic Preservation Award, 225 Fort Pitt Blvd., 1999
AIA Facilities Award, Blair County Ballpark, 1999
Monument to the Steelworkers, Competition Selection for Construction, Pittsburgh, PA, 1998
ACSA National Teaching Award, Honorable Mention, studio instruction team member, PSU First Year Design Studio Campus Constructions, 1995

published work + presentations

PSU ARCH summer camp poster, Engagement Thru the Disciplines, w/ Lisa Iulo presented at the Outreach Scholarship 2006 Conference, Columbus, OH OCT 2006
“ex tempore,” w/ Lisa Iulo, ACSA Southwest Regional Proceedings 2005, Improvisation Theme
“Synäesthesia: Intersense Symposium,” panel respondent, Penn State University, Oct. 2003
“There’s a lot a guy can learn from Pittsburgh,” by Blair Kamin, Chicago Tribune, Aug. 9, 2002
“Steelworkers Monument,” Units cover design, PSU Architecture Publication 2002
“A Stream of Tears Where Molten Steel Once Flowed,” Pittsburgh Post-Gazette, Apr. 21, 2001
James O’Toole,” by Jodi La Coe, Contrast Magazine, Pittsburgh Art Forum, July/August 2000
“Self portrait... a chest of drawers,” Exhibition and Catalogue, McGill University, 1996 - catalogue may be viewed at http://www2.mcgill.ca/arch/theory/publications/9597/lacoe.htm
“Memento mori and the glossy photograph of the architectural image,” Graduate Essay, McGill University, 1995
education

Ph.D. in Architecture, University of Pennsylvania, 1992
Master of Architecture, National University of Iran, 1974

teaching

Penn State University, 2005-2006 + 2007
Lebanese American University, 2001-2002 + 2004
Pratt Institute, 2003
Drexel University, 1998-present
University of Cincinnati, 1999
Georgia Institute of Technology, 1988-1998

honors + awards + exhibits

ACSA Service Award for distinguished service to the association for the advancement of architectural education, April, 2002.


Travel and Research Grant, Georgia Tech Foundation (research on Daniel Libeskind’s Jewish Extension to the Berlin Museum, Berlin), summer 1996.


Travel and Research Grant, Georgia Tech Foundation (research at ‘Fondation Le Corbusier,’ Paris), 1993.

Research Grant, Georgia Tech Foundation (research at Bibliothèque Nationale, Paris), 1991.

published work + presentations

Book:

Book Chapter:

Articles:
“Architecture under the Gaze of Photography: Benjamin’s Actuality and Consequences,” in Architectural Theory Review (Journal of the Faculty of Architecture, University of Sidney), vol. 10, no. 1, 2005


Conferences, Paper Presentations, Lectures:

“Buildings Want to Be Photographed,” presentation at conference on “What Do Buildings Want?”


“Void, Mourning, and Absence: Building Memory in Empty Spaces,” public lecture, Lebanese American University, 4/2001


Darla Lindberg

Associate Professor of Architecture
Tenured

education

Master of Architecture, Iowa State University, with Distinction, 1990
Bachelor of Architecture, North Dakota State University, 1980
B.S. Architecture, North Dakota State University, 1979

teaching

Penn State University, Department of Architecture, 1995-present
University of Utah, Department of Architecture, 1990-1995
University Professor, Lifetime Distinction, Liberal Education Council, University of Utah, 1993-1994

professional experience

North Dakota Registration #940_original state licensure
National Council of Architectural Registration Boards (NCARB) #33801_national reciprocity
Professional Licensure, since 1985, current and in good standing

published work + presentations

“Farm-to-Table: An Interdisciplinary Review of Safety In Food Production,” w/ C.Grimes, L.Giles, C.Cutter, M.Pishko, Innovations in International Education, Third National Conference, Penn State University, 2004
“Games: Artificial Life,” Pennsylvania Governor’s School for Information Science & Technology, Penn State University, 2004
“Emergence: An Essay on the Application of Game Theory and Virtual Games to Literacy and Learning,” Pennsylvania Governor’s School for Information Science & Technology, Penn State University, 2003
“Integration is Ethical Practice: Architecture Registers a Global Consciousness,” Association for General and Liberal Studies, 2002
“Evolving Design of the Emergency Department,” w/ David Niemiec, Jacklynn Arndt, Mary S. Kilareski, AIA/AAF on Health and Steris Design Charrette, Boston, 2002
“35 Days,” w/ Andrew Lefkowitz and Jeffrey Leonard, The Pennsylvania Governor’s School for Information Sciences and Technology, Penn State University, 2001
“The Bedless Hospital: From Inpatient Stays to Outpatient Days,” w/ Nasreen Mursi, Corey Messinger, Jeffrey Owen, Karla Monkevich, AIA/AAF on Health and Steris Design Charrette, Pittsburgh, 1999
“The Tinkerer: Transferable Teaching & Design Education,” Architectural Research Centers Consortium/European Association of
4.4

Architecture Education, 1998


University of Utah Medical Center, Developing Satellite Facilities for Rural Communities, Research Report, 1996

University of Utah Medical Center, Research Reports:
Medical Clinics and Management Design, 1995
Palliative Care Centers: A Business Plan, 1993

“The Process of Connection: The Design Studio and Other Systems of Learning” The Design Studio Metamorphoses: IV, Aristotle University of Thessaloniki, School of Architecture, Thessaloniki, Greece, 1993

Synergistic Activities

Center for Infectious Disease Dynamics (CIDD) considering disease spread at a micro and macro scale. Co-founder: $450K Co-founded with Dr. Peter Hudson and Dr. Ottar Bjornstad, established to position the Pennsylvania State University as a world leader in the Dynamics of Infectious Diseases through the development of an interdisciplinary and inter-institutional center on disease dynamics. As an established center of excellence in the research and education of the dynamics of infectious diseases, CIDD serves the community by providing insights into the control and prevention of infectious diseases that impact humans, livestock and wildlife. The center encompasses a range of disciplines that range from cell biology, immunology, and virology through to transportation, population demography, environmental ecology, biophysics, engineering and game theoretic strategic modeling for disease spread. A truly interdisciplinary grouping that provides expertise on pressing disease issues such as disease emergence, bio- and agro-terrorism and means of predicting and proactively controlling outbreaks.

Interdisciplinary Research team assembled to design a knowledge aggregation and inference system for food production environments employing bio-sensor and redundant technology, wireless and reconnaissance intelligence and search technologies. Project became central to a proposal to Department of Homeland Security Proposal for a Center of Excellence in Food Safety. (Team comprised of D. Lindberg, C. Grimes, L. Giles, C. Cutter, M. Pishko).

Interdisciplinary Research team assembled to develop a generic template modeling transmitted diseases of veterinary and zoonotic concern using game theoretic strategic reasoning which become computer simulations to assist in mitigation reasoning, response and recovery policy (vaccination, depopulation, quarantine) determining. Project became part of a subcontract proposal with University of Pennsylvania to Department of Homeland Security Proposal for a Center of Excellence in Foreign Animal Diseases. (Team comprised of G. Smith, H. Aceto, C. Rorres, D. Lindberg, P. Hudson).

Research project with Mieczyslaw M. Kokar, Department of Electrical and Computer Engineering, Northeastern University to formalize decision fusion system using advances in category theory for situation awareness strategic programming. Disease spread modeling work with the Center for Infectious Disease Dynamics provides domain (situation) for project.

Interdisciplinary Research team assembled to establish methods, metrics and tools to design, construct, and commission environmentally optimized buildings. (Team comprised of J. Freihaut, D. Lindberg, M. Moeck, D. Riley, G. Dickie).

Appointed to Academic Leadership Program, Committee for Institutional Cooperation, by Pennsylvania State University: Work to determine academic and strategic direction of the Big Ten Universities as a result of research work to bridge academia and industry.

Faculty mentor providing a program for The Pennsylvania Governor’s School sponsored by the School of Information Sciences and Technology. Program introduces game theory and strategic reasoning to juniors in high school for game development and application to learning and literacy for digital media and virtual environments. Program has been requested by participating students to become an Honors course developed by the Schreyer Honors College at Penn State for Fall, 2004 titled, “Model Architectures, Reasoning Tools and Game Theory.”

St. Andrew’s Episcopal Church: Capital Campaign & Property Acquisition, Chair; $1.5M Project
Moses Ling, P.E.

Associate Professor of Architectural Engineering

education

Master of Science, Architectural Engineering, Penn State University, 1986

Bachelor of Architectural Engineering, Environmental Option, Penn State University, 1975

2001-Present: Ling Partnership, State College, PA

1984-2001: Parfitt/Ling Consulting Engineers, State College, PA


1975-1977: Leo A. Daly Company, Washington, DC

teaching

2004-Present: Associate Professor of Architectural Engineering, Department of Architectural Engineering, Penn State University

2003-Present: Undergraduate Program Officer, Department of Architectural Engineering

1986-2004: Assistant Professor of Architectural Engineering, Department of Architectural Engineering, Penn State University

1981-1986: Instructor of Architectural Engineering, Department of Architectural Engineering, Penn State University

professional experience

2001-Present: Ling Partnership, State College, PA

1984-2001: Parfitt/Ling Consulting Engineers, State College, PA


1975-1977: Leo A. Daly Company, Washington, DC

214 Engineering Unit A
University Park, PA 16802
phone: 814-863-3416
email: mosesling@psu.edu
Romolo Martemucci
Professor of Architecture
Director, Penn State sede di Roma
Tenured

education

PhD. in Architecture Program, University of Pennsylvania (ABD); Coursework Completed, 1986
Master of Science in Urban Design, Pratt Institute, NYC 1976
Bachelor of Architecture, Pratt Institute, NYC 1975

teaching

Penn State University, Department of Architecture, 1989-present
Director of Penn State sede di Roma, 1990-present
University of Pennsylvania, Doctoral Faculty, 1985-1986
Temple University, 1985-986
University of Puerto Rico, Visiting Professor, 1987
University of Monterrey, Visiting Professor, 1993
University of Rome, “La Sapienza,” Italy, Visiting Professor, 2004
University of Rome, “Roma Tre,” Italy, Visiting Professor, 2003

professional experience

Registered Architect, North Dakota, New York, 1979 to current
Society of American Registered Architects
Urban Design Institute
Society for Utopian Studies
ACSA
Consilium for International Education
ACUPI
National Council of Architectural Registration Boards
Professional Practice, Full and Part-time since 1978

Romolo Martemucci and Associates, Architects
Diversified practice: urban design, commercial, institutional and residential
City of Tursi, Italy – Design Consultant for the initial discussions for the design and implementation of a new Master plan for the city of Tursi, 2003
Jury Chair, Urban Design Competition for the Lenzi Factory and Showroom Area of the City of Quarrata,(PI)
Tuscany, Italy, 2001
City of Siena, Italy - Design Consultant for evaluation of architectural interventions on new City of Siena master plan, 2001
Consultant, Terme di Caracalla Entry design. Soprintendenza dei Beni Archeologici del Lazio, 2000
City of Atri, Italy – Design Consultant: Invitation to evaluate alternatives for city piazza designs for outlying “frazione” towns. Also for the same municipal client, Invited Juror for a regional urban paving competition for the town centers, 2000

Rader Mileto Associates, Rome, Italy, 1975
honors + awards + exhibits

Elected President of the Academia Adrianea di Architettura e Ar-
cheologia, Rome, Italy 2006 Distinguished Teacher Award,
SARA, 1990
AIA-ACSA Health Care Facility Competition Award, 1989
AIA Student Chapter, Teaching Excellence Award, 1988
Selected Student Spokesman, PhD Program, U. of Penn., 1988
Doctoral Fellowship with Stipend, Univ. of Penn., 1985
Venice Biennale Competition Winner (with others), 1985

published work + presentations

Tracing to Design in Archaeological Sites in Architecture and Archae-
ology, 2004
Tendenze nell’Architettura degli Stati Uniti, Metamorfosi, Feb. 1998
Drawing the In-Between: Tracing the Trace in the Making of Architec-
ture in The Architecture of the In-Between 1990
The Necessity of Virtue in Architecture... in Proceedings of the West
Central Regional Conference ACSA, 1989
Mimesis and Creativity in Architectural Design in Forstering Creativ-
ity in Architectural Education, 1986
Ponte Dell’Academia Project in Venice Biennale Catalogue, 1985
Urban Waterfront Analysis: Toward a Theory of Urban Form in Urban
Design Magazine, 1984
“Construction Standards “ Chapter 5 of North Dakota State Jail
Rules, 1980
Guidelines for Adult and Juvenile Detention Facilities, 1980

research activities

Research on town plans and architectural intervention for the cities
of Siena, Matera, Tursi and Atri in Italy. 1995 to 2004
Hadrian’s Villa, Tivoli, Italy - Design for museum intervention on the
archaeological site. 2003 and ongoing
“European Community – United States of America Joint Consortia for
Cooperation in Higher Education and Vocational Education
and Training” Grant, 2000–2003
Bowers Program grant. “International Collaborative Technical Cur-
riculum” with Prof. Tom Boothby (AE). 1999
PSU Felt Grant. “Ciao Penn State” with Darla Lindberg and Loukas
Kalisperis. 1998
American Institute of architects, Academy of Architecture for Health
Grant. 1994
Symposium on Teaching Architecture in Rome, 1993
PSU, Research Initiation Grant, 1991
Paper Presentation Fifth International Conference on Urban Design,
1983
Standards and Guidelines for North Dakota Combined Law Enforce-
ment Council, 1980
ACSA Annual Meetings, National Conference Paper Presentations,
1984, ’88, ’90
Cranbrook Academy, ACSA Teaching Seminars, 1979,’82,’84
**Katsuhiko Muramoto**

Associate Professor of Architecture  
Tenured

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### education

Master of Architecture, Cranbrook Academy of Art, 1982  
Bachelor of Architecture and Architectural Engineering, Nihon University, Chiba, Japan, 1977

### teaching

Penn State University, Department of Architecture, 1987-present  
Cornell University, Department of Architecture, Design-Build Summer Studio in Japan, visiting instructor, 2002  
Nihon University, Department of Architecture, College of Industrial Design, summer design studio with PSU, 1999  
McGill University, Graduate program in History and Theory, School of Architecture, Visiting Design Studio Instructor, 1996 (winter)  
Technical University of Nova Scotia, Faculty of Architecture, 1992  
Carleton University, School of Architecture, 1983-87  
Cranbrook Academy of Art, Teaching Assistant, 1981-82

### professional experience

Architectural Institute of Japan  
Architecture and Civil Engineering Association, Osaka Prefecture  
Ready Mixed Concrete Association, Osaka Prefecture  
Pennsylvania Concrete Masonry Association

Cover, LLC, 2003-present  
Co-founder  
Muramoto Kogyo Incorporated, Osaka, 1995-present  
Senior Vice President  
Myoken Ready Mixed Concrete Incorporated, Osaka, 1995-present  
Senior Vice president  
Muramoto/Childe Architect, State College, PA, 1999- 2003  
Richard Meier and Partners, NY, 1982-83  
Peter Eisenman Architects, NY, 1982  
Ohbayashi, Ltd., Osaka, Japan, 1977-78  
Hozumi Architects, Osaka, Japan, 1976

Municipal Building Landscape Design Advisory Committee, Borough of State College, PA, 2001-2002  
Municipal Building Design Advisory Committee, Borough of State College, PA, 1998-2000  
Advisory Board, FAARM (Independent, non-profit art and architecture gallery in Philadelphia), 1998-2000  
Advisory Board, Chora: Intervals in the Philosophy of Architecture, (Montreal: McGill University Press), an annual publication of the History and Theory of Architecture graduate program at McGill University, Montreal, Canada, 1994-present  
External thesis advisor and examiner for the graduate program in History and Theory, School of Architecture, McGill University, Montreal, Canada, 1987-present

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University Park, PA  16802  
phone:     814-863-0793  
email:     kxm15@psu.edu
4.4

published work + presentations


“Architectural Education: East vs. West,” Ohken (architectural newsletter), The College of Industrial Technology, Nihon University, Chiba, Japan, No.62, 2001


“Architectural Education at Penn State,” Ohken (architectural newsletter), The College of Industrial Technology, Nihon University, Chiba, Japan
Kevin Parfitt, P.E.
Associate Professor of Architectural Engineering
Tenured

education
Masters of Engineering, Civil Engineering, Structures, Cornell University, 1979
Minor Emphasis: Architecture
Bachelor of Architectural Engineering [Structures], Penn State University, 1975

teaching
Penn State University, Department of Architectural Engineering, 1981-present
Director, Senior Thesis Program
Coordinator of Undergraduate Honors Thesis for Schreyers Honors Students in AE Senior Thesis

professional experience
Director, Consortium for the Advancement of Building Sciences (CABS): Association of 100 + Building Industry Firms Dedicated To Support of Excellence in Architectural Engineering Education & Professional Development

American Institute of Steel Construction (AISC)
• Professional – Educator Member
• Industry Reviewer for Rehabilitation and Retrofit of Steel Structures
• Committee on Publications & Software – Former Member

American Society of Civil Engineers (ASCE)
• Editor, Journal of Architectural Engineering (JAE) Oct. 2003 - present
• Architectural Engineering Institute (AEI), Charter Member
• ASCE Paper Review Committee – National Honors and Awards Program
• JAE Educational Paper Review Coordinator
• Publications Committee, Control Member

ASCE – Previous Activities
• Technical Council on Computer Practices – TCCP
• TCCP Database and Education Committees
• AEI Education Committee, Chair and Control Member

Licensed Professional Engineer (P.E.)
• PA, NY, NH, MD, FL, NJ, CT, VA
• NCEES Exam Question Reviewer, 2006

honors + awards + exhibits
• 2007 Outstanding Teaching Award, Penn State Engineering Society
• 2003 Outstanding Engineering Advising Award, Penn State Engineering Society

104 Engineering Unit A
University Park, PA 16802
phone: 814-863-3244
e-mail: mkp@psu.edu
• The Lawrence J. Perez Memorial Student Advocate Award - 2002, The Pennsylvania State University.
• Certificate of Appreciation from the Architectural Engineering Institute, February 22, 2002 in Recognition of Achievement and Service as part of the Host Committee for the AEI 2002 National Conference.
• The Award of Honorary Member, Student Society of Architectural Engineers, Penn State University, April 20, 2001.
• President’s Award for Engagement with Students, College of Engineering Nominee and Finalist, Penn State University, Fall 2001.
• 1992 Outstanding Advising Award, Penn State Engineering Society
• ASCE Journal Of Computing in Civil Engineering, Recognition of Service Award

published work + presentations

Articles and Journal Papers:
Representative & Recent Examples


education

Master of Landscape Architecture, University of California, Berkeley, 1983
Master of City Planning, University of California, Berkeley, 1980
Bachelor of Environmental Studies with Honours in Urban and Regional Planning, School of Urban and Regional Planning, University of Waterloo, 1976

teaching

Penn State University, Departments of Architecture and Landscape Architecture, 1998-present
Stuckeman Center for Design Computing, Director, 1998-2002
University of Maryland, Landscape Architecture Program, Department of Natural Resource Sciences and Landscape Architecture, Teaching and Extension Appointment, 1990-1998
Program Coordinator, 1994-1998
Arizona State University, Landscape Architecture Concentration, Planning Department, 1986-1990
University of Toronto, Department of Landscape Architecture, Ontario, Canada, 1980-1985

professional experience

Senior Urban Designer, Scarborough Planning Department, Design Division, Scarborough, Ontario, Canada, 1985-1986
Planning Officer I, Edmonton Planning Department, Land Use Planning Section, Alberta Canada, 1976-1977

published work + presentations

Articles

“Massive Choice: Transparent Integration of Three Dimensional Digital Design Media,” in Imag(in)ing Worlds to Come ACSA Northeast Regional Conference 2006 Ecole D’Architecture Proceedings, Universite Laval, Quebec, Canada, October 2006

“Is the Pedestrian City Relevant to the Sustainable City?” with K. Maikov, Mobility, Urbanization and Health, (Boston: WIT Press Southampton, 2006)


“Vectorworks 12,” Landscape Journal, University of Wisconsin, April 2006

“Maya 7,” Landscape Journal, University of Wisconsin, May 2006


Books + Book Chapters
Book in Progress: An Introduction to Digital Design: Vectorworks Landmark, 2004

Original Designs, Plans and Design Competition Entries:

K. Maikov, M Pihlak, J Kilpatrick Tartu Linnavalitsus (City Values) Urban Park Competition, March 15 2007, Tartu Estonia


Fourth year Architecture Urban Studio Student Winners, United Nations Educational, Scientific and Cultural Organization (UNESCO),UN Habitat World Urban Forum 3, Carleton University, Honorable Mention for second student team


education

Ph.D. in Architectural Theory, Technical University of Cottbus, Germany, 2005
Diplom-Ingenieur (professional degree of Architecture), Technical University of Munich, Germany, 1993
Architecture Studies at the TU Munich, Germany and ETH Zurich, Switzerland, 1986-92

teaching

Penn State University, Department of Architecture, 2006-present
Technical University of Munich, Department “Integrative Design,“ 2004-2005

professional experience

Member of European Association of Architectural Education, 2006
Registered Architect, Bavarian Chamber of Architects, 1997

Friedrich Poerschke Zwink Architekten, Munich, 2004-present
Partner
recent works at: www.fpz-architekten.de
Architect, Klein & Sänger Architects, Munich, 1995-1999
Prof. Ackermann & Partners, Munich, 04/94 - 12/94
Architect
Dr. Hierl Architects, Munich, 1993-1994
Freelance architect

honors + awards + exhibits

Archives in Essen/Germany, w/ K.Friedrich+St.Zwink, Runner-up Prize 2005
Office Building for DLR (German Aerospace) Oberpfaffenhofen, w/ K.Friedrich+St.Zwink, Finalist 2004
Refectory in Martinsried/Germany, w/ K.Friedrich+St.Zwink, 5th Prize 2003
City Center in Regensburg/Germany, w/ St.Zwink, 4th Prize 2002
Housing in Munich, with K.Friedrich+St.Hoff+St.Zwink, 1st Prize 2001
Horticultural Show in Riem/Germany, w/ D.Straub, Runner-up Prize 2000
Extension of the Univ. of Applied Sciences in Augsburg/Germany, w/ St.Zwink, Finalist 1999
Housing in Weißenfels/Germany (Eurpoan 5), 1st Prize 1999

published work + presentations

Books and Book Chapters
“Über architektonische Struktur – Architectural Structure,“ in Von der Stadt zum Haus: Eine Entwurfslehre – From the city to the house: A design theory, D. Eberle / P. Simmendinger, eds.,

**Funktion als Gestaltungs begriff.** Ph.D. Dissertation, (BTU Cottbus: 2005)

**Papers**


“Rethinking Function,” ARCC/EAAE Conference proceedings 2007

**Published Competitions**

Porsche AG (edit.), Architektenwettbewerb Porsche Museum; Stuttgart 2005

Comp. Bibliothekenzentrum Bozen; http://www.provincia.bz.it/hochbau/bibliothekenzentrum/suche.asp


Comp. Bundesgartenschau in Riem; in: Wettbewerbe aktuell 02/2001, S. 73ff

Ulrike Poeverlein (edit.), Europan 5. Die deutschen Ergebnisse; Berlin 1999, S. 36ff

Didier Rebois (edit.), Europan 5. European Results; Paris 1999

www.europan.de, category “Europan5 – Weissenfels”

**Other Publications**


“Autodesk, BIM helps student design, engineer, and build a sustainable future: An interview with Dr. Ute Poerschke, Associate Professor of Architecture, and Dr. John Messner, Assistant Professor of Architectural Engineering at The Pennsylvania State University,” 2007


“Die Rolle der Theorie in Architektur und -lehre,” Univ. of Applied Science Munich/Germany, 2005

Elizabeth B. Smith  
Associate Professor of Art History  
Tenured  

education  
PhD, History of Medieval Art and Architecture, New York University Institute of Fine Arts, 1977  
Master of Art, History of Art, New York University Institute of Fine Arts, 1972  
Licence d’Histoire de l’Art et d’Archéologie, Université de Strasbourg, France, 1966  
Diplôme Supérieur d’Etudes Françaises, Université de Strasbourg, France, 1964

teaching  
Penn State University, Art History Department, 1982-present  
Oberlin College, Visiting Assistant Professor of Medieval Art, 1978/9

honors + awards + exhibits  
Pennsylvania State University College of Arts and Architecture Faculty Research Grant for the project “The Design and Construction of Santa Maria Novella, Florence,” 2005  
World Monuments Fund Kress Foundation European Preservation Program grant to continue study of Santa Maria Novella, Florence (project co-director with Thomas E. Boothby, Dept. of Architectural Engineering, Penn State University), 2003  
Pennsylvania State University College of Arts and Architecture faculty research grant for documentation of Santa Maria Novella, Florence, 2002  
Pennsylvania State University Institute for the Arts and Humanistic Studies, sponsorship of documentation project at Santa Maria Novella, Florence, 2002  
Medieval Architecture: Physical Documentation and New Interpretations, session co-chair (with C. Edson Armi) 55th Annual Meeting, Society of Architectural Historians, Richmond, Virginia, April 2002  
The Cathedral, the Mill and the Mine: A Conference on Technology in the Middle Ages, Center for Medieval Studies, The Pennsylvania State University, April 7 and 8, 1995, co-organized with Michael Wolfe

published work + presentations  
“Santa Maria Novella e lo sviluppo di un sistema gotico fiorentino,”

229 Arts II Building  
University Park, PA 16802  
phone: 814-865-4880  
email: exs11@psu.edu


Alexandra Staub, Ph.D.

education

Ph.D., Brandenburg Technical University at Cottbus, Germany, 2005
Diploma in Architecture, Universität der Künste Berlin, 1991
Bachelor of Arts, Barnard College of Columbia University, 1983

teaching

Penn State University, Department of Architecture, 2001-present
Bradenburg Technical University at Cottbus, Germany, Department of Architecture, 1992-1999

professional experience


honors + awards + exhibits

Institute of Arts and Humanities, Penn State University, Interdisciplinary Group Grant, November 2006. Grant will fund a series of symposia and exhibitions as part of a newly founded “Architectural Research Consortium” at Penn State (application submitted together with Christine Gorby, Sally McMurry, and Daniel Purdy).

Institute of Arts and Humanities, Penn State University, Resident Scholar Grant, October 2006. Grant will fund one semester of research and writing in the Spring of 2008 for the project “Soviet Urban Paradigms”.

Kennan Institute Short-Term Grant, July 2006. Grant funded a one-month research visit to review the Russian collections located in the European Reading Room of the Library of Congress in Washington D.C.

DAAD (German Academic Exchange Service) Information Visit Grant, May-June, 2004. Award funded a 12-day visit to five German Cities under the auspices of the “Shrinking Cities” Intersession Program (in conjunction with the Brandenburg Technical University at Cottbus).

College of Arts and Architecture Research Grant, Penn State University, October 2003. Award funded travel and research to Berlin, Germany for the project “The Portrayal of Women and the Perception of Modern Housing in West German Advertising and Media 1950-1989.”

DAAD (German Academic Exchange Service) Information Visit grant, November 2002. Award funded a 12-day visit to the German cities of Frankfurt, Weimar and Berlin.

College of Arts and Architecture Research Grant, Penn State University, October 2001. Award funded travel and research to Magnitogorsk, Russia for the project “Magnitogorsk, Russia: Socialist Urbanism Revisited.”

Deutsche Forschungsgemeinschaft (German National Research Foundation) Research Grant, March 2000. Award funded travel and research to Washington, D.C. for the project...
published work + presentations


“Einmal im Leben: Rooting the ‘Little Man’ to Conservative Values in Postwar West Germany,” in After Fascism: Society, Political Culture, and Democratization in Europe since 1945, Matthew Berg and Maria Mesner, eds., (Manchester University Press, forthcoming)


“St. Petersburgs’s Double Life: The Planners’ versus the People’s City,” Journal of Urban History 31, no. 3 (March 2005), pp. 334-354


Alexandra Staub, ed. Werkstatt Wohnen, BTU Cottbus
Werkstatt Wohnen 5: Zu Hause in St. Petersburg, 1999
Werkstatt Wohnen 4: Total Mobil, 1998
Werkstatt Wohnen 3: Der Nutzer Spricht, 1998
Werkstatt Wohnen 2: Das Niedrigenergiehaus, 1997
Werkstatt Wohnen 1: Mobiles, Flexibles und Variables Wohnen, with Edda Kurz and Fritz Talle, eds. 1995


“Berlin After the Wall,” with Mary Pepchinsky, Metropolis, no. 1-2 (Jan-Feb. 1993), pp. 58-65


“How to become an architect: Architektenausbildung in New York,” with Wallis Miller and Mary Pepchinsky, Bauwelt 83, no. 6-7 (1992): pp. 325-7


education

Master of Science in Architecture, Penn State University, 1989
Graduate Studies in Civil Engineering (construction management), University of Pittsburgh, 1986
Bachelor of Architecture, Carnegie Mellon University, 1979

teaching

Penn State University, Department of Architecture, 1989-present
  Department Head, since 2004

professional experience

Registered Architect, since 1983
American Institute of Architects member, since 1996
The American Society of Architectural Perspectivists, member 1989-1996

Daniel Willis, Architect
  Principal, 1987 to 1997; 2001-present
  Practice consisted of residential and commercial projects, as well as renderings and presentation drawings or other firms

L. D. Astorino & Associates, State College office
  Vice President, 1997 to 2001
  Manager, 1985-1987

James Oleg Kruhly & Associates, Philadelphia, PA
  Consulting Architect, 1996

City of Pittsburgh, Bureau of Engineering & Construction
  Project Manager, 1982-1985

DRS Associates, Pittsburgh, PA
  Intern Architect, 1981

Gordon Ketterer Associates, Pittsburgh, PA
  Intern Architect, 1980 to 1981

Edward F. Horley & Associates, Pittsburgh, PA
  student intern/intern 1977-1980

honors + awards + exhibits

“Facilities of Merit” Award, Athletic Business Magazine, December 2001, The Lasch Football Complex, Penn State University, with LDA Architects

Middle Pennsylvania Chapter AIA Design Award, November 1999
Medal Award, L. D. Astorino & Associates Recreation Building Main Gymnasium Renovations, Penn State University

Middle Pennsylvania Chapter AIA Research Award, November 1999 for The Emerald City and Other Essays, (Princeton Architectural Press, 1999)

Competition-winning Project: Landscapes of the Twenty-First Century Competition, Landscape Architecture magazine, for Edgar Allan Poe Memorial, 1990


Hugh Ferriss Memorial Prize for Excellence in the Graphic Represen-
published work + presentations

Books:
The Emerald City and Other Essays on the Architectural Imagination, (foreword by Robert Harbison), Princeton Architectural Press, 1999
Manuscript in Progress: Architectural Practice in the Age of Globalization (Working Title), Princeton Architectural Press

Book Chapter:

Articles:
“Contemporary Masonry Construction practices Should be Re-examined,” Masonry Construction magazine, September 1997, pp. 331-335
education
Bachelor of Architecture, Syracuse University School of Art, 1956

teaching
Penn State University, Department of Architecture, 1999-present
University of Pennsylvania Graduate School of Fine Arts, Landscape Architecture and Environmental Design, 1992-1998
University of Oklahoma, Bruce Goff Professorship in Arch., 1993
Domus Academy in Italy, Environmental Design Workshop, 1991
Parson School of Design, Chairperson, 1984-1990
Cooper Union Design Center, Visiting Professor, 1981-1982
New Jersey School of Architecture, Visiting Professor, 1976
University of Wisconsin, Visiting Professor, 1975
Dartmouth College, Visiting Professor, 1975
New York University, (environmental art seminar), 1974
C.W. Post College, Visiting Professor of Fine Art, 1971
Cornell University School of Art, Visiting Professor, 1969
New York University, Adjunct Professor, 1967-1969
The School of Visual Arts, Visiting Professor of Sculpture, 1965-1967
The New School for Social Research, Adjunct Professor, 1963-1965

professional experience
SITE, New York, 1970-present
Founder, President and Creative Director
an architecture and environmental arts organization, (chartered in 1970) with a multi-disciplinary career in the fields of architecture, interior design, environmental art, landscape architecture, graphic design, video production, television scenography, design education, college administration, and critical writing on art and architecture - main areas of architectural specialization; commercial buildings, private houses, international exposition pavilions, exhibition designs, restaurants, retail interiors, public spaces, parks, and gardens
Designer of more than 150 architecture, environmental art, interior design, public space and landscape architecture projects, including:
- Municipal Clients: cities of Hiroshima, Yokohama, Toyama, Seville, Vienna, Vancouver, Blois, Le Puy en Velay, Chattanooga, New York City Department of Parks
- National Government Clients: of Spain, Canada, Saudi Arabia, and Qatar
Fellow of the American Academy in Rome

honors + awards + exhibits
Fulbright Distinguished Professor, University of Toronto, 2004
National Endowment for the Design Arts - critical writing on architecture, 1992
Kress Foundation grant for critical writing on architecture, 1991
Graham Foundation grant for critical writing on architecture, 1991

218 Stuckeman Family Building
University Park, PA 16802
phone: 814-863-5410
email: juw3@psu.edu
Kress Foundation grant for critical writing on architecture, 1984
National Endowment for the Arts Distinguished Designer Award, 1983
National Endowment for the Arts Senior Sabbatical Grant, 1982
New York State Council for the Arts grant for architecture, 1975
Graham Foundation grant for critical writing on architecture, 1975
National Endowment for the Design Arts grant for architectural design 1975
National Endowment for the Design Arts - critical writing on architecture, 1974
The Ford Foundation grant for Guthrie Theater, 1964
The Guggenheim Foundation Fellowship for visual art, 1962
The American Academy in Rome - Rome Prize, 1956
Chrysler Award for Innovation in Design, 1995
President’s Citation - New York State AIA, 1993
Special Prize - Central Glass Company of Japan International Design Award for Museum of the 20th Century, 1993
First Award - Design Competition for the Civic Center and Restoration of the Old City of Le Puy en Velay in France, 1992
Interiors Magazine Annual Award for Store Design, 1988
Honorable Mention - Design Competition for the City of West Hollywood City Hall, 1987
First Award - Design Competition for Pershing Square in Los Angeles, CA, 1986
Architectural Record Award for Excellence, Residential Design, 1986
Interiors Magazine Annual Award for Showroom Design, 1985
First Award - Design Competition for the Ansel Adams Center for Photography in Carmel, CA, 1985
First Award - Design Competition for the Here and Now Pavilion of the Vancouver World Expo, 1984
Honorable Mention - City of Frankfurt Design competition for a New Museum of Modern Art, 1984
Interiors Magazine Annual Award for Showroom Design, 1983
ASID International Design Award for Significant Contributions to the Design of the Man-made Environment, 1980
American Society of Interior Designers Annual Award, 1980
Progressive Architecture Magazine Annual Award for Design, 1980
Design in Steel Award - Iron and Steel Institute, 1971
First Award - National Sculpture Exhibition, Phila. Museum, 1966
The Pulitzer Prize Award for Graphic Art, 1955

published work + presentations
Subject of twenty-two monographic books and museum catalogues on architecture, drawings, and environmental art projects, published in five languages – including the recently released SITE – Identity in Density (Images Publishers 2005) and SITE (Collane Publishers, Italy, 2006)

Subject of more than three thousand feature articles on projects, drawings, and design theories in the art, architecture, business, and popular magazines of thirty-two countries from 1970 to 2007

Associate Professor of Architecture
Tenured

education

Master of Architecture, Princeton University, 1988
Bachelor of Arts, magna cum laude, Brown University, 1983
Rhode Island School of Design, 1980-1981

teaching

Penn State University, Department of Architecture, 2000-present
American Indian Housing Initiative design/build honors course, 2002-present
University of Arkansas, School of Architecture, 1995-2000
Philadelphia College of Textiles and Sciences, 1994-95
Temple University, 1992

professional experience

Registration: RA-012658-x, Commonwealth of Pennsylvania, 1990
Vice-President, AIA, Northwest Arkansas Chapter, 2000
Secretary General, AIA, Northwest Arkansas Chapter, 1999
Scott Wing, Architect, Principal, 1995 – present
James Oleg Kruhly, Architect, Philadelphia, PA, 1985-86
Mitchell-Guirgola Architects, Philadelphia, PA, 1985
Deborah Berke, Architect, Washington, DC, 1983
The Newport Collaborative, Newport, RI, 1981-83

honors + awards + exhibits

2003 National Council of Architectural Registration Boards (NCARB)
Prize for Creative Integration of Practice and Education in the Academy, American Indian Housing Initiative (with David Riley, Michael Rios, and Sergio Palleroni), June 2003
Faculty Teaching Award, Penn State, spring 2004
Outstanding Faculty Award, University of Arkansas, spring 1998
Merit Award, American Institute of Architects, Pennsylvania Chapter, Welles Activity Center at the Tatnall School (Project Architect for Kieran, Timberlake & Harris), 2000
Brick in Architecture Award, Welles Activity Center at the Tatnall School, national award sponsored by the Brick Institute of America (Project Architect for Kieran, Timberlake & Harris), 1999
AIA Gold Medal, Philadelphia Chapter, Welles Activity Center at the Tatnall School (Project Architect, Kieran, Timberlake & Harris), 1996
AIA Medal, Philadelphia Chapter, West Middle School at the Shipley School (Project Architect, Kieran, Timberlake & Harris), 1994
Honorable Mention Award, Loco-Motion, Public Space in the new American City/Atlanta, ASA/CODA International Design Competition for the 1996 Olympics, 1994

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University Park, PA 16802
phone: 814-863-0972
e-mail: sww10@psu.edu
published work + presentations


“The American Indian Housing Initiative: Bridging the Academy and the Profession,” American Institute of Architects National Convention, Chicago, IL, June 2004

“The American Indian Housing Initiative: Marking Turf Under the Big Sky,” Association of Community Design Centers National Conference, Atlanta, GA, April 2004


“Balancing Deeds and Design”, at the Structures for Inclusion II Conference, Good Deeds, Good Design, Penn State University, 2002 (Conference co-organizer + speaker)


“It’s Not About Construction” at the Structures for Inclusion Conference, Design for the Other 98%, Princeton University, Princeton, New Jersey, October 2000

“Team Play: Balancing Collective Activity and Individual Initiative” at the 16th National Conference on the Beginning Design Student, School of Architecture, University of Nevada, Las Vegas, Las Vegas, NV, Fall 1999

American Institute of Architects (AIA) Grassroots Leadership Conference, Washington, D.C., February 1999, (Selected by local AIA chapter for participation in national conference and congressional lobbying effort)

J. B. Jackson Conference, University of New Mexico, Albuquerque, NM, October 1998, (Selected participant and exhibitor)
Malcolm Woollen
Instructor of Architecture

education
Master of Architecture, Yale University, 1986
Bachelor of Arts, Middlebury College, 1982

teaching
Penn State University, Department of Architecture, 1998-2000 + 2003-2007
Ball State University, 1990 + 1991
Guest Critic,
  Drexel University
  University of Pennsylvania
  University of Notre Dame
  Technical University of Nova Scotia

professional experience
Architectural License, Indiana, Pennsylvania, New Jersey, Rhode Island
Architectural Registration, National Council of Architectural Registration Boards
Private Practice
  Kearney House 1994
  Schlesinger-Gaebler House 1994
  Gros Louis House 1997
  Rockport Road Landtrust Plan 1993
  Wheatfields Plan 1999
  Jensen Residence 2001
Woollen Molzan and Partners
  Cumberland Law Library 1993
  Archibald House 1986
Venturi Scott Brown and Associates
  National Gallery Exhibition 1987
  Benjamin Franklin Bridge Lighting 1987, Project Manager
  Prospect House, Princeton University 1987
  Benheim Hall, Princeton University 1988
  Laguna Gloria Art Museum, Austin TX 1988
  Dartmouth College Master Plan 1988-90, Project Manager
  Museum of Fine Arts, Houston, Master Plan 1990, Project Manager

honors + awards + exhibits
Grants:
  National Trust for Historic Preservation, Taking the High Ground, a video production
  Historic Landmarks Foundation of Indiana, Taking the High Ground
  National Endowment for the Humanities, Taking the High Ground

332 Stuckeman Family Building
University Park, PA 16802
phone: 814-863-5581
e-mail: msw12@psu.edu
published work + presentations

Lectures:
   Ball State University, Muncie, Indiana
   Franklin College, Franklin, Indiana
   Technical University of Nova Scotia, Halifax, Canada

Papers:
Booth Tarkington and the Golden Age: A Narrative of North Meridian Street, Mid-American American Studies Association, St. Louis, April 7, 2006

Film:
Taking the High Ground: A Portrait of Maple Grove Road, Producer, Director, Co-writer
Craig Zabel
Professor of Art History
Department Head
Interim Associate Dean of Undergraduate Studies for the College of Arts and Architecture
Tenured

education
Ph.D. in Art History, University of Illinois at Urbana-Champaign, 1984
Master of Art in Art History, University of Illinois at Urbana-Champaign, 1979
Bachelor of Art., History Major, University of Wisconsin, 1977

teaching
Penn State University, Department of Art History, 1984-present
Head of the Department of Art History, 1998-present
Interim Department Head, 1996-98
Interim Associate Dean for Undergraduate Studies and Outreach, College of Arts and Architecture, 1984-85 + 2006-07
Dickinson College, Department of Fine Arts, 1982-1984
University of Virginia, Division of Architectural History, 1982-84
University of Illinois at Urbana-Champaign, School of Architecture, 1981-1982

honors + awards + exhibits
Presenter and Panelist on Campus Design Today: Engaging the 21st Century Student, Rutgers, The State University of New Jersey, 19 October 2006. Other panelists were the moderator Adam Gross (Ayers Saint Gross architects), Stan Allen (Dean, School of Architecture, Princeton University, and Lead Principal, Stan Allen Architects), and Michael Van Valkenburgh (Charles Eliot Professor in Practice of Landscape Architecture, Harvard University and lead principal of MVVA, Inc.).

“Grafting the Arts onto Ag Hill at Penn State,” presented in the session The American Campus as ‘Bricolage,’ at the Annual Meeting of the Society of Architectural Historians (Savannah, Georgia), 29 April, 2006.
Organized and chaired the annual meeting of the Art History Chairs of the CIC [Big Ten + University of Chicago], 2007, 2000.
External Reviewer for a proposed Ph.D. in Art History at the University of Oklahoma, 2007.
Advisory Board, Palmer Museum of Art, Penn State, 1995-present.
Borland Building Renovation Committee, Penn State, 2005-present.
College of Arts and Architecture Faculty Award for Outstanding Teaching, Penn State, 1994.

published work + presentations


Robert W. Fedorchak
Coordinator, Undergrad. Advising
Assistant to the Department Head

education

Bachelor of Science, Science, Penn State University, 1979
Bachelor of Arts, General Arts and Sciences, Penn State University, 1972

advising experience

Coordinator, Undergraduate Advising
Assistant to the Department Head (2007 – Present)
Department of Architecture, The Pennsylvania State University, University Park, PA 16802

Function: Coordinate and oversee the undergraduate programs in the Department of Architecture. Coordinate recruitment and retention efforts. Provide academic advising, educational counseling, and basic career guidance for the undergraduate student population. Coordinate orientation programs for new students. Coordinate the delivery of academic advising services, provide training programs for faculty advisers, and serve as a resource to all Department advising personnel. Serve as a consultant to the faculty and Department Head on all matters related to the undergraduate student population. Conduct research to determine trends, assess needs, identify problems, and evaluate the effectiveness of the programs and services provided for the Department’s undergraduate student population and use the results to guide efforts focused on continuous quality improvement.

Eberly College of Science, The Pennsylvania State University, University Park, PA 16802

Function: Provide guidance on all matters related to undergraduate education in the Eberly College of Science. Develop, coordinate, oversee, and evaluate the effectiveness of all college-wide programs designed to enhance student success and retention. Coordinate the delivery of academic advising services. Conduct research to determine trends, assess needs, identify problems, and evaluate the effectiveness of academic services, programs, and strategies. Use results to develop, guide, and further efforts to improve the quality of the undergraduate experience and enhance student success. Plan and coordinate orientation programs for all new students in the College, assist in the delivery of these programs, and evaluate their effectiveness. Advise College and department personnel on matters related to placement, course offerings, curricular planning issues, University policies and rules, and student recruitment. Provide a wide range of additional services, including support for first-year seminars, data collection and analysis, preparation of Senate Committee on Curricular Affairs proposals, and assistance with special projects and initiatives. Serve on various University and College committees and serve as a liaison to University administrative offices.
Assist in the maintenance and administration of the baccalaureate degree programs in the Science major.

Coordinator, Division of Undergraduate Studies Programs (1988 – 1991)
Eberly College of Science, The Pennsylvania State University, University Park, PA 16802

Function: Coordinate of programs and services of the Division of Undergraduate Studies. Coordinate the First-Year Testing, Counseling, and Advising Program (FTCAP). Administer the Academic Advising and Information Center in the Eberly College of Science. Serve as a resource person for academic advisors and students. Provide in-service training programs for academic advising personnel. Work closely with the College academic administration and department representatives to determine advisory and informational needs. Keep abreast of College curricular and policy changes and share relevant information with Division of Undergraduate Studies personnel.

Counselor, Office of Veterans Programs (1979 – 1988)
The Pennsylvania State University, University Park, PA 16802

Function: Provide academic, financial, and personal counseling support for the veteran participants in a developmental education program. Coordinate the recruitment, evaluation, and selection of the program participants. Collect data to evaluate the performance of the students and the success of the program.

Production Control Supervisor (1975 – 1977)
Pennsylvania Malleable Iron, Landisville, PA 17538

Function: Coordinate, schedule, and monitor the production efforts of a 350 employee malleable iron foundry.

Personnel Actions Specialist (1972 – 1974)
United States Army, Fort Jackson, SC 29207

Function: Coordinate the efforts to bring to proper disposition cases associated with military personnel being held in civil confinement. Aid in the implementation of a voluntary release option test program piloted at Fort Jackson. Coordinate sensitive administrative functions related to military casualty cases.

honors + awards + exhibits

2004 Multicultural Resource Center “Faculty/Staff Diversity Recognition Award”

2001 Eberly College of Science “Staff Excellence Award”

2001 National Academic Advising Association (NACADA) “Best of Region” Award (for a presentation made at the 2001 NACADA Mid-Atlantic Regional Conference)

1997 Eberly College of Science “Distinguished Service Award”

1995 The Pennsylvania State University “Excellence in Advising Award”

1993 Eberly College of Science Student Council “Award of Excellence”
visiting team report from the previous visit
July 26, 2005

Graham B. Spanier, President
The Pennsylvania State University
201 Old Main
University Park, PA 16804-3000

Dear President Spanier:

At the July 2005 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Pennsylvania State University Department of Architecture.

The board was concerned about the number of critical student performance criteria cited by the team, including accessibility, structural systems, and building service systems and also issues with several other conditions for accreditation. As a result, the professional architecture program:

Bachelor of Architecture (5 years)

was formally granted a three-year term of accreditation. The accreditation term is effective January 1, 2005. The program is scheduled for its next accreditation visit in 2008.

As stated in the NAAB Procedures for Accreditation, 2005 Edition, following a three-year term, at the next scheduled review, the program may only receive either a six-year term or a two-year probationary term.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 14–15 of the NAAB Procedures for Accreditation, 2005 Edition.

NAAB encourages public dissemination of information about each school contained in both the school’s Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

[Signature]

Robert A. Odermatt, FAIA
President

Enc. Visiting Team Report

cc: Daniel Willis, Professor of Architecture and Interim Department Head
    Thomas Fowler, IV, Team Chair
    Visiting Team Members
Pennsylvania State University
Department of Architecture

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architectural Accrediting Board
9 February 2005

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

1. Team Comments

The visiting team thanks the program's new Department Head Dan Willis and Director of the Rome Program Romolo Martemucci for their gracious hospitality during the site visit.

The comments are divided into two broad areas:

1. University Park
2. Rome Study Abroad Program (Sede di Roma)

University Park

The team finds the Department of Architecture, under the leadership of Dan Willis and his capable staff, to be in good hands. In a short period of time, the department head has acquired the respect and support of the students, faculty, dean, and provost by providing the stability of leadership that the department needs.

The following are unique aspects of the University Park program:

- Interdependence of the program with the departments of Landscape Architecture, Art History and Architectural Engineering, supported by the Bower Funds, is a unique asset available to the curriculum.

- There is a synergistic collaborative model for building systems research (e.g., Dedicated Outdoor Air Systems and Lighting Laboratory) between the architecture and architectural engineering faculty that has explored a range of cutting-edge building system solutions.

- There is an ethos of crafts and composition and a balanced integration of digital and traditional representation (See Condition 11.).

- There is a unique sharing of expertise (Information Technology Services in collaboration with department faculty and students) in the development of the Immersive Environments Lab (IEL). This is a tremendous resource to aid students and enrich program activities with a common goal of allowing students to have access to the most advanced technology 24 hours a day, 7 days a week.

- There are unique local and global programs sponsored by the Hamer Center for Community Design Assistance (See a list of projects in Condition 6, Human Resource Development.) that include a sampling of projects such as the American Housing Initiative, Brazil Consortium of Sustainable Design, Centerville Farm Design Study, and Panama City Urban Design Project.

- There is strong collegiality among students, faculty, and staff.

- The commitment of the program to deliver Leadership in Energy and Environmental Design (LEED) Gold Certification for the new School of Architecture and Landscape Architecture (SALA) building sets a precedent for future buildings at the university.

- The faculty has received an impressive list of grants that support a range of exciting research projects that are a direct enhancement to the curriculum.

- The faculty have been recognized for their campus achievements in research (e.g., Profs. Kalsbeek and Kallisperis have received academic recognitions for 2004–05).
Rome Study Abroad Program (Sedi di Roma)

The previous Visiting Team Report (VTR) stated that the Rome Program is one of the greatest strengths of the curriculum. The visiting team agrees with this statement. The team finds that the Rome Study Abroad Program (Sede di Roma), under Director Romolo Marimucci’s leadership with the assistance of a very capable staff, fulfills an important objective of the Department of Architecture’s mission statement to “serve the ... international community by increasing the public awareness of architecture.” The Rome Program can be considered a laboratory in the ultimate sustainable urban environment. The program’s facilities are located in the center of Rome and provide an excellent venue for teaching and learning about the urban and cultural conditions of this major city. The range of multidisciplinary studio projects that have been developed over a 6-year period in collaboration with local Italian universities, Italian municipalities, prominent international architects (e.g., Robert Venturi and Denise Scott Brown), and a range of other disciplines (such as archeology and architectural engineering) all contribute to an excellent study-abroad experience for students.

The following are unique aspects of the Rome Program:

- Program Director Marimucci’s entrepreneurial leadership has allowed the program to develop in spite of the limited resources allocated to it.
- The program attracts talented local architects to teach.
- The students that attend the program are serious and are enthusiastic about getting the most out of the program’s opportunities.
- The program has nurtured strong ties to the local Italian university and to American universities that have programs in Rome.
- The program has a strong track record of multidisciplinary collaborations, which have been well documented in publications.
- The program has the ability to offer prearranged housing in the center of Rome to students who decide to select this option.

- Multidisciplinary summer programs have been developed so nonarchitecture students may obtain an awareness of architecture. Past programs include Human Development and Family Sciences (HDFS) for 3 years, International Program for Nutrition (IPN) for 4 years, and Architectural Engineering (AE) for 10 years, which have been a part of the summer Architecture Program (except for 2003). Activities planned for Summer 2005 include an HDFS program for 20 students and an AE program for 65 students (almost triple the enrollment number from the prior year).

- The program is active with the American Colleges and University Programs In Rome (ACUPIR), an organization to establish connections with other American universities in Rome.

Comments on Specific Conditions

Students, Faculty, Alumni/ae, and Society (related to Conditions 1.1, 1.2, 1.4, and 1.5)

University Park
The faculty and the students are engaged in the dynamism and success of the program. There are interactive events such as the “Topical Tuesdays,” an example of the type of program activities provided.

Rome Program
The Rome Program provides many opportunities for learning outside the classroom.
The program organizes field trips that expose students to international versions of practice, provides opportunities for travel around Europe, and introduces students to other American and Italian universities located in Rome. These shared experiences of students year to year seem to provide strong bonds between the alumni/ae of the program.

Program Self-Assessment (related to Condition 2)

University Park
The interdisciplinary collaborations between the Departments of Landscape Architecture and Architectural Engineering supported by the Bowers Program and Stuckeman Endowment are strengths of the program.

The visiting team supports the proposed implementation of a computer purchase requisition for all students.

Rome Program
The visiting team supports the department’s strategic plan for prioritizing two objectives for future growth for the Rome Program. The first objective is to provide opportunities for continuing education. The location of the program facilities and the strong connections to local community provide an excellent opportunity to attract professionals for continuing education. The second objective is to explore the development of a master’s program with Università degli Studi Roma Tre; this can provide opportunities for enhancing the support of the undergraduate program in Rome.

Human Resources (related to Condition 5)

University Park and Rome Program
Even though the staff's time devoted to accomplishing tasks is often stretched thin, these persons are hardworking and student-centered, and work together effectively as a team. They all enjoy what they are doing and therefore go beyond what is needed to solve problems.

Human Resource Development (related to Condition 6)

There is an impressive list of University Park and Rome Program activities (For a selected list of programs, see Condition 6, Human Resource Development.).

Physical Resources (related to Condition 7)

University Park
The current "Unit Buildings" have served the department very well over the years. The close proximity to the Architectural Engineering Department has resulted in strong collaborative projects. However, the new building for the SALA does provides an opportunity for developing a more interactive collaboration with the Landscape Architecture Department. This new space allows for both departments to be housed in one building, including the faculty offices, Hamer Center, Immersive Environmental Laboratory, and design activities in large, open, light-filled spaces.

Rome Program
The Palazzo Doria Pamphilii facilities have superb studio/classroom spaces that have excellent day-lighting, 20-foot (6-meter) ceilings, and wireless Internet access throughout the building. The Via della Gatta studios provide temporary space for the spring term only. These facilities include a lecture space that is approximately 1,000 ft² (304.8m²) that can accommodate up to 70 students, a studio (with sky-lit natural illumination) of
approximately 1,000 ft² (304.8m²) that can accommodate 40 design students, and a second studio that can accommodate an additional 16 students or can be used as a smaller classroom or seminar room.

Administrative Structure (related to Condition 10)

University Park
There is a clear reporting structure between the department head and the dean of the college.

Rome Program
The structure of the administrative team in Rome is effectively set up to deal with the needs of the program in Rome. The budget-reporting changes that resulted from the assessment report issued from the 28–30 October 2002 University Park administrative team site visit provide suggestions for a more direct reporting structure. While improvements can still be made (See 5, Causes for Concern.), this current set-up of sending budget reports monthly is an improvement over the previous arrangement.

Professional Degrees and Curriculum (related to Conditions 11 and 12)

University Park
The 10-semester design studio sequence is a strength of the program.

The Arch 132 team-built projects provide students with strong fundamental design skills.

Rome Program
Students typically take four courses during the semester while in Rome (See Condition 11 for a summary of courses.).

2. Progress Since the Previous Site Visit

Criterion 14: Ability to design both site and building to accommodate individuals with varying physical abilities.

Previous Team Report: The team found evidence that the principles were being presented in course work, but there was very little indication of their integration in the design studio and thesis projects.

This criterion was not met. The team did not find evidence of consistent application of accepted accessibility criteria at an ability level (See Condition 12.14.).

3. Conditions Well Met

1.1 Architecture Education and the Academic Context
1.5 Architecture Education and Society
12.2 Graphic Skills
12.6 Human Resource Development
12.25 Building Materials and Assemblies
12.16 Formal Ordering Systems
4. Conditions Not Met

3. Public Information
4. Social Equity
5. Human Resources
9. Financial Resources
12.11 Non-Western Traditions
12.14 Accessibility
12.17 Structural Systems
12.21 Building Service Systems

5. Causes of Concern

The causes for concern are divided into specific comments about the University Park and the Rome program.

University Park

Great strides have been accomplished since the last accreditation visit. The visiting team wants to make sure that the department can use the momentum that it has gained with the new department leadership to continue developing the strengths of the program.

Social Equity (related to Condition 4)

Although strides have been made since the last visit, the ethnic and gender diversity needs to be improved within the faculty and student body. Tailored searches to identify qualified women and ethnic minorities are an effective strategy for attracting a diverse faculty. The program should continue to expand the second annual "Summer Camp" (plans for 2005 have 45 students attending—twice the number of last year), which allows ethnic minority students to take an architecture design studio and potentially qualify for admission into the program. The success of this program will provide an admissions model to enhance the low ethnic minority numbers. In addition, the department, with the support of the college and the provost, should develop strategies for engaging the students and faculty in discussions to build program support for increasing diversity. The visiting team did not get the sense that there was a shared vision among the students and faculty of the importance of improving student and faculty diversity.

Human Resources (related to Condition 5)

Faculty advising needs to be improved. The staff has become the default advisers for most students with questions.

The department is understaffed. The visiting team supports the program's goal of filling one-to-two tenure-track faculty positions by the 2005–06 academic year. The department head should appoint a faculty member to assist with the assistant/associate department head's duties.

With the move of the program into the new SALA building with the Landscape Architecture Department, there is a concern that the shop staff will have a workload increase due to additional students/faculty outside the Architecture Department using this facility. The added student/faculty shop activities will require the addition of shop staff.
**Human Resources Development (related to Condition 6)**

Hamer Center has supported faculty and students in a number of ways related to teaching, research, and outreach. Since 1999, the Hamer Center has secured over $480,000 in funding and involved the participation of over 150 architecture students and eight different faculty members. The center continues to grow and develop nontraditional partnerships in the United States and abroad. The visiting team supports the concept that the Center should continue its autonomy for developing outreach activities, as it continues to promulgate excellent programs. There is a need for the department head, dean, members of the center, and faculty to develop a strategic plan that provides the collective vision for the future growth of the center.

The visiting team has the following concerns:

- As the center has attracted resources and gained nationally visibility, there has been a push to institutionalize the center within a top-down decision-making structure. As a result, tension has been created as a result of a sole focus on regional and local issues, and resource support is increasingly larger in scope and beyond the boundaries of the commonwealth communities. There is risk to the Hamer Center's continued success if constraint is placed on the center extending its reach beyond Penn State's internal interests. The visiting team did find compelling projects (e.g., Brazil Consortium of Sustainable Design), which provide added value to the program in the form of global education.

- Often competing interests among administration, departments, and faculty have resulted in overextending human resources and what appears to be an unproductive micromanagement of center affairs. Examples of this include the expectation for the center to contribute to alumni/ae relations, fund-raising, and graduate student support on one hand, while faculty expect the center to do everything from identifying clients and grant writing to project management and faculty support for research.

- The center is viewed by some as doing charity work and "not really architecture," when in fact the center contributes significantly to externally funded research and scholarship.

**Physical Resources (related to Condition 7)**

The visiting team is very concerned that the construction overruns for the new SALA building will be taken out of the FF+E (furnishings, fixtures, and equipment) budget. This space must have the new furnishings to work. Moving old furnishings, fixtures, and equipment from the engineering unit will not allow for efficient use of this space for interdisciplinary collaborations. The new furnishings have been designed, or are specifically selected, to work with the scale of the new space.

**Information Resources (related to Condition 8)**

The new library space in the SALA building is an improvement on the current space. An additional advantage of the new library location is that it is closer to the main library. The main library houses books dated from 1850 and earlier. While no additional seating is being provided in the new library space, the new location is in a well day-lit corner of the building and will probably become a desirable place for students. Consideration of extending the library hours will provide one way to offset potential overcrowding.

**Financial Resources (related to Condition 9)**

The level of support of the department for the necessary enhancements to the basic curriculum is barely adequate. Since the University Park campus is isolated, funding for speakers, field trips
and conference travel are necessities of the program. The annual budget of $750 is well below what a department of Penn State's caliber should carry to appropriately support this curriculum enhancement.

It was difficult for the visiting team to assess the financial viability of the program beyond the total salary and operating budget numbers, since the university has a policy of not providing budget detail to department heads. The team was able to obtain comparative professional program information from the Landscape Architecture and Architectural Engineering Departments, but it was difficult to compare numbers due to the range of one-time monies that are not itemized that flow through department budgets. This made comparing the total costs per each full-time student difficult to determine. There is concern that when the program hires the one to two new tenure-track faculty for the next academic year, the vacant faculty lines that have been previously used to supplement the program's operating budget will no longer be available, and therefore the visiting team is unclear how the program will make up this difference in these operating expenses. The visiting team supports the College of Arts and Architecture Strategic Planning Initiatives 2005–2008, which states under Goal #5—Financial Resources, that "funds will be sought to expand the operations budget for the Department of Architecture."

Administrative Structure (related to Condition 10)

The administrative support for the program is inadequate. The visiting team thinks that more support staff is needed to handle the growing activities of the program.

There is the perception from a number of faculty that there is a "top-down" administrative philosophy at the college level regarding the development of new initiatives. It appears to the visiting team that the dean, working together with the department head, should improve the strategies for communicating to the faculty what is going on at college level (beyond just sending around minutes of meetings), along with establishing more regular meetings with the faculty to obtain their input for new initiatives and feedback on ongoing activities.

Professional Degrees and Curriculum (related to Conditions 11 and 12)

The visiting team supports the concept of a core first year for the landscape architecture, visual arts, integrated arts, and theater arts students; however, there is concern that the rigor currently found in the first-year program might be diminished and may dramatically affect the strengths of the 5-year design sequence.

Building constructability is not a consistent thread reinforced throughout the design studio sequences. Although in the first and third years this integration is very strong, its weakness in the upper level work is glaring.

Thesis projects documentation is inconsistent regarding the integration of technical building systems information. Also, there is an inconsistency in the visible evidence for how the modules of Arch 480 are used in the development of thesis projects.

The current professional degree program is rigorous and students have a range of opportunities for elective classes. However, the current degree program allows students only limited freedom to pursue their special interests. Students have limited flexibility to complete minors outside the program.

The program has developed an impressive list of electives or "Special Topics Courses" since the last visit. The program should now develop a pattern for when these electives will be offered, so students can plan for when they can take courses that match their interests.
There was limited evidence of the students’ ability to sculpt the landscape in the form of grading of site. The team feels that students would benefit from a stronger incorporation of site considerations, both natural and built, within the curriculum.

The Rome Program

The Rome program is unique, since it is the only stand-alone international program at the university. The operating budget for this program will be close to a million dollars for the 2004–05 academic year. The total budget allocation for the Rome program is larger than that for many university departments on the University Park campus. This program is highly valued by the students, alumni, and faculty in the department given the important role that it plays in the education of future practicing architects. There is, however, a range of mixed messages regarding the university’s administrative support for the program. The university administration appears to have a lack of understanding regarding the different cultural context for getting things accomplished in the city of Rome.

The team’s concerns for the Rome program are divided into four broad areas:

- Program Self-Assessment
- Human Resources, Financial Resources, and Administrative Structure
- Physical Resources
- Information Resources.

These concerns are discussed in depth in the following paragraphs.

Program Self Assessment (related to Condition 2)

The program should develop a strategic plan, with the support of the department, college, and the International Programs Office that projects a shared future vision for the program. This will allow the program to establish shared milestones and to assess the accomplishments over a period of time.

Human Resources, Financial Resources, and Administrative Structure (related to Conditions 5, 9, and 10)

The visiting team has the following concerns:

- (Condition 5) Even though the Rome program has been able to attract an excellent range of practitioners / academics, along with excellent staff to work with the program over the years (a number of staff and faculty have been involved with program for 8-plus years), the program is only able to afford to pay below market-rate salaries. In many cases, faculty are being paid teaching-assistant wages, which equates to, in some cases, almost half of what they could be compensated elsewhere.

- (Condition 9) There should be a reconsideration of the recent requirements of the university to adopt a new funding model for the Rome program for several reasons. The first reason is that the number of architecture students that attend the Rome program on an annual basis is relatively small compared with the total number of students attending international programs university-wide. The second reason is that the change of funding model dramatically reduces the amount of income for the program. This budget model change introduces a new financial model that has not been confirmed yet but appears to provide somewhat less than 80 percent of the tuition to the Rome program and somewhat more than 20 percent to University Park. In addition, the Rome program can no longer capture the differential funding from out-of-state
tuition, which was an additional $4,000 per student. Under an earlier agreement with the university, the Rome program was allowed to use all the tuition toward program budget. The Rome program tuition covers the cost of field trips, which includes the costs of the buses and hotel accommodations. With recent changes in budget accounting, there is a projected budget deficit for 2004–05 of almost $140,000. In addition, the dramatic devaluation of the U.S. dollar to the euro over the last year, along with the increase of inflation in Italy, also contributes to the budget shortfall.

- (Condition 9) Even though the budget-reporting cycle has improved over the last year regarding the submission of reimbursements to University Park International Office, additional improvements still need to be made. The turnaround time for reimbursements, sometimes taking up to and more than 4 weeks, often cuts bank account balances so low that the Rome program director is forced to choose between compensating the staff or paying the expenses for planned field trips.

- (Condition 10) The Rome program director has four supervisors: International Programs vice president, International Programs financial manager, Landscape Architecture Department head, and Architecture Department head. This administrative structure inhibits expeditious decision making. The visiting team supports the 28–30 October 2002 site visit and assessment report recommendation to re-evaluate the director’s reporting structure.

- (Condition 10) The program director’s requirement to rehire faculty every semester, no matter how long they have worked in the program, is time-consuming. Streamlining this process would save some time that could otherwise be devoted to curricular and pedagogical issues.

- (Condition 10) The recently completed program Web site provides an opportunity to assist the Rome program by:

1. Adding overview information to help students in preparing to come to Rome
2. Providing students with all the necessary information in dealing with the new Italian anti-terrorism and immigration laws (Permesso di Soggiorno) that require all students to register their housing location with the police department
3. Allowing the program to improve marketing for prospective students in the summer and for available spaces during the academic year
4. Assisting the program in making sure that there is coordination of students’ preexisting health issues before they come to Rome
5. Providing a short-term solution to improve information distribution, until Rome Web site information is added, and to develop an e-mail list-serve.

Physical Resources (related to Condition 7)

Due to the Rome program’s success, the availability of studio space during the academic year needs to be evenly distributed regarding projected student enrollments. The Landscape Architecture department should make curriculum changes to allow for the sending half of their students in the fall and half in the spring. This arrangement allows the Rome program to evenly balance the space needs, and therefore not have to rent more expensive space for short periods of time.

Information Resources (related to Condition 8)

Even though students have the ability to have books checked out and sent to Rome for the semester, the program should redouble efforts to build library resources for the program facility.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

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This criterion is well met. A particular and persistent strength of the Department of Architecture is the high caliber students the program attracts every year. Although many students opt to explore other disciplines, especially after the first and second years, the retention of students that enter the university in architecture is very high. Naturally, the intellectual life of the university benefits directly from the presence of the Department of Architecture. The current interaction among the Departments of Architecture, Art History, and Architectural Engineering is a unique curricular structure. The move to the "Arts Quad" will further reinforce the social and intellectual connections among the greater arts community. Similarly, the increasing interdisciplinary nature of the faculty research draws from the diverse resources of the university. This relationship is reciprocal: both the Department of Architecture and the greater university community benefit from the department's increased outreach toward its academic neighbors.

1.2 Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

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The student body of the architecture program is exceptionally intelligent, hardworking, and mature. They take initiative and assume responsibility for their own learning progress. The department exposes the students to a wide range of diverse ideas in allied design disciplines, including landscape architecture, architectural engineering, art, and art and architectural history. The lecture series "Topical Tuesdays" is unique to the program and provides weekly events, including lectures, films, juries, and exhibits. Students and faculty interact and share interests not formally taught in the classroom in these lectures.

The program supports and encourages students to become leaders within the community through various design/build and service learning programs. The Campus Construction Project and the American Indian Housing Initiative are programs that students find helpful in understanding other issues related to architecture such as social and community awareness. The collective learning that takes place through these programs places great importance on collaborative decision making that happens in the everyday field of architecture.
Interaction between students and faculty is exemplary. Students feel comfortable approaching faculty with questions or concerns over course work. Dedicated faculty offer countless hours of out-of-class time providing additional instruction for students. Studio representatives from each year make up the Student Council who communicate directly with the administration and represent the student’s voice. Monthly meetings offer students a great opportunity to express ideas and concerns with the administration.

### 1.3 Architecture Education and Registration

*The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.*

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This criterion is minimally met. There is currently no linkage of the program to the state licensing board. The Department of Architecture at Penn State is uniquely qualified to provide students with the necessary tools to move through productive internships and licensure. Linkages found among the Departments of Architectural Engineering, Art History, and Landscape Architecture provide unique collaborative opportunities for architecture students. The Hamer and Raymond A. Bowers Centers are routinely recognized for achievement, outreach, and external grant awards. These programs are specifically designed for institutional outreach and professional interaction. Both are models for collaborative education. Information gained by the team in student interviews indicates actual collaborative experiences can improve. A higher level of consideration between professions will increase the quality of student work in each professional program and better prepare students for the actual experiences they will encounter after completing the program.

Associate Prof. Bret Peters’ professional practice course adequately covers professional, legal, and ethical issues. Students have expressed concern that certain information relating to licensure should be imparted earlier in their academic careers, since the last semester of school is not the best time to learn about preparing for the licensing exam. Improvements to the timing of when this information is distributed will serve to facilitate the internship experience, certification, and retention of talent in the commonwealth along with the profession of architecture.

### 1.4 Architecture Education and the Profession

*The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.*

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The program meets its mission in preparing students to enter the profession of architecture. Students are exposed to the history of the profession and the roles and responsibilities of the profession of architecture to society. The unique position of the program within the College of Art and Architecture and the cross-curricular connection to the Architecture Engineering program enable students to develop mutual respect and understanding for allied professions, a skill that will be welcomed in current practice. The design tools for visualization and fabrication well prepare students to enter the evolving
environment of practice and the building profession. Recent graduates have chosen to work in diverse settings within and outside the profession and building industry.

The Hamer Center for Community Design Assistance is a valuable asset to the program and provides an opportunity to prepare students for the future practice of architecture. The department continues to build on its relationship with the Middle Pennsylvania Chapter of the AIA and to bring local practitioners into the classroom for presentations on the issues of current-day practice.

1.5 Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met [X] Not Met [ ]

This criterion is well met. The Department of Architecture prepares the graduating student well for professional engagement with society and the environment. The curriculum focuses on both urban issues and the natural context. There are academic opportunities for the students to participate directly with outreach initiatives through the Hamer Center or the Fourth Year Urban Design Studio. There also exists a strong concentration on environmental stewardship and sustainable design strategies.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Met [X] Not Met [ ]

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

Met [X] Not Met [ ]

The team did not find the required NAAB language in the 2004–06 Undergraduate Degree Programs bulletin. Although the team did find that the new Web site for the architecture program does have the NAAB required language, this condition is not met.
4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

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This condition is not met. There have been improvements in the number of women faculty appointments, but the department needs to find ways of recruiting additional women and ethic minorities.

5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

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This condition is not met. There are a number of issues that need to be improved.

University Park

Faculty advising needs to be improved. The staff has become the default advisers for most students with questions.

The department is understaffed. The visiting team supports the program's goal of filling one-to-two tenure-track faculty lines by 2005-06 academic year. The department head should select a faculty member to assist with assistant/associate department head duties.

With the move of the program into the new SALA building with the Department of Landscape Architecture, there is a concern that the shop staff will have their workloads increased due to additional students/faculty outside of architecture using this facility. These added student/faculty activities will require the addition of shop staff.

Rome Program

Even though the Rome program has been able to attract an excellent range of practitioners/academics, along with excellent staff to work with program over the years (a number of staff and faculty have been involved with the program for more than 6 years), the program is only able to afford to pay below market-rate salaries. In many cases, faculty are being paid teaching assistant wages, which equates to half of what they could be compensated elsewhere.

6. Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

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This condition is well met. In spite of a lack of financial resources, the department has done well in providing a range of diverse activities for the department. A selected list of activities from the Rome program and the Hamer Center follows.

**Rome Program Activities**

- "Continuity and Discontinuity" Workshop with Robert Venturi, Denise Scott Brown, and in collaboration with Università degli Studi Roma Tre—2001
- Design intervention and outreach charrettes over the last 5 years for the Municipalities of Siena, Matera, Tursi, and later this spring, Otranto
- A 14-day international workshop and seminar culminating in the Premio Piranesi at Hadrian's Villa. A program developed in collaboration with the Politecnico di Milano, architecture faculty and included the participation from the following universities: Università degli Studi di Napoli; "La Sapienza" University of Rome; Istituto Universitario di Architettura a Venezia; Università degli Studi di Firenze, Universität Weimar, Germany; and Delft University, The Netherlands.
- "Città Eterna/Città Sostenibile Roma," a conference and workshop on the issues of sustainable architecture in cities, developed in collaboration with the "La Sapienza" University of Rome
- "Stalker" Workshops, usually one a semester, investigate a range of spatial issues. This is an innovative, young architecture/experimental architectural firm from Rome that collaborates with program students, along with architecture and social sciences students from Università degli Studi Roma Tre. Fall 2004 project focused on Corviale public housing.

**Hamer Center**

2004–05 Design for Disassembly in the Built Environment
Community Housing Resource Center/U.S. EPA Grant—$38,500

2002–06 International Consortium on Sustainable Urban Design
Dept. of Education, Fund for the Improvement of Post-Secondary Education Grant—$209,000

2003 Active Community Environments: Tools for Pennsylvania Health Partners

2003 Measuring Barriers to Active Living in African-American Neighborhoods
Pennsylvania State University (PSU) Africana Research Center

7. **Physical Resources**

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

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The workshop space and equipment are assets to the program. In addition, the shop facilities are available to students for long hours and are well staffed with qualified shop assistants.

The new SALA Stockman Family Building will locate the architecture and landscape architecture programs in an open, shared environment. The green-designed, potentially gold LEED certified SALA building will become a model environment for students of the school and a construction model for the larger university.
8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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See the Information Resources section under University Park and Rome Program, in Section I, 5, Causes of Concern.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

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This condition is not met. A number of issues need improvement.

University Park

The level of support of the department for the necessary enhancements to the basic curriculum is barely adequate. Since the University Park campus is isolated, funding for speakers, field trips and conference travel ($750 annually) is meager.

It was difficult for the visiting team to assess the financial viability of the program beyond the total salary and operating budget numbers, since the university has a policy of not providing budget detail to department heads. The team was able to obtain comparative professional program information from the Landscape Architecture and Architectural Engineering departments but found it difficult to compare numbers due to the range of one-time, unspecified monies that flow through department budgets. This made comparing the total costs per each full-time student difficult to determine. There is concern that when the program hires the one-to-two new tenure-track faculty for the next academic year, the vacant faculty lines that have been previously used to supplement the program's operating budget will no longer be available, and therefore the visiting team is unclear how the program will make up this difference in operating expenses. The visiting team supports the College of Arts and Architecture Strategic Planning Initiatives 2005–2008, which states under Goal #5—Financial Resources, that “funds will be sought to expand the operations budget for the Department of Architecture.”

Rome Program

- (Condition 9) There should be a reconsideration of the recent requirements of the university to adopt a new funding model for the Rome program for several reasons. The first reason is the number of architecture students that attend the Rome program on an annual basis is a relatively small number compared to the total number of students attending international programs university-wide. Secondly, the change of funding model dramatically reduces the amount of income for the program. This budgeting change introduces a new financial model that has not yet been confirmed, but appears to provide somewhat less than 80 percent of the tuition to the Rome program and somewhat more than 20 percent to University Park. In addition, the Rome program can no longer capture the differential funding from out-of-state tuition, an additional $4,000 per student. Under an earlier agreement with the university, the Rome program was allowed to use all the tuition toward program budget. The Rome program
tuition covers the costs to attend field trips, which includes the costs of the buses and hotel accommodations. With recent changes in the budgeting accounting formula, there is a projected budget deficit for 2004–05 of almost $140,000. In addition, the dramatic devaluation of the U.S. dollar to the euro over the last year, along with the increase of inflation in Italy contributes to budget shortfall.

- (Condition 9) Even though the budget-reporting cycle has improved over the last year regarding the submission of reimbursements to University Park International Office, additional improvements still need to be made. Turnaround time for reimbursements, sometimes taking up to and beyond 4 weeks, often cuts bank account balances so low that the Rome program director is forced to choose between compensating the staff or paying the expenses for planned field trips.

10. Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

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See "Administrative Structure" under Section I, 1, Team Comments and Section I, 5, Causes of Concern.

11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

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University Park

- The rigor of the 5-year design sequence allows students to start dealing with the design for a complex building program at the beginning of the third year.
- The current professional degree program is rigorous and students have a range of opportunities for elective classes; however, the current degree program in place allows students only limited freedom to pursue their special interest and limited flexibility to complete minors outside the program.

Rome Program

Students take a fourth-year Architectural Design Studio (499A); Architectural Analysis (499B), taught by Prof. Martemucci; Imago Urbis: Roman Topography through its Cartography (499C), taught by Prof. Ceen (a favorite course among students); and an Italian Language Course (297), taught by Prof. Barbara Parisi (another popular course with students due to the innovative strategies that are used to immerse students in Italian culture using language). This series of courses provides students the ability to understand the city via a history of maps (499B+C) and to understand local culture through language (297) and the relationship of the architecture to urban
spaces (499B). Students commented about the effective coordination of course content among
the instructors of the multiple courses that they are taking.

12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the
performance criteria set out below, which constitute the minimum requirements for meeting the
demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

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12.2 Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

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This criterion is well met. The third-year-level design courses have a superb level of
representation. There is strong a culture of representation that seems to be a follow-up
from the late former Department Head Raniero Corbelletti's idea of drawing as thinking.
Viscom I and II drawings are a strength of the program and provide students with a solid
foundation for graphic skills for later years.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the
programming and design process

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Arch 311 covers more general historical research but is not tied to design.
The examples of Arch 491/2 Architecture Design thesis books show research skills at an
ability level.

12.4 Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex,
or urban space

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Arch 311 minimally meets this criterion.
Course 499C, taught by Alan Ceen in the Rome program, is an excellent example of
demonstrating the application of knowledge for it requires student documentation, via
drawing, of their navigations through the city of Rome.
12.5 Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met  Not Met
[X]   [ ]

In Arch 132, team-built projects provide great examples of student work that demonstrate strong fundamental design skills.

12.6 Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

Met  Not Met
[X]   [ ]

12.7 Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

Met  Not Met
[X]   [ ]

Arch 491/2, Architecture Design Thesis, applies the theories and inquiries that seek to clarify relationships in projects.

12.8 Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

Met  Not Met
[X]   [ ]

12.9 Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

Met  Not Met
[X]   [ ]

Arch 131, 231, 232 show strong evidence for using precedents.
In Arch 331/332 using precedents is not as evident.
Arch 480, even though not listed, is a great example of how the use of precedents can be applied to the understanding of building systems.
12.10 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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All the courses offered in Rome met this criterion very well.

12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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The team did not find evidence of awareness related to this criterion within the required course work.

12.12 National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

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12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design.

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12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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The team did not find evidence of consistent application of accepted accessibility criteria to course work.
12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

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This criterion is not met. There was limited evidence of the students' ability to sculpt the landscape along with the grading of a site. The team feels that students would benefit from a stronger incorporation of site considerations, both natural and built, within the curriculum.

12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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This criterion is well met. The rigor of the second-year design studios provides a strong foundation for the third-year design studio sequence.

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems

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Student work was not made available.

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

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This criterion is minimally met. Arch 211 showed some examples of daylighting. Arch 480 lectures partially address this criterion topic. There is limited evidence of acoustics and daylighting studies. This course is strong in mechanical systems but does not address the other principles for this criterion. Although the curriculum has ample instruction in environmental systems, the team did not find sufficient evidence of integration of the full range of environmental systems within the student design work, including acoustics, lighting, climate modification systems, and energy use.
12.19 Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

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12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

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12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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This criterion is not met. The team was unable to find evidence regarding the comprehension and assimilation of information to inform the design of plumbing, electrical, vertical transportation, communication, security, and fire-protection systems.

12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

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12.23 Legal Responsibilities

Understanding of architects’ legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

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12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and
areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

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This criterion is minimally met. Arch 492 thesis projects do indicate a basic understanding of this criterion. Building code compliance information is not clearly documented at an understanding level.

12.25 Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

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This criterion is well met. Arch 203/04 studio projects show a strong understanding of building materials and assemblies.

12.26 Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

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The team found inconclusive evidence of an awareness of development of financing principles, building budgeting economics, and construction cost control within design projects presented.

12.27 Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

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This criterion is well met. This criterion is strongly represented in the third-year design studio work.

12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

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This criterion is not addressed in Arch 121 Visual Communications I, but it is met in Arch 132 and in the third-year design studio work.

12.29 Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria

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This criterion is minimally met. High-pass thesis projects meet this criterion, but there is a limited amount of wall-section development in the design projects.

12.30 Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

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12.31 The Legal Context of Architectural Practice

Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

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12.32 Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

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12.33 Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

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12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

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12.35 Architects' Leadership Roles

Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

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12.36 The Context of Architecture

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

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</table>

This criterion is treated more in Arch 431 than in Arch 311. Students in Arch 431 meet with city officials to understand the social and political factors related to the context for architecture.

12.37 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice

<table>
<thead>
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<th>Met</th>
<th>Not Met</th>
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Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2004 Pennsylvania State University Architecture Program Report.

Penn State's Department of Architecture has a long tradition of preparing emerging architects for professional practice. The core of the program is the five-year Bachelor of Architecture degree. Its studio sequence remains the guiding structure of the program, supported by theoretical technical expertise in building systems, site analysis and digital systems.

The Pennsylvania State University is strategically located in the geographic center of the Commonwealth of Pennsylvania, and is a state-related institution with an attractive, expansive campus environment. The University offers a broad range of academic programs and is a major worldwide research facility. The institution was chartered by the Pennsylvania legislature as The Farmers High School in 1855. In May 1862, it was renamed The Agricultural College of Pennsylvania and on April 1, 1863, the State Legislature designated Penn State as the Land-Grant College of the Commonwealth.

In 1874, it was renamed The Pennsylvania State College, the name it was known by for the next 79 years. In 1953, the name was changed to The Pennsylvania State University in formal recognition of what it had long since become, one of the leading educational institutions in the country.

The original student body of 69 has grown to 83,177; the faculty of four to over 5,393, plus another 2,701 part-time faculty. The University, whose prime purpose has always been to serve the people and the interests of the Commonwealth and the nation, is accredited by the Middle States Association and is a member of the Association of American Universities.

Penn State has 24 locations statewide, Agricultural Extension offices in each of 67 counties, and continuing education opportunities offered in nearly 300 high schools and other locations, and through television, the internet and correspondence. One out of every ten college students in Pennsylvania attends Penn State. Enrollment for the Fall Semester of 2003 was 83,177. As a major research facility, the University administers over $461 million dollars in sponsored research.

Penn State's University Park is the main campus with an undergraduate student population of 35,002, and a graduate enrollment in excess of 6,793. The campus physical plant, valued at $2.3 billion, includes over 740 general and educational buildings, auxiliary structures, and 6,419 acres of land.

General operations of the University are supported by appropriations of the State Legislature, by tuitions and fees, and by certain appropriations from the Federal Government.

Governance and control of the institution is vested in a Board of Trustees of thirty-two members. The Board of Trustees is the final repository of all legal responsibility and authority to govern the University, under the Corporation Code of Pennsylvania.
The internal governance of the University is controlled by the President and his Administration, by University Council, by the Faculty, and the Student Body in accordance with the delegation of authority and advisory roles set forth by the Trustees.

The organization of the University includes eleven academic colleges, The Schreyer Honors College, the Division of Undergraduate Studies, the University System of Commonwealth Campuses, the College of Medicine, Dickinson School of Law, the Graduate School, and the World Campus. Library services come under the direction of the Dean of Libraries.

The academic colleges of the University offer undergraduate majors leading to baccalaureate and associate degrees in Agriculture, Arts and Architecture, Business Administration, Communications, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, Information Sciences and Technology, The Liberal Arts, and Science. In addition, Capitol Campus at Middletown, Behrend College at Erie, and the Pennsylvania College of Technology in Williamsport, provide alternative educational settings in which students may enroll in selected undergraduate degree programs, while Dickinson School of Law in Carlisle, the Penn State Great Valley near Philadelphia, and The Milton S. Hershey Medical Center offer advanced degree programs.

2. Institutional Mission

The following text is taken from the 2004 Pennsylvania State University Architecture Program Report.

Penn State is a multi-campus, public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world through integrated, high-quality programs in teaching, research, and service.

Our instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and selected professions.

As a land-grant university, we also hold a unique responsibility for outreach and public service to support the citizens of Pennsylvania. We engage in collaborative activities with industrial, educational, and agricultural partners here and abroad to disseminate and apply knowledge.

The College of Arts and Architecture has an overarching mission to provide accessible, high-quality, diverse programs, courses, lectures, exhibits, and performances in the arts and humanities for Penn State students, faculty, and the citizens of the community and the Commonwealth. Our vision is to achieve excellence and attain national and international distinction in all our endeavors.

To accomplish this vision, our mission is to:

- Prepare enlightened practitioners, leaders, and teachers in the visual, performing, and design arts.
- Provide accessible, high-quality, and culturally diverse general education in the arts for all Penn State students and individuals beyond Penn State.
3. Program History

The following text is taken from the 2004 Pennsylvania State University Architecture Program Report.

The Department of Architecture was established in 1910 with a four-year course in Architectural Engineering; and in 1922, a curriculum in architecture was added leading to the degree Bachelor of Science in Architecture. The enrollment reached a high of 163 in 1930, and dropped to 83 during the Depression years of 1935–36. In 1948, the curriculum changed from a four-year to a five-year program, and the number of students gradually increased from 158 in 1948 to 194 in 1955–56, and reached a total of 256 in 1962.

At one time the Department was grouped in the College of Engineering and Architecture, and managed the departments of art and architectural engineering. In January 1963, the Department became part of a newly established College of Arts and Architecture and by 1972 the enrollment in Architecture had risen to 480. By instituting a quota of admission in 1972 and by being highly selective in its acceptances, the Department since 1975 has remained relatively small and constant in size (+/-250), thus maintaining an essential personal contact between faculty and students. The Department presently enrolls 242 undergraduate students majoring in architecture.

In the fall of 1972, the Department of Architecture initiated the phasing in of a revised 4+2 program in architecture. The revised program became operative in its totality by fall 1976. This program was formulated by the Department through its Curriculum Committee, endorsed by the faculty and replaced five-year curriculum in effect since 1948, and consisted of a two-phase, six-year period of studies leading to the professional degree of Master of Architecture. The total program was encouraged and endorsed by the National Architectural Accrediting Board and the related professional associations. The program geared itself toward a more open-ended and flexible approach toward architectural education. It offered more options and opportunities to the candidate in the pursuit of professional vocations, based on interests and qualifications.

For various reasons (such as the migration of many of the best students to other schools’ graduate programs) this six-year program was deemed unsuccessful. The faculty of Architecture was unanimous in its opinion that the reintroduction of the fifth year of intensive professional studies would provide the appropriate knowledge and the desired skills. The reinstatement of the fifth professional year at Penn State occurred in March 1979, and the five-year B. Arch. remains our present structure today.

The 5-year professional undergraduate program (Bachelor of Architecture Degree) requiring a total of 165 credits includes core courses in design, technology, and theory,
and admission requirements are based on overall academic performance and demonstrated professional maturity.

Until 1997 the Department offered the 4-year, 135-credit pre-professional program (Bachelor of Science Degree) with options enabling students to "spin off" from the core program at the end of the third year. While this optional spin-off has been eliminated, the department continues to offer the 4-year, 135 credit pre-professional program for those students that either choose not to enter the fifth year, or are deemed ineligible because of academic performance.

The two-year graduate professional program which was retained after the reinstatement of the B. Arch. program was officially dropped in the fall of 1983. The post-professional graduate program for the Master of Science Degree was retained. In 2002, the faculty chose to move the graduate program to a post-professional Masters of Architecture with these areas of interest: Architectural Theory, Community and Urban Design and Digital Design.

For decades, the Department offered study abroad opportunities with programs in the United Kingdom, Germany, and Florence, Italy. In 1991, the Department consolidated these options, moving the Program to Rome and made it a requirement for all of our fourth-year students to spend a full semester there. In 1992, the Department negotiated a long-term lease for instructional facilities within the Palazzo Doria Pamphili, in the center of Rome. Our facilities there include two studio spaces, two classrooms, a library, a computer lab and administrative support areas.

In 1994 the Raymond A. Bowers Program for Excellence in Design and Construction of the Built Environment was initiated from an endowed fund to support interdisciplinary cooperation between the departments of architecture, landscape architecture and architectural engineering. This program operated as a joint design studio for two years, and then due to a short hiatus in staffing, it lapsed for two years. In the fall of 1998 it was reinstated as a fourth-year interdisciplinary design studio with an urban design focus. Presently, the Bowers Program receives proposals annually that show support for the intentions of the endowment by way of research projects or class instruction. In recent years, the Bowers Program has provided "seed" financial support for projects such as our American Indian Housing Initiative, an architectural lighting laboratory, and other similar interdisciplinary projects.

At the time of the last accreditation visit, Jawaid Haider, Ph.D., professor in charge of the Graduate Program, served as the interim head until the fall of 1999. James Wines was appointed as our department head for the period fall 1999 through Spring 2002. Daniel Willis, Associate Professor of Architecture at Penn State was appointed as interim head for a two-year term and following an international search Prof. Willis was appointed our new department head beginning in July 1, 2004.

The School for Architecture and Landscape Architecture (SALA) was established in 1997 with the intent to encourage further cooperation and joint efforts between the departments of architecture and landscape architecture. Administratively, the Department of Architecture reports directly to the dean of the College of Arts and Architecture, however, SALA functions as an umbrella for interdepartmental issues and is governed by a School Council composed of an equivalent number of faculty members from each department.

Two centers were established within SALA through committed endowment funds. The Hamer Center for Community Design Assistance began operation in January 1999 and offers design assistance to communities and planning agencies in the Commonwealth of
Pennsylvania. The Stuckeman Center for Design Computing is the expansion of the existing design computing center, began in the summer of 1998, and provides management of the design computing operations and instruction within the two departments of Architecture and Landscape Architecture.

4. Program Mission

The following text is taken from the 2004 Pennsylvania State University Architecture Program Report.

To serve as a leading national and international, studio-centered program in the art and science of architecture, which is responsive to the most important social, environmental, technological and cultural challenges of the 21st Century. To achieve excellence in teaching, research, design, outreach, advising and service to society.

In support of this mission, our aim is to:

- Educate undergraduate and graduate students in the art and science of architecture and to prepare them for a life of creative engagement and personal fulfillment in the practice of architecture and related fields.
- Encourage the production of exemplary works of architectural design, theory, critical analysis, and research in a studio-centered learning environment.
- Increase the cultural, religious, ethnic and gender diversity in the student body, the Faculty and in the curricular subject matter.
- Provide an educational environment that encourages the cross-fertilization of knowledge from all of the arts and sciences, where students and teachers are motivated to participate in the most urgent contemporary social, cultural and environmental issues.
- Educate in the areas of ethical behavior, critical thinking, life-long learning, and service to society.
- Develop a teaching/learning environment that encourages collaboration and teamwork, as well as individual research and creative activity.
- Serve the regional area, the Commonwealth of Pennsylvania, the Nation and the international community by increasing public awareness of architecture.

This mission statement was incorporated into the College of Art and Architecture’s Strategic Plan in December 2001.

5. Program Strategic Plan

The following text is taken from the 2004 Pennsylvania State University Architecture Program Report.

As of July 2004, the strategic plan shown below was reported to the College of Arts and Architecture for the Department of Architecture. This plan is a preliminary version of the 2005 strategic plan that must be generated during the 2004-05 academic year. (All Departments in the University will be required to revise their strategic plans this year.) Some aspects of this plan have already been put in operation. It is in many ways similar to the Department’s 2001 strategic plan (see Appendix H). It has been reviewed by the Dean and the Associate Dean of the College, and so should closely approximate what will be the Department’s next institutionally approved strategic plan. The plan has also been reformatted to better fit the needs of the APR.
GOAL 1—QUALITY

OBJECTIVE 1: ACADEMIC EXCELLENCE

To maintain and improve the quality of teaching, learning, research, creative accomplishment, and advising through a combination of existing and new academic programs, enhanced faculty development programs, and curricula that respond to the needs of the architecture profession and society.


2. Complete the ongoing review of the current B. Arch. curriculum, in order to look for opportunities to increase the efficiency with which course content is delivered, and to increase the opportunities for students to gain specialized knowledge through electives, minors, and interdisciplinary programs. Coordinate this effort with the work being done at the College level on the Core Curriculum. Scheduled to complete by May 2005.

3. Study the future of the Bachelor of Architecture degree, particularly in light of NAAB's decision to cease accrediting new B. Arch. programs. Consider alternative professional degree programs that suit Penn State's institutional structure and mission. Hosted symposium in November 2003. Faculty has decided to continue B. Arch. program.

4. Assess trends in grading, and review policies for the Second-Year Portfolio review and Fifth-Year Admission review, and other milestones such as the Fifth-year "Red Light/Green Light" review, to determine if these are working to promote high standards of academic excellence. Encourage faculty to uphold high academic standards in their courses and reward those who do. This charge will be assigned to faculty committees for a report and recommendations by May 2005.

5. Place the Student Survival Guide on the new website, and add a section on "Frequently Asked Advising Questions." Survival Guide is on the website. Advising "FAQs" will be generated Fall of 2004.

6. Develop a departmental lecture and symposium series that gains national significance, by including prominent guest speakers and an increasing emphasis on cutting edge subjects in all of the arts and sciences. Fundraising for the lecture series should be a top development priority. Ongoing

7. Create an alumnae advisory board with specific responsibilities to help with departmental policy and fund raising. Complete by 2005.

8. Improve relations with the local AIA chapter, and look for more opportunities to integrate Department and Chapter activities. The Department Head should encourage faculty to join the AIA, taking advantage of the new discounted dues for full-time educators. Ongoing. AIA officers will be invited to a Fall 2004 faculty meeting to explain membership programs and benefits.

9. Build on the existing Career Fair and the relationship with the AIA to increase the amount of professional career advice available in the Department. Use the professional practice course to introduce IDP and professional licensing issues to students. Career Fair has been run successfully the past two years. The IDP and licensure are fully explained as part of the professional practice curriculum.

OBJECTIVE 2: ESTABLISH PRIORITIES FOR FUTURE GROWTH

The Department must establish educational priorities that accurately reflect the qualities of our academic programs and the characteristics that distinguish us from other schools of Architecture. We must consider these priorities when making decisions that will affect the future of the Department.
1. Establish a set of five educational priorities that encompass the expertise and interests of the entire faculty, while reflecting the realities of our geographical and institutional location, our budget, and our mission. These are:
   a. Attention to the Practice of Architecture
   b. Digital Tools for Visualization and Fabrication
   c. Sustainability (Broadly Defined)
   d. Critical Thinking/Critical Making
   e. Community Design

   *Priorities proposed by Department Head, July 2004. Faculty review and comment period should conclude in Fall 2004.*

2. Explore opportunities in continuing education, particularly with regard to our facilities in Rome. *Charge to Foreign Study Committee, Spring 2005.*

3. Explore the potential of more focused professional graduate education, including the possibilities of an M. Arch. program in school design, a collaborative M. Arch. program with Roma Tre University, and a partially online M. Arch. in digital visualization and fabrication. *Charge to Graduate Committee, Fall 2004.*

4. Participate in and help to shape the College initiative in Digital Arts, Design and Fabrication. *Ongoing. Architecture will offer its first course in these areas during the 2004-05 academic year.*

5. Participate in, and help to shape the College initiative in Historic Preservation. *Ongoing. Architecture took the lead, preparing a benchmark study of other programs.*

6. Hire a fixed-term faculty member to serve as a bridge between our initiatives in Digital Visualization/Fabrication and our Design-Build service learning projects. The goal of this person should be to help us establish Penn State as one of the recognized leaders in the two areas. *Peter Aeschbacher hired for two-year appointment, beginning Fall 2004.*

7. Take advantage of existing faculty expertise in order to create new course offerings and/or changes to existing courses to cover the subjects of green design and sustainable architecture. *Charge to Curriculum Committee for 2005-06.*

**OBJECTIVE 3: FACULTY DEVELOPMENT**

*Encourage the production of exemplary works of architectural design, theory, critical analysis, and research. Maintain and improve the quality of teaching, learning, research and creative accomplishment through enhanced faculty development programs.*

1. The Department Head and the College Associate Dean for Research and Graduate Studies should encourage, reward, and help to facilitate faculty research and creative achievement. Use differential workload allocation among faculty to enhance overall Department production of research and creative work. *Ongoing. Differential workload agreements already in place for several faculty members.*

2. Improve opportunities for faculty growth and development through re-prioritizing the Department budget, supporting faculty efforts to secure external funding, and by securing additional financial support for the Department. *Ongoing. Additional funding from Provost secured for digital fabrication and historic preservation initiatives.*

3. Use the Bowers Program and the Stuckeman endowment to promote interdisciplinary and collaborative projects with Landscape Architecture and Architectural Engineering. *Ongoing.*

4. Increase the funding available to support faculty travel to conferences, to pursue research, etc. Continue to look for ways to increase this support. *Ongoing. Increased faculty travel allowance since 2003.*
OBJECTIVE 4: IMPROVE TECHNOLOGY, FACILITIES, AND RESOURCES

Critically engage computer technology as a resource for design visualization, a means of conducting research and analysis, a reinforcement of studio pedagogy, a foundation for digital learning, and as an instrument of global outreach and communications. Capitalize on the attributes of the new Stuckeman Family Building to enhance teaching and research in the Department.

1. Implement a Computer Purchase Requirement plan for incoming students. This will allow the Department to shift its resources from "commodity computing" to supporting advanced techniques in digital visualization and fabrication. Preliminary proposal to Dean completed. Working with College IT manager to finalize.

2. Coordinate the Department’s instruction in computing with the College initiatives in Digital Design, Art and Fabrication ("DADFab"), the College-wide Core Curriculum, and the College’s planned major and minor in Digital Media. This will include the hiring of an additional architecture faculty member with expertise in these areas. Planning of this is ongoing in the College. New Architecture faculty hire will be in either 2005–06 or 2006–07.

3. Give focus to the M. Arch. track in Digital Design by specializing in the relationship between visualization and fabrication. Explore the possibility of a primarily online M. Arch. program in this area. Prof. Kalisperis, et al. are developing this area of specialization. The online M. Arch. will be studied during 2004–05.

4. Open up research into the relationships between the practice of teaching and new options for the delivery of information through computer technology. Apply for NSF Equipment grants, and look to similar sources of external funding to support faculty and student research, including research into pedagogy. Several NSF and NCIIA grant proposals are planned for the 2005 funding cycle.

5. Use our computer facilities to overcome departmental isolation issues by expanding the reception of information to international locations, where we can access alumni/ae, critics, juries, consultants and lecturers. The IEL is being supported by a Bowers grant and is used to host virtual reviews. Development of these capabilities is ongoing.


7. Integrate computer modeling with the new Digital Fabrication Lab and the IEL in collaboration with NBBJ, where the production of physical models can be aided by digital technology. A ULS laser-cutter was purchased in 2004. A Precix CNC milling machine will be added to the Digital Fabrication Lab and be supported by a Stuckeman grant in 2004.


9. Identify all major Pennsylvania-based manufacturers of building and construction-related products and appeal to them for the funding of lectures, publications, scholarships, foreign travel, new facilities, etc. Begun by James Wines in 2000. Ongoing effort. Glen-Gery Brick Corporation is now a regular contributor.

GOAL 2—VISIBILITY

Architecture is ideally positioned between art and science, applied and theoretical knowledge, environment and culture to play a central role in the intellectual life of the University. The Department should seize this opportunity, and strive for greater visibility and impact on campus and within the University. Furthermore, the Architecture Department should distinguish itself from its external peers. Our students, potential students, alumni/ae, and professional architects should be aware of our strengths and areas of emphasis.
OBJECTIVE 1: ESTABLISH AND IMPROVE THE DEPARTMENT’S IMAGE
The image and visibility of the Department is not representative of the quality of our programs. We must seek to rectify this situation so that our academic programs, students, and faculty achieve the recognition they deserve.

1. Revise the Department website so that it more effectively communicates who we are and what we do with prospective students, parents, alumni, and professionals. Utilize the five “Educational Priorities” to give shape and identity to the Department. Make the website an environment for discourse, exchange and interaction. New website will be rolled out in Fall 2004. Ongoing refinement through 2005.

2. Improve the national and international profile of the Department by seeking opportunities to host events, symposia and conferences, such as: “Symposium on the Future of Architectural Education,” “Synaesthesia,” “Structures for Inclusion II,” and “Jewish Space”. Ongoing effort. All of the examples listed occurred during 2003–04.

3. Develop the research/outreach productions of the department to international standards and improve the dissemination of information through publications, lectures and exhibitions. Ongoing effort.

4. Try to establish a regular scholarly publication edited by faculty and students of the Department. David Gissen is developing a proposed department journal.

5. Utilize the gallery space in the new Stuckeman Family Building to organize a continuing series of high quality exhibits, including frequent exhibits of student and faculty work. Begin in 2005.

6. Encourage faculty and student involvement with community and campus planning issues. Encourage faculty and students to participate in meetings or to serve on planning committees, to write letters and articles to local newspapers, and to take on local design issues in studios and other courses. Ongoing effort. Faculty regularly participate in local decision-making. Students and faculty participate in the University’s architect selection process.

7. To the extent financially feasible, strive to develop additional General Education offerings (such as “the American House” and “Sustainable Living”) that will expose the wider university student body to architectural principles and knowledge. Charge to Curriculum Committee or sub-committee in 2005–06.

8. Continue and enhance existing “visibility” efforts—the Kossman Review, Units newsletter, pumpkin carve, student exhibits, etc. Ongoing.

GOAL 3—DIVERSITY AND COMMUNITY
To build a community that exemplifies the ideals of diversity, faculty-staff-student interaction, active learning, and innovation, and that fosters a climate of respect for the free exchange of knowledge and ideas. To promote and maintain a welcoming and inclusive climate for all persons in the College of Arts and Architecture.

OBJECTIVE 1: IMPLEMENT PORTIONS OF COLLEGE PLAN TO FOSTER DIVERSITY RELEVANT TO ARCHITECTURE

1. “Study the feasibility for a summer program to recruit underrepresented students.” Create an Architecture Summer Camp and work with the College Office of Multi-Cultural Programs and the Development office to attract minority students to the camp and scholarships to support their participation. First Summer Camp run 2004.

2. “Create a comprehensive recruitment plan aimed at targeted high schools, identified by the various academic units and coordinated by the Office of Multicultural Programs.” The Architecture Department is developing a relationship with Philadelphia’s Charter High School for Architecture and Design (CHAD). Ongoing relationship with CHAD: Starting new initiative in Harrisburg in 2004.
3. "Increase faculty representation from identified underrepresented populations..." Architecture should work to identify and actively recruit minority applicants for the next tenure-track job opening(s). Search committee is actively seeking minority candidates.

4. "Increase faculty representation of women on the faculty..." Architecture will also actively recruit female applicants for open professorial and staff positions. In addition, the Department will prioritize the hiring of women part-time and adjunct faculty. See above. Most part-time faculty since 2002 have been female.

5. Continue to emphasize the College's goals to "diversify and integrate underrepresented faculty, staff, and administrators" in the charge to all search committees and to emphasize the College Faculty Search Procedure Guidelines as they pertain to the recruitment of underrepresented groups. Ongoing.

6. Take a proactive role in identifying candidates from underrepresented groups in the search and hiring process for all staff positions. Ongoing.

OBJECTIVE 2: DIVERSIFY THE STUDENT BODY IN ARCHITECTURE

1. Support and improve the Architecture Summer Camp as a way to attract diverse students to the Department and architecture profession. Initiative for 2004–05.

2. Strengthen our relationship with CHAD. Look to establish a similar relationship with high schools in the Pittsburgh area, and in other urban areas throughout the state. Ongoing.

3. Faculty advisors should pay particular attention to minority student retention. Ongoing. This effort is supported by Curt Marshall, College Coordinator of Multi-Cultural Programs.

4. Use the American Indian Housing Initiative (AIHI) and other community-based service learning projects to inform underrepresented groups of careers in architecture and the Penn State programs in architecture. Connections with tribal colleges ongoing.

5. Explore possible exchange programs with universities in Brazil and Rome. Ongoing. Brazil exchange has been in place since 2003.

OBJECTIVE 3: DIVERSIFY THE ARCHITECTURE CURRICULUM

1. Create a course in the history/theory of Japanese modern architecture. Offered each Fall since 2003.

2. Introduce students to community groups and clients from diverse populations using community-based projects coordinated by the Hamer Center. Ongoing.

3. Include universal design principles in all studio courses and course syllabi. All design studio projects should address some aspect of universal access. Ongoing. This was a focus of the 2003–04 academic year.

4. Include material related to culture, race, ethnicity, religion, and gender in architectural theory courses. Incorporate more non-Western architectural references and a concerted program of intercultural understanding into the existing curriculum. Ongoing in David Gissen's Arch 210 and 311W courses. Christine Gorby's Arch 316, and other courses. Rotch traveling studio to Japan in 2003.

5. Look for opportunities to host symposia and conferences, and to mount exhibitions on topics such as these. "Jewish Space" conference in 2004.

6. Establish more emphasis in studio teaching on such ethical practices in architecture as mental and physical health, universal access, and public safety. Ethics component introduced to Professional Practice course in 2003.
OBJECTIVE 4: A COLLEGIAL ACADEMIC COMMUNITY
To foster an environment that is inclusive, facilitates the free exchange of ideas, is respectful of differences of opinion and philosophy, and supports a climate of professionalism and civility.

1. Insist on the highest standards of professional behavior by all members of the Department administration, faculty, staff and students. Performance in this area should become an explicit criterion for administration, faculty and staff evaluations. Ongoing.
2. Include students on Department committees where appropriate. Continue to elect year-level student representatives and hold regular meetings between the representatives and the Department Head. Ongoing practice.
3. Establish a faculty advisory committee to the Department Head. Instituted in 2002.
Appendix B: The Visiting Team

Team Chair, Representing the ACSA
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Appendix C: The Visit Agenda
Part I, Rome Program

Rome Program “Sede Di Roma”
Palazzo Doria Pamphili
Piazza Del Collegio Romano #1

Sunday, 23 January

6:30 p.m. 
Team chair arrival and check into apartment at Piazza Navona

8:00 p.m. 
Entrance interview and dinner with Program Director Romolo Martemucci

Monday, 24 January

9:30 a.m. 
Overview of facilities by Director Martemucci
  • Tour of Palazzo Doria Pamphili at Piazza Del Collegio Romano 1
    – Director’s Office in lower level
    – Studios and classrooms
    – Staff offices
    – Library/Computer Room
  • Introduction to faculty and students
    – Architecture Studio Faculty: Giuseppe (Pino) Milani, David Sabatello, Laura Peretti

12:30 p.m. 
Lunch with Director Martemucci and Prof. Alan Ceen

3:00 p.m. 
Review of Prof. Ceen’s Arch 499C student work outcomes

5:00 p.m. 
VTR report writing

7:30 p.m. 
Dinner with Director Martemucci

Tuesday, 25 January

9:00 a.m. 
Observe Prof. Ceen’s cartography lecture

11:30 p.m. 
Program budget and special programs meeting with Director Martemucci

12:30 p.m. 
Lunch with Director Martemucci and Landscape Architecture Professor George Dickie

2:00 p.m. 
Meeting with staff
  • Linda Usai (student housing and field trip coordinator)
  • Allessandra Faggioni (administrative assistant)
  • Maria Patti (financial manager)

3:30 p.m. 
Meeting and review of past design studio work with Prof. Giuseppe (Pino) Milani

5:00 p.m. 
Dinner and meeting with Director Martemucci
Wednesday, 26 January

9:00 a.m. Observation of Prof. Martemucci's analysis course (Arch 499B) field trip and lecture
1:00 p.m. Meeting with students
2:00 p.m. Meeting with staff: Wilfredo Santacruz (Building Maintenance)
2:15 p.m. Lunch with Director Martemucci
3:00 p.m. Report writing
7:00 p.m. Dinner

Thursday, 27 January

9:00 a.m. Observation of Prof. Alan Ceen's cartography field trip course (499B+C)
12:00 p.m. Lunch with Director Martemucci and Profs. David Sabatello and Laura Peretti and discussion of design studio instructions for spring semester
1:00 p.m. Prof. Sabatello's tour of the architecture project in construction
2:00 p.m. Meeting and tour of the Cornell University facilities
4:00 p.m. Meeting and tour of Temple University's Tyler School of Art facilities with Dean Kim Strommen
3:00 p.m. Meeting with Prof. Barbara Parisi, Italian instructor
7:30 p.m. Dinner and exit meeting with Director Martemucci

Friday, 28 January

7:50 a.m. Departure from Rome
Appendix C:  The Visit Agenda  
Part II, University Park  

Saturday, 5 February  

4:00 p.m.  Team arrival and check-in at the Nittany Lion Inn  
6:30 p.m.  Department Head Daniel Willis will pick up Team Chair Thomas Fowler at the airport and escort to the Nittany Lion Inn  
7:00–8:30 p.m.  Team introductions, Lobby, Nittany Lion Inn  
7:00–8:30 p.m.  Team dinner with Daniel Willis, faculty and administrators, Nittany Lion Inn  
9:00–10:30 p.m.  Team orientation in the team chair’s room  

Sunday, 6 February  

8:00 a.m.  Team breakfast with Daniel Willis, Nittany Lion Inn  
9:30–10:00 a.m.  Overview of the team room by Daniel Willis and James Kalsbeek, associate professor of architecture and team room coordinator  
10:00 a.m.  Entrance meeting with the architecture faculty  
11:00–12:15 p.m.  Tour of Engineering Units by Daniel Willis and design studio coordinators: James Kalsbeek, associate professor of architecture, first year coordinator; Loukas Kalisperis, professor of architecture, second year coordinator; Scott Wing, associate professor of architecture, third year coordinator; Bret Peters, assistant professor of architecture, fourth year coordinator; Jawaid Haider, professor of architecture, fifth year coordinator  
12:30 p.m.  Team lunch with Daniel Willis and design studio coordinators  
2:00–3:00 p.m.  Tour of Stuckeman Family Building by Daniel Willis and Brian Orland, professor and head, landscape architecture  
3:00 p.m.  Team review of team room work  
7:30 p.m.  Team-only dinner, Nittany Lion Inn, Writing Room III  

Monday, 7 February  

7:30 a.m.  Team breakfast with Daniel Willis, Nittany Lion Inn  
8:15 a.m.  Team meeting with Dick Durst, dean, College of Arts and Architecture  
9:30–11:00 a.m.  Team members to attend selected presentations: Selected curriculum overview of courses (Design and Architecture Technology)  
9:30 a.m.  Team review of design studio course work  
Summary of first-year courses by James Kalsbeek and Daniel Willis  
9:45 a.m.  Second-year courses summary by Loukas Kalisperis and Daniel Willis
10:00 a.m. Third-year courses summary by Scott Wing and Daniel Willis
10:15 a.m. Fourth-year courses summary by Bret Peters and Daniel Willis
10:30 a.m. Fifth-year courses summary by Jawaid Haider and Daniel Willis
10:45 a.m. Architecture technology courses summary by Scott Wing; Darla Lindberg, associate professor of architecture; Moses Ling, assistant professor of architectural engineering; and Daniel Willis
11:00–11:30 p.m. Team meeting with Lewis Jillings, Director, associate vice provost for International Programs, and Sherry Miller, business manager, International Programs
11:30–12:00 p.m. Team meeting with architecture staff: Karen Bair, administrative assistant, Karen McNeal, program and admissions staff assistant; Lynda Schreffler, staff assistant; Allan Sutley, model shop supervisor; Randall Hall, model shop technician; Yadin Flammer, network support specialist
12:00 p.m. Team lunch with Daniel Willis, and architecture theory faculty: James Kalsbeek; Mark Brown, instructor of architecture; David Gissen, assistant professor of architecture; Alexandra Staub, associate professor of architecture; Donald Kunze, professor of architecture and integrative arts at the Allen Street Grill
1:30 p.m. Entrance team meeting with architecture students
3:15 p.m. Team meeting with Rodney Erickson, executive vice president and provost, The Pennsylvania State University
4:30 p.m. Observations of studios
6:00 p.m. Reception with faculty, administrators, student representatives, alumni/ae, and local practitioners at the Nittany Lion Inn
7:30 p.m. Dinner with selected alumni/ae and team at the Nittany Lion Inn

Tuesday, 8 February
8:00 a.m. Team breakfast with Daniel Willis and James Wines, professor of architecture, former head, 1999–2002 at the Nittany Lion Inn
9:30 a.m. Selected team members to split up and review:
Art history courses summary and discussion by Craig Zabel, associate professor and head, Art History
Architectural engineering courses summary and discussion by Richard Behr, professor and head, Architectural Engineering; Moses Ling; and Kevin Parfitt, associate professor of architectural engineering in the Engineering Lighting Lab
Computer technology courses summary and discussion by Loukas Kalisperis; Katsu Muramoto, associate professor of architecture; George Otto, manager, Visualization Group, affiliate assistant professor of architecture; Peter Aeschbacher, assistant professor of architecture; Jason Boris, assistant professor of architecture, Immersive Environments Lab
10:30 a.m. Hamer Center for Community Design Assistance, including the American Indian Housing Initiative, Scott Wing; David Riley, associate professor of architectural engineering; Peter Aeschbacher; Michael Rios, director, Hamer Center, and assistant professor of landscape architecture; Brad Guy, director of operations, Hamer Center

11:15 a.m. Selected team members:
Observation of lectures:
ARCH 111/211—Alexandra Staub, associate professor of architecture
ARCH 204—Mike Leakey, instructor of architecture
ARCH 316—Christine Gorby, associate professor of architecture

11:15 a.m. Selected team members:
Visit to the Architecture and Landscape Architecture Library

12:00 noon Team lunch with student representatives, Cafe 210

1:30–6:00 p.m. Team report writing

7:00 p.m. Team-only dinner at the Tavern Restaurant

Wednesday, 9 February 2005

a.m. Check-out of hotel

7:30 a.m. Team breakfast with Daniel Willis at the Nittany Lion Inn

8:45 a.m. Exit team meeting with Dick Durst, dean, College of Arts and Architecture

10:00 a.m. Exit team meeting with Rodney Erickson, executive vice president and provost, The Pennsylvania State University

11:15 a.m. Exit team meeting with faculty and students

12:30 p.m. Escort by Daniel Willis to the Nittany Lion Inn for lunch and departures
IV. Report Signatures

Respectfully submitted,

Thomas Fowler, IV  
Team Chair  
Representing the ACSA

Raymond Dehn  
Team member  
Representing the AIA

Ryan J. McEnroe  
Team member  
Representing the AIAS

Marzette Fisher  
Team member  
Representing the NCARB

Peter Wiederspahn  
Team member  
Team Observer
The following Annual Reports have been included:

- Annual Report for 2004/5
- Annual Report for 2005/6
- Annual Report for 2006/7
### 2005 AAB Statistical Report

**School:** The Pennsylvania State University

**Completed by:** Daniel E. Willis

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

**PUBLIC or PRIVATE** (circle one)

#### Student Data

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<tr>
<th>Student Count</th>
<th>4 Year B.Arch</th>
<th>5-Year <strong>PostPreProf</strong></th>
<th>5-Year <strong>PostNonProf</strong></th>
<th>M.Arch Five-Year</th>
<th><strong>PostPreProf</strong></th>
<th><strong>PostNonProf</strong></th>
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</table>

*Include Eskimos and Aleuts

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

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

#### Facility/Resource Data

- **Departmental Library LCNA or 720-729 Collection**: 23,275 (estimate)
- **Total Architecture Collection in Departmental Library**: 25,500 (17,100 titles, volumes estimated)
- **University Library LCNA or 720-729 Collection**: N/A
- **Total Architecture Collection in University Library**: N/A
- **Departmental Library Architecture Slides**: 15,000 (locally mounted digital images, others licensed as well)
- **University Library Architecture Slides**: N/A
- **Departmental Library Architecture Videos**: 312
- **Staff in Dept. Library**: 3.25 FTE plus part-time wage staff
- **Number of Computer Stations**: 7
- **Amount Spent on Information Technology**: N/A
- **Annual Budget for Library Resources**: $46,500 (estimated)
- **Per-Capita Financial Support Received from University**: N/A
- **Private Outside Monies Received by Source**: N/A
- **Studio Area (Net Sq. ft.)**: 18,122
- **Total Area (Gross Sq. ft.)**: 37,281
FULL-TIME FACULTY SALARIES

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<th>Position</th>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Avg.</th>
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*Joint appt. faculty are not included in salary information*

FACULTY DATA

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*Three full-time faculty hold joint appointments, with 49% of their time in Architecture, therefore, 1.5 additional faculty*

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<td>3</td>
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*Include Eskimos and Aleuts*
# 2006 NAAB Statistical Report

**SCHOOL:** The Pennsylvania State University  
Completed by: Daniel E. Willis  
02/09/08

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

**PUBLIC or PRIVATE** (circle one)

## STUDENT DATA

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<th>4 Year Five-year</th>
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<th>M.Arch <strong>PostPreProf</strong></th>
<th>M.Arch <strong>PostNonProf</strong></th>
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*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.  
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

## FACILITY/RESOURCE DATA

- **Departmental Library LCNA or 720-729 Collection:** 10,043 (titles)  
- **Total Architecture Collection in Departmental Library:** 17,648 (titles)  
- **University Library LCNA or 720-729 Collection:** 27,757 (volumes)  
- **Total Architecture Collection in University Library:** 8,870 (titles N/A) + 186 (titles Dewey 720s)  
- **Departmental Library Architecture Slides:** N/A  
- **University Library Architecture Slides:** 15,000 (locally mounted digital images, others licensed as well)  
- **Departmental Library Architecture Videos:** N/A  
- **Staff in Dept. Library:** N/A  
- **Number of Computer Stations:** 3,255 FTE + part-time wage staff & grad assistant  
- **Amount Spent on Information Technology:** N/A  
- **Annual Budget for Library Resources:** $46,500 (estimated)  
- **Per-Capita Financial Support Received from University:** N/A  
- **Private Outside Monies Received by Source:** N/A  
- **Studio Area (Net Sq. ft.):** 19,820  
- **Total Area (Gross Sq. ft.):** 81,361 (shared with Landscape Architecture)
## FULL-TIME FACULTY SALARIES

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## FACULTY DATA

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*Include Eskimos and Aleuts
30 May 2006

Ms. Cassandra Pair
Accreditation Manager
NAAB
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms. Pair:

This letter and its attachments comprise Penn State University’s 2006 Annual Report. I will begin with the Department of Architecture’s response to the deficiencies identified in our last Visiting Team Report, from 9 February, 2005.

I. Response to Visiting Team Report
Conditions not met:

1. Public Information (p. 12)
In the 2005 University listing of undergraduate courses, the required NAAB language was somehow omitted. The Department web site contains the correct information (see: http://www.arch.psu.edu/programs/undergrad_barch.shtml), as does all promotional material distributed by the Department. The University bulletin will be corrected as of June 23, 2006 (see: http://www.psu.edu/bulletins/bluebook/saamenu.htm). The University only revises the bulletin every two years.

Actions:
No further action is necessary.

2. Social Equity (p. 13)
The Department and University continue to believe that the program is in compliance with the NAAB criterion to “provide all faculty, students and staff...with equitable access to a caring and supportive educational environment...” In response to the University’s request for reconsideration of Penn State’s term of accreditation, Mr. Jack Friedenthal, the NAAB Board Designee, wrote that “the overall evidence does not reveal that the department has not met
the Social Equity criterion, although the situation is a matter of serious concern that needs
careful attention in the future." (Jack Friedenthal letter of 10 October 2005, to Provost
Erickson, page 2.)

While we believe that this criterion has been and continues to be met, in the spirit of the
"careful attention" Mr. Friedenthal recommends, we report the following efforts to enhance
and promote "social equity" in the Architecture program:

Actions:

A. We will continue to invite speakers that address some aspect of diversity. Our goal is to
invite at least one guest lecturer or Topical Tuesday speaker per semester to present on
diversity-related subjects.

B. We have and will continue the aggressive recruiting of minorities for all open faculty and
staff positions. Our search committees have documented their procedures and contacts.
We will take advantage of the President's Special Opportunity Fund and other sources of
funding that assist in identifying and hiring qualified minority candidates. The last two faculty
members hired have both been women.

C. We will continue and expand Architecture Summer Camp for high school students
considering careers in architecture. As we have done this year, we will continue to look for
ways to increase financial aid for campers from disadvantaged backgrounds. For example,
we are applying for funding from Armstrong Corporation to underwrite a portion of the
Summer Camp.

D. We are working with College development office to raise additional funds for need-based
scholarships.

E. In 2006/07, we will create a task force to look for ways to improve our minority student
retention.

3. Human Resources (p. 13)
The VTR divides the team statements regarding this criterion into University Park and Rome
Program sections. Under the University Park subheading, the first item mentioned is that
"Faculty advising needs to be improved." We continue to believe that this is an issue distinct
from, if somewhat related to, the size of the faculty and staff in the Department. We have
been addressing advising quality in ways other than adding faculty or staff, and we intend to
continue these improvements. The Department web site now contains an extensive list of
Frequently Asked Advising Questions, a Student Survival Guide, and downloadable advising
forms.

The Visiting Team also found the Department to be understaffed. Since the team visit, the
Department has filled two open faculty positions, and was awarded an additional position by
the Provost's office. We have also begun to address the inadvertent growth of the Bachelor of
Architecture enrollment. The incoming first year class for fall, 2006 will be the smallest (about 76 students) in the past three years. We have asked the Admissions Office to reduce the number of offers made to applicants from previous years to maintain this smaller entering class size.

The Visiting Team had "a concern" that, after the relocation of the Department to its new building, the shop staff would be overburdened by additional students from outside the Department. This concern has proven to be unwarranted. There has been no increase in the number of students granted access to the shop.

Under the subheading, Rome Program, the VTR alleges that the Rome program "is only able to afford to pay below market-rate salaries." The Rome program continues to have no difficulty filling its positions with qualified instructors, teaching assistants, and staff. The dire predictions regarding the Rome program budget contained in the VTR have not come to pass. The University continues to grant the Program Director's full budget requests, although we do not have any indication how long this may continue. For this reason, we intend to pursue the issue of the long-term funding of the Rome program in the coming academic year.

Actions:

A. The Provost added one permanent faculty position to the Department in the 2005/06 academic year. We continue to argue for additional faculty resources, making the case to the Dean and Provost. Our College Development Office is fundraising to support an "educator-practitioner program" to fund temporary teaching positions for professionals with an interest in teaching in the program.

B. We will negotiate with the Office of International Programs to stabilize the budget of the Rome Program at an adequate level. We will investigate whether it is necessary to impose a program fee.

C. To offset the effects of a study abroad program fee, if one is needed, we would seek to raise more scholarships for supporting study abroad and seek to redirect funds generated by other programs using Rome facilities.

D. The first year College-wide Core program has eliminated the need for two introductory level Architectural Theory courses in the curriculum (they have been replaced by two new inter-disciplinary art and architectural theory courses), thereby conserving faculty resources to be utilized elsewhere.

E. We will expand and continually revise the Advising areas of the Department's web site.

F. We are exploring other ways to advise students, including the possibility of having a faculty position dedicated primarily to advising, and/or utilizing the most effective advisors on the faculty to perform the bulk of advising.
G. The Dean has agreed to elevate one half-time administrative staff position to a full-time one.

4. Financial Resources (p. 15)
This section is also divided into University Park and Rome subsections.

The second paragraph describes the difficulty the visiting team had in comparing the Department’s budget to similar programs at the University. The degree to which the University makes budget information available is not something the Department can itself control. With the exception of individual faculty salaries, most other aspects of the University’s budget are accessible through the University’s web site. We will continue to request that additional data and contextual information be made available to the next Visiting Team.

All academic departments at Penn State have operating budgets that are not adjusted annually for inflation, and thus that no longer reflect the true operating costs of the department. Departments use unfilled faculty budget lines to supplement their operating budget. Based on this institutional budgeting philosophy, the primary way to (in effect) increase a department’s operating budget is to acquire more faculty positions. The Provost has provided a new faculty line to the Department in the 2006-07 academic year. This should enable us to reduce our expenditures on temporary faculty and use those funds for programmatic support. In addition, the Department has changed its enrollment management practices with regard to first year admissions, admitting fewer students, and we are considering ways to limit upper-level student numbers in the B. Arch major. Through a moderate reduction in the number of students in the program, back to our historic norm of about 270 B. Arch students, operating costs are also reduced.

In regard to the Rome program budget, the VTR repeats the concerns of the faculty Director of the Rome program. As of this date, fears of a reduction in the actual budget for the Rome Program are unfounded. The University has continued to meet our budget requests. Since, however, we have no guarantee this will continue, we intend to pursue the issue this year with the Office of International Programs, in hopes of coming to a long-term agreement. The Department’s strategic plan also mentions the intention to generate additional revenue to supplement the Rome program budget by creating continuing education and/or graduate programs in Rome.

Actions:

A. Continue to practice sound enrollment management, to bring the Department’s undergraduate enrollment to a level that reflects the Department’s financial resources, while at the same time lobbying to increase those resources.

B. The Department Head will continue to work with the Dean to provide future visiting teams with accurate financial information and enough “contextual” information to judge the level of financial support the Department receives.
C. Pursue long-term funding solutions to the Rome Program in cooperation with the Office of International Programs. Find ways to respond by increasing the revenues that can be generated by or directed to the Rome Program.

D. Look for other ways to increase the Department's financial resources such as through fund-raising, external research support, and entrepreneurial activities. For example, in 2006/07, the Department is initiating an Alumni Program Group that will connect alumni more directly to the Department and each other. Similar groups in the University have generated program support, in addition to a greater level of alumni involvement in the program.

5. Non-Western Traditions (p. 19)
Penn State Architecture students are made aware of non-Western traditions through their courses in Architectural History, Theory, Building Materials and Methods, through exemplars discussed in the course of studio projects, through desk and public critiques, elective courses, guest lectures and exhibits, and by instructors and guest jurors from non-Western backgrounds/perspectives. By delivering this content in such a wide variety of ways, it was difficult to point an accrediting team to a single definitive source of this knowledge. Our response to this deficiency is therefore twofold: to increase the course content within the curriculum dedicated to non-Western architectural traditions, and to better identify and document where this content is delivered.

Actions:

A. We have asked Art History faculty to incorporate non-Western examples into required Architectural History courses, and to reflect this in syllabi for those courses.

B. We have asked the introductory Core Theory faculty to incorporate non-Western art and architecture examples into these courses, and to reflect this in their syllabi.

C. Our advanced architecture theory course, Architecture 311w, which is required for all Bachelor of Architecture students, will devote about one-fifth of its class meeting times to a “module” on South Asian architecture. This course module will be offered in Spring of 2006, and continually thereafter. The faculty travel, research and development time to support this action was supported by the University and the College of Arts and Architecture.

D. We will continue to develop and expand our course in Japanese Modern Architecture, and look for other non-Western subjects to include in our list of approved Architecture Supporting Courses.

6. Accessibility (p. 19)
We believe there is clear evidence the program is on its way to addressing this criterion effectively. Beginning in 2003, the second-year design studio instructors were charged with
making accessibility the focus of at least one studio project each year. Every year since, the second-year faculty have invited guest speakers who are experts on accessibility and universal design, and have brought Penn State students with disabilities into the studio. In addition, all studio faculty throughout the program include in their syllabi accessibility as an issue to be addressed in every design project. When the team did not find "evidence of consistent application of accepted accessibility criteria," this may have been the result of some upper level students who had missed the implementation of the accessibility emphasis in second year. In addition, we need to reinforce the requirement for all students to demonstrate that their buildings are accessible, utilizing graphic means.

**Actions:**

A. Continue second year emphasis on accessibility. Require students to graphically demonstrate accessible restrooms, doorways, ramps, etc. in all studio year-levels.

B. Reinforce accessibility emphasis in third year, again requiring graphic evidence that accessibility standards have been met.

C. Study (in the Curriculum Committee) whether to require an assignment, such as an ADA compliance survey of campus buildings, as part of either Professional Practice or some other course.

7. **Site Conditions** (p. 20)

As with Non-Western traditions, we teach students to address site conditions throughout the curriculum, during all five years. There is no single site planning course or studio to which we could point the visiting team. The majority of our graduates do acquire the necessary “ability to respond to natural and built site characteristics” while they are in the program, however, the examples of the "Low Pass" work we displayed did not consistently demonstrate this ability.

**Actions:**

A. Incorporate an emphasis on site planning into all five years of the curriculum, with the most focused attention occurring in the second, third year, and fourth years.

B. Fourth and Fifth year studio projects must show site planning competence in order for students to receive passing grades.

C. Second year studio will introduce students to the basics of building siting, moving from infill projects to those that include sites with significant slopes and/or other natural features that must be addressed in the students’ designs. Particular emphasis will be placed on the building and site section.

D. Third year studio projects will specifically address contour manipulation. A short duration project, designed to compliment the studio project, will involve “sculpting a site.” This project may also introduce students to the digital fabrication machinery
available in the department, such as our Laser Cutter and CNC router. Through the use of these machines, students can quickly see how a two-dimensional representation of topographic form (site plans with contour lines) translates into a three-dimensional shape. At least one Third Year studio project should incorporate the need for students to address parking lot design.

E. Fourth year studio projects will address site issues at the urban scale. Students will become familiar with zoning and other land-use controls. Fourth year studios will ask students to explicitly consider the environmental, cultural, political, economic, and social impacts of development/building construction.

8. Structural Systems (p. 20)
We believe that Architecture students at Penn State are receiving appropriate education on the subject of building structural systems, and propose no significant changes to how this subject is taught. The statement in the VTR, "student work was not made available," was the result of inadequate record-keeping by faculty in the Department of Architectural Engineering. In order to address this, we have implemented the following action.

Action:

A. We have taken over responsibility for archiving AE course work. We now ask AE professors to collect and retain copies of all completed assignments, dividing them into high pass and low pass categories. At the end of each semester, binders containing the course records will be turned over to the Architecture Department.

9. Building Service Systems (p. 21)
As with Site Conditions, we believe that the majority of our graduates acquire the necessary "understanding of the basic principles that inform the design of building service systems." We understand, however, that examples of the "Low Pass" studio work we displayed may not have demonstrated this understanding. While we have relied on the fifth-year course, Architecture 480, to serve as a capstone experience in building systems integration, that course could also be utilized to summarize and reinforce the building service systems information acquired in the Architectural Engineering courses. We intend to look at this and other opportunities to reinforce what our students learn in their Architectural Engineering courses.

Actions:

A. Ask that the AE Environmental Systems Course address building service systems explicitly. Look for ways to more directly connect these courses to the Third Year Studio projects.

B. Arch 480 should address building service systems with focused assignments. Introduce Revit, or other Building Information Modeling software as a vehicle through which to study systems integration.
C. Fifth year studio work should demonstrate an understanding of building service systems, either through the students’ presentation drawings or the “thesis book.”

10. Building Economics and Cost Control (p.22)
According to the VTR, “The team found inconclusive evidence of development financing principles, building budgeting economics, and construction cost control within design projects presented.”

We begin our design studio sequence with a first year "Campus Constructions" project. First year studio immediately introduces students to the notion of "scarce resources" and the need to economize, by assigning projects with intentionally meager budgets. Our second year Arch 203 and 204 courses follow this hands-on experience with a broad understanding of the relative costs of common building systems. Development financing, is addressed directly in our fourth-year urban design studio projects. Many of these projects are service-learning activities that involve real clients, budgets and sites. Lastly, Arch 451, Professional Practice, will in the future include a building cost estimating exercise.

Actions:

A. Continue to stress issues of economy and efficient use of resources in first year Campus Constructions. Address general issues of cost and efficiency in Arch 203 and 204, and all Architectural Engineering courses.

B. Arch 451 will include an assignment on construction cost estimating and a presentation on the economics of speculative development.

C. Arch 480 will address costs of building systems and life-cycle costs of buildings.

D. Fourth year studio should address development financing basics.

II. Response to Visiting Team Report
Conditions minimally met:

In addition to the "not met" criteria listed above, the VTR identified three criteria as "minimally met": Critical Thinking Skills, Building Code Compliance, and Comprehensive Design.

1. Critical Thinking Skills
Critical thinking is developed throughout the curriculum, beginning with the Core Studio and Theory courses, through all studio levels, in Architectural History courses, and in the writing-intensive Theory course, Arch 311w. Our concentration will therefore be on the demonstration of these skills.
Actions:

A. Ask Arch 311w instructors to make sure the assignments, readings, and homework involve the use and demonstration of critical thinking skills.

B. Fifth year studio projects in particular must demonstrate and document the use of critical thinking in the design process, research and analysis, of the fifth year "thesis" projects.

2. Building Code Compliance
The VTR noted (page 22) that an understanding of code compliance was not “clearly documented.” Our strategy is therefore to stress this documentation to a greater degree.

Actions:

1. Code compliance must be more explicitly addressed in all upper-level studios, from Third Year through Fifth Year.

2. We will ask the Architectural Engineering professors teaching structures and systems courses to explicitly address building codes related to these areas of design and construction. The relative fire resistance of different construction systems will be addressed in Arch 203 and 204. Fire suppression systems will be addressed in the AE Environmental Systems courses.

3. The fifth year studio projects, working in conjunction with Arch 451, will require students to identify the occupancy classification(s) for their buildings, the construction type(s), and all height and area limitations arising there from. Fifth year studio projects must demonstrate code compliance and/or understanding in order for students to receive passing grades.

3. Comprehensive Design
The VTR in particular cited the lack of “wall section development” in design projects.

Actions:

1. Working in conjunction with Arch 204, Second Year studios will utilize the annual PCMA concrete masonry design competition as a vehicle for students to explore the construction of CMU walls, while mastering the conventions of drawing wall sections.

2. Third Year studio presentation requirements should include wall sections.

3. Fifth Year studio projects and Arch 480 assignments will include the development of wall sections and details of building assemblies. Fifth year studio projects must demonstrate an understanding of comprehensive design including “the detailed development of programmatic spaces, structural and environmental systems,
life-safety provisions, wall sections, and building assemblies," in order for students to receive passing grades.

III. General Program Response to the 2005 VTR

The following procedures have been or are being implemented:

A. We have begun collecting and archiving student work beginning with the Fall 2005 semester, with a particular emphasis to retain representative samples of "low pass" work.

B. Our Coordinators and Curriculum Committees have reviewed and revised our NAAB matrix. We have created a cover sheet for each course that identifies the NAAB criteria addressed within the course.

C. We have asked faculty to revise their course syllabi to reflect the new matrix and the 2004 revised NAAB criteria.

IV. Recent Changes to the Bachelor of Architecture Program

Our revised Curriculum, which includes the interdisciplinary Core first year studio and theory courses, was approved by our Faculty Senate in the Spring of 2006. The undergraduate degree bulletin will be updated to show this new curriculum, effective June 23, 2006. The new curriculum eliminates one course (Arch 281, an introduction to computer graphics), and creates a new requirement for students to explore an architecturally-related subject in some depth through a menu of required Supporting Courses from which students must choose.

Other changes:

A. We have reduced the total number of credit hours required for graduation in the Arch program by 3 credits.

B. We are exploring a potential collaboration with the city of Harrisburg to form a "Harrisburg Urban Studio."

C. We have introduced Revit software in the Arch 480 course.

D. We have implemented a Computer (Laptop) Purchase Requirement, beginning for Second Year students in Fall 2006.

E. We have introduced Digital Fabrication elective courses.

F. Penn State was selected as one of 20 Universities to participate in the 2007 Solar...
Decathlon. Together with the Department of Architectural Engineering and other programs at Penn State, the Department of Architecture is incorporating the Solar Decathlon into both required and elective courses.

G. We now occupy our new building, the Stuckeman Family Building for the School of Architecture and Landscape Architecture. The new building has provided substantially more studio space than our former location. The Stuckeman Building is on track to be the first LEED-certified "Gold" building on the Penn State campus.

H. We are now participating in the College-wide interdisciplinary Core program for first year students. We are entering into the second year of what was proposed as a three-year trial period before a comprehensive assessment of the Core is conducted.

I believe this brief summary highlights the most significant changes we have made in the past year. Please contact me if you have questions regarding any of the material contained in our Annual Report.

Sincerely yours,

Daniel Willis, AIA
Professor of Architecture
Department Head
dew2@psu.edu

cc: Dean Richard Durst
2007 NAAB STATISTICAL REPORT--Amended 9/1/2007#

SCHOOL: The Pennsylvania State University

Completed by: Daniel E. Willis

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

PUBLIC or PRIVATE (circle one)

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*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B. Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

#The Student Data Section of the 2007 NAAB Statistical Report was amended due to improvements made in the Department's data collection and analysis system effective Summer 2007

FACILITY/RESOURCE DATA

- Departmental Library LCNA or 720-729 Collection: estimated: 10,406 (titles); 16,368 (volumes)
- Total Architecture Collection in Departmental Library: 18,283 (titles) (estimated); 28,759 (volumes)
- University Library LCNA or 720-729 Collection: estimated: 9,376 (titles); 14,749 (volumes)
- Total Architecture Collection in University Library: N/A
- Departmental Library Architecture Slides: 19,068 (locally mounted digital images, other licensed as well)
- University Library Architecture Slides: N/A
- Departmental Library Architecture Videos: 362
- Staff in Dept. Library: 3.25 FTE + part-time wage staff
- Number of Computer Stations: 7
- Amount Spent on Information Technology: N/A
- Annual Budget for Library Resources: $46,500 (estimated)
- Per-Capita Financial Support Received from University: N/A
- Private Outside Monies Received by Source: N/A
- Studio Area (Net Sq. ft.): 19,820
- Total Area (Gross Sq. ft.): 81,361 (shared with Landscape Architecture)
## 2007 NAAB STATISTICAL REPORT

SCHOOL: The Pennsylvania State University  
Completed by: Daniel E. Willis  
02/09/08

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

PUBLIC or PRIVATE (circle one)

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</tr>
<tr>
<td>Outside Stud. Serv. by Dept.</td>
<td></td>
<td></td>
<td>0</td>
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</tr>
<tr>
<td>African-American Students</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Native American Students*</td>
<td>0</td>
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<tr>
<td>Asian/Pacific Isle Students</td>
<td></td>
<td></td>
<td>16</td>
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<tr>
<td>Hispanic Origin Students</td>
<td></td>
<td></td>
<td>8</td>
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<tr>
<td>Women Students</td>
<td></td>
<td></td>
<td>125</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Foreign Students</td>
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<tr>
<td>Total Degrees Awarded</td>
<td></td>
<td></td>
<td>45</td>
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<td>Grads. Fin. Estab. No. Yrs.</td>
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<td>45</td>
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<td>Degrees Awarded Women</td>
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<td></td>
<td>22</td>
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<td>Degrees Awarded Afr-Amer</td>
<td></td>
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<td>1</td>
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<td>Degrees Awarded Amer. Ind.</td>
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<tr>
<td>Degrees Awarded Asi/Pac. Isl.</td>
<td></td>
<td></td>
<td>4</td>
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<td>Degrees Awarded Hispanics</td>
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<td></td>
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<tr>
<td>Min Req. SAT/ACT/GRE Score</td>
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<td></td>
<td>1260</td>
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<td></td>
<td>878</td>
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<td>Number Accepted</td>
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<td>Enrollment Target/Goal</td>
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<td>60</td>
<td></td>
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<tr>
<td>Student/Faculty Ratio</td>
<td></td>
<td></td>
<td>11.88</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.  
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

### FACILITY/RESOURCE DATA

- **Departmental Library LCN:** 720-729 Collection: estimated: 10,406 (titles); 16,368 (volumes)
- **Total Architecture Collection in Departmental Library:** 18,283 (titles) (estimated); 28,755 (volumes)  
  estimated: 8,376 (titles); 14,749 (volumes)
- **University Library LCN:** 720-729 Collection: N/A
- **Total Architecture Collection in University Library:** N/A
- **Departmental Library Architecture Slides:** 19,068 (locally mounted digital images, other licensed as well)
- **University Library Architecture Slides:** N/A
- **Departmental Library Architecture Videos:** 362
- **Staff in Dept. Library:** N/A
- **Number of Computer Stations:** 3.25 FTE + part-time wage staff
- **Amount Spent on Information Technology:** N/A
- **Annual Budget for Library Resources:** $40,500 (estimated)
- **Per-Capita Financial Support Received from University:** N/A
- **Private Outside Monies Received by Source:** 10,820
- **Studio Area (Not Sq. ft.)** 81,361 (shared with Landscape Architecture)
- **Total Area (Gross Sq. ft.)**
### FULL-TIME FACULTY SALARIES

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<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Avg.</th>
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<tr>
<td>Professor</td>
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<td>78,048</td>
<td>85,680</td>
<td>94,284</td>
<td>120,200</td>
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<tr>
<td>Associate Professor</td>
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<td>61,344</td>
<td>68,868</td>
<td>76,752</td>
<td>81,400</td>
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<td>Assistant Professor</td>
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<td>40,704</td>
<td>54,782</td>
<td>58,428</td>
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<td>Instructor</td>
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<td>50,004</td>
<td>50,004</td>
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<td>42,800</td>
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### FACULTY DATA

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Full-Time Faculty</td>
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</tr>
<tr>
<td>Part-Time Faculty</td>
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</tr>
<tr>
<td>Full-time Equivalent (FTE) Faculty</td>
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<td>Tenured Faculty</td>
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<td>Tenure-Track Positions</td>
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<tr>
<td>FTE Administrative Positions</td>
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<tr>
<td>Faculty Engaged in Service to Comm.</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Faculty Engaged in Service to Univ.</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>FT Faculty who are U.S. Licensed</td>
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<tr>
<td>Registered Architects</td>
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<td></td>
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<tr>
<td>Practicing Architects</td>
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<td></td>
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<tr>
<td>FTE Graduate TAs</td>
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<td></td>
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<tr>
<td>FT Faculty Avg. Contact Hrs/Wk</td>
<td>11.46</td>
<td></td>
</tr>
<tr>
<td>PT Faculty Avg. Contact Hrs/Wk</td>
<td>8.54</td>
<td></td>
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### NO. FULL-TIME FACULTY CREDENTIALS

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<tr>
<th>Credential</th>
<th>Number</th>
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</thead>
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<td>Ph.D.</td>
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</tr>
<tr>
<td>D. Arch</td>
<td>0</td>
</tr>
<tr>
<td>M.A. or S.</td>
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</tr>
<tr>
<td>Prof. M. Arch</td>
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</tr>
<tr>
<td>B. Arch</td>
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<tr>
<td>Post Prof. Masters</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
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### Demographic Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>FT</th>
<th>PT</th>
<th>Tenured</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Assist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native American Faculty*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Island Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic Origin Faculty</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women Faculty</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

*Include Eskimos and Aleuts
10 July 2007

Ms. Cassandra Pair
Accreditation Manager
NAAB
1735 New York Avenue, NW
Washington, DC 20006

Dear Ms. Pair:

This letter and its attachments comprise Penn State University’s 2007 Annual Report. I am scheduled to present to the NAAB Board at their meeting on July 13 and, through discussions with NAAB Executive Director Sharon Matthews, we determined that this report and its attachments should be received at NAAB headquarters by July 11. Although we are currently scheduled to undergo an accreditation visit in 2008, and thus are preparing to submit an APR in September 2007, we are submitting this report along with the request that the NAAB extend our current accreditation term to a full six years, in keeping with the NAAB 2006 Procedures, section 7.6.3c (“If a school has adequately addressed the issues that necessitated a reduced term of accreditation, the NAAB may extend the reduced term”). We would appreciate notification of the NAAB’s ruling on this request as soon as possible.

We understand that this report alone cannot provide sufficient evidence of our responses to the Student Performance Criteria that were noted as unmet in the most recent Visiting Team Report. For this reason, I will be bringing some evidence of our students’ work with me to the July 13 meeting. If the Board would like to see additional evidence of our responses to the most recent VTR, we would be pleased to invite members of the NAAB Board to visit Penn State during the 2007-08 academic year.

I will begin with the Department of Architecture’s response to the deficiencies identified in our last Visiting Team Report, from 9 February, 2005.
Response to Visiting Team Report Conditions Not Met:

1. Public Information (Condition 3)
In the NAAB response to our 2006 Annual Report, this condition was determined to be met, with “no further reporting required.”

2. Social Equity (Condition 4)
The Department and University continue to believe that the program is in compliance with the NAAB criterion to “provide all faculty, students and staff...with equitable access to a caring and supportive educational environment...” In response to the University’s request for reconsideration of Penn State’s term of accreditation, Mr. Jack Friedenthal, the NAAB Board Designee, wrote that “the overall evidence does not reveal that the department has not met the Social Equity criterion, although the situation is a matter of serious concern that needs careful attention in the future.” (Jack Friedenthal letter of 10 October 2005, to Provost Erickson, page 2.)

A. In the request for information and NAAB response to our 2006 annual report, we were asked to provide our “criteria, policies, and procedures for achieving equity and diversity in your faculty appointments, re-appointments, and promotions?”

As an academic unit within Penn State, we must comply with all University procedures for hiring, tenure and promotion, faculty searches, and recruitment. These policies are summarized as follows:

1. Penn State’s non-discrimination policy can be found at http://www.worldcampus.psu.edu/affirmativeaction/. The policy states, in part, “The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities.”

2. Penn State’s Affirmative Action policy can be found at http://guru.psu.edu/policies/OHR/hr11.html. The policy states, in part, “It is the policy of The Pennsylvania State University to provide equal opportunity in all terms and conditions of employment, for all persons, as described in the University’s Affirmative Action Plan and HR01. The intent of this policy is to prohibit discrimination (including sexual harassment) and to promote the full realization of equal employment opportunity through a continuing affirmative program in each administrative unit outlined in the Plan. This policy of equal opportunity applies to, and must be an integral part of, every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University.”
3. Penn State's policy on Promotion and Tenure can be found at [http://guru.psu.edu/policies/OHR/hr23.html](http://guru.psu.edu/policies/OHR/hr23.html). The preamble to the policy states the University's philosophy regarding its Promotion and Tenure policies and procedures: "Tenure is the keystone for academic freedom; safeguarding the right of free expression and risk-taking inquiry is the basis for tenure. Both tenure and academic freedom are bound to an implicit social compact which recognizes that their maintenance serves important public purposes and provides great benefits to society: the ultimate justification for tenure rests on the bedrock of its social utility. Additionally, a well-designed tenure and promotion system attracts capable and highly qualified individuals as faculty members, strengthens institutional stability by enhancing faculty members' institutional loyalty, and encourages academic excellence by retaining and rewarding the most able people. Tenure and promotion imply selectivity and choice; they are awarded for academic and professional merit, not for seniority."

4. In each of our faculty searches, we advertise broadly (see table below) and target publications such as the NOMA newsletter that are likely to be read by minority candidates. In both our 2005 and 2006 searches, we sent a representative of our search committee to the ACSA Annual Meeting to recruit qualified minority candidates. (We intended to do this again in 2007, but the faculty member scheduled to go to the conference had a family medical emergency.) In our 2005 and 2006 searches, the person ultimately hired was a woman. In our current search for two tenure-track positions, we have to date made two offers, one to a female candidate, and one to a male. Both have accepted our offers. In addition, we have used Penn State's dual career program to make an offer to the male candidates spouse, who is also an architectural educator, and she has accepted this offer pending the completion of her Ph.D. degree at the University of Michigan.

### Advertising Venues for 2006/07 Architecture Faculty Search

<table>
<thead>
<tr>
<th>Venue</th>
<th>General Info.</th>
<th>Pricing</th>
<th>Completed</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSA Kevin and Kathryn</td>
<td>January issue—deadline Nov. 15</td>
<td>1/2 pg. --$630 60-day online posting--$100</td>
<td>11/14—confirmed via e-mail for a 1/2 page ad and sent document via e-mail</td>
<td>11/20—confirmed via e-mail a 60-day posting online</td>
</tr>
<tr>
<td>ACSA Schools Mailing</td>
<td>11/14—Forwarded to K. McNeal for mailing.</td>
<td>Cost of mailing</td>
<td>11/14—Mailed to all ACSA schools</td>
<td></td>
</tr>
<tr>
<td>Posting on Department of Architecture and Penn State Web Sites</td>
<td>11/14—Forwarded to K. McNeal for dept. posting and J. King forwards for PSU posting.</td>
<td></td>
<td>11/14—posted</td>
<td></td>
</tr>
<tr>
<td>Distribution of Ad to all faculty to forward to colleagues</td>
<td>11/14—Forwarded to Arch faculty for distribution to colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOMA Newsletter <a href="mailto:webmaster@noma.net">webmaster@noma.net</a></td>
<td>11/17—e-mail sent stating that we want to place an ad and we are requesting 1/2 page pricing and deadlines</td>
<td>$750</td>
<td>11/17—e-mail confirmation for posting, First Quarter 2007, $750</td>
<td></td>
</tr>
<tr>
<td>AIA Online <a href="http://www.e-architect.com/">http://www.e-architect.com/</a></td>
<td>60 day posting from time of submission</td>
<td>$225—AIA member</td>
<td>11/17—posted</td>
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</tr>
<tr>
<td>ACADIA Association for Computer Aided Design in Architecture <a href="mailto:general@acadia.org">general@acadia.org</a></td>
<td></td>
<td></td>
<td>11/20—e-mailed sent with information for distribution</td>
<td></td>
</tr>
<tr>
<td>eACAADE European Association for Computer Aided Design in Architecture <a href="mailto:b.martens@tuwien.ac.at">b.martens@tuwien.ac.at</a></td>
<td></td>
<td>11/20—e-mailed sent with information for distribution on their list serve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAADRIA Association for Computer-Aided Architectural Design Research in Asia <a href="mailto:B.Dave@unimelb.edu.au">B.Dave@unimelb.edu.au</a></td>
<td></td>
<td>11/20—e-mailed sent with information for distribution on their list serve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIGRADI Iberoamerican Society of Digital Graphic <a href="mailto:scarmena@unr.edu.ar">scarmena@unr.edu.ar</a></td>
<td>11/20—e-mailed sent with information for distribution on their list serve</td>
<td>12/22—posted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. In the request for information and NAAB response to our 2006 annual report, we were also asked to provide our "criteria, policies, and procedures for achieving equity and diversity in student admission, advancement, retention, and graduation?"

As an academic unit within Penn State, we must comply with all University procedures for student admissions, advancement and retention. These policies are summarized as follows:
1. The guiding document for all University efforts to promote diversity is the **Framework to Foster Diversity**, see: [http://www.equity.psu.edu/framework/assets/framework_to_foster_div.pdf](http://www.equity.psu.edu/framework/assets/framework_to_foster_div.pdf). This document describes the University-wide efforts to increase and maintain the diversity of the student population as follows:

Institutional efforts at recruiting, retaining, and graduating students from underrepresented groups have met with some notable successes. Women have now attained parity with men in medical and law school enrollments at Penn State. Although students of color still comprise a small percentage of the overall student population, steady increases have occurred in the past decade. Graduation rates for undergraduate African American students who begin at University Park have risen to the point where they are among the highest in the nation among peer institutions. The enrollment of international students holds steady despite difficulties in obtaining visas in the aftermath of the terrorist attacks on September 11, 2001. The College of Engineering has experienced considerable success in recruiting and retaining women students. Nevertheless, long-standing problems remain. Women are still not well represented in some colleges that have been traditionally dominated by men, and a significant disparity in graduation rates persists between undergraduate students of color and white students. Fortunately, many initiatives exist at Penn State and peer institutions that can serve as benchmarks for units as they strengthen their own recruitment and retention programs. Such programs include summer recruitment and bridge programs that focus on academic enrichment and adjustment to college; partnerships between specific Penn State colleges or campuses and high schools, colleges and universities serving underrepresented populations; college participation in national consortia that support recruitment and retention goals; and mentoring and scholarship programs.

2. Within the College of Arts and Architecture, there is a strategic plan and also a College-specific version of the **Plan to Foster Diversity**. The College specific version is available at: [http://www.artsandarchitecture.psu.edu/facstaff/04-09_FrameworkDiv.pdf](http://www.artsandarchitecture.psu.edu/facstaff/04-09_FrameworkDiv.pdf)

The Actions listed below are part of the College Strategic Plan:

- Establish a regular process of student focus groups to implement new ideas and better strategies for student-centered programs and activities
- Implement a Student Advisory Council as a resource for the dean and administrative governance of the college, aimed at continuous
improvement of advising, teaching and learning, outreach and service, and student programs.

- Continue to implement college-wide procedures for the recognition of and reward for significant contributions to the governance of the college and university, as well as recognition of meritorious contributions by both faculty and staff to teaching and learning, advising, and service.

3. The College of Arts and Architecture continues to employ a Coordinator of Multi-Cultural Programs (Curt Marshall) who is, in part, responsible to promote the recruitment and retention of minority students in the College. In the past year, I have worked closely with Curt to admit to the B. Arch program a number of transfer and change of major students. We have identified these two classes of students as perhaps the most fertile areas in which we can increase the minority population of our undergraduate student body. For this reason, we have made a special effort to recruit students from other programs and universities, even those that are upper year-level students. For example, in Fall 2007, we will admit one Hispanic-American student to our 5th year, who will then pursue both his B. Arch and M. Arch II degrees at Penn State.

4. The following is a portion of the College-specific plan for diversity that the Department of Architecture is a part of:

**Objective 1. To cooperate in University recruitment activities for attracting and enrolling underrepresented students.**

*Action: Expand the effective working relationship with MACA (Minority Admissions and Community Affairs) to use its services, expertise, database, prospects lists, contacts, and other resources in identifying and recruiting high quality underrepresented students.*

*Action: Expand our comprehensive recruitment plan for targeted high schools as identified by the various academic units and coordinated by the Office of Multicultural Programs, with participation by faculty, students, and the Arts and Architecture Recruitment Committee.*

*Action: Adopt and maintain an awards program for Pennsylvania Young Artists for all artists and designers in PA high schools. This program will be organized, staffed and maintained by collegiate-level staff members and will be funded by the College.*
Action: Expand learning programs (e.g., summer or Saturdays) targeted at schools that enroll significant numbers of minority students.

Action: Develop an effective working relationship with targeted historically black colleges and universities, Hispanic Serving Institutions, and Tribal Colleges that do not have graduate programs in the arts and humanities in order to identify and recruit high-quality, underrepresented graduate students.

C. In the request for information and NAAB response to our 2006 annual report, we were also asked to provide “what are the means by which faculty, students and staff are given access to the formulation of policies and procedures, including curriculum review and program development?”

1. Faculty members may participate in crafting University policies and procedures through the University Faculty Senate (see: http://www.psu.edu/ufs/). The Faculty Senate has ultimate jurisdiction over the curriculum content in all academic majors at Penn State.

2. Faculty members are represented at the College level through the Arts & Architecture Faculty Council. Each department in the College elects one faculty member to represent the faculty of that academic unit. The Faculty Council makes recommendations to the Dean and to the Executive Council (which is made up of all the Department Heads in the College) on issues such as promotion and tenure, post-tenure reviews, faculty awards, sabbatical leave policies, and other issues directly related to the faculty.

3. There is also a Staff Council in the College, with one staff member of each Department serving to represent that academic unit.

4. Within the Department of Architecture, curriculum decisions are made by the tenured and tenure track faculty as a body. Curricular proposals and revisions are brought to the faculty by the Curriculum Committee, which is an appointed committee of about five professors.

5. Students in the Department are represented by the Student Representatives, which consist of one student (elected by their classmates) in each year level, and an additional student who is an officer in AIAS. These students meet regularly with the Department Head, at least once per month. Policies and procedures and curricular changes are discussed with this group prior to implementation. When appropriate, the student representatives may participate in the meetings of faculty
committees, or provide feedback directly to those committees. Student responses and input are always sought for any faculty search.

D. While we believe that the Social Equity criterion has been and continues to be met, in the spirit of the "careful attention" Mr. Friedenthal recommends, we report the following additional efforts to enhance and promote "social equity" in the Architecture program:

1. We will continue to invite speakers that address some aspect of diversity. Our goal is to invite at least one guest lecturer or speaker per semester to present on diversity-related subjects. For Fall 2007, I have agreements with two prominent African American architects to speak and serve on design juries at Penn State. One, Kevin Montgomery, is a principal in the ObrienAtkins. Mr. Montgomery will speak to our Professional Practice class on the subject of firm organization and administration. The other, William Bates, is in the real estate and facilities division of Eat 'N Park restaurants, a Western Pennsylvania-based chain. Will the date and time of Mr. Bates visit are not yet finalized, our intention is that he will also speak to the Professional Practice class on the subject of real estate acquisition and development.

2. We have and will continue the aggressive recruiting of minorities for all open faculty and staff positions. Our search committees document their procedures and contacts. This makes certain that each committee member contributes to the effort of finding and recruiting qualified minority candidates. We will continue to take advantage of the President's Special Opportunity Fund and other sources of funding that assist in identifying and hiring qualified minority candidates.

3. We have continued to expand our Architecture Summer Camp for high school students considering careers in architecture. The 2007 Camp is almost double the size (56 students) of our first Camp. We continue to aggressively raise funds to increase financial aid for campers from disadvantaged backgrounds. This year we hope to offer scholarships to at least 10 campers.

4. We are working with College development office to raise additional funds for need-based scholarships within the B. Arch program. Since the last accreditation visit, we have activated several need-based scholarships, including the Richard Grube Memorial Scholarship, which provides about $5,700 annually to support students attending our semester abroad in Rome who have unmet financial needs.

5. The plan, reported in our 2006 annual report, to create a task force to look for ways to improve our minority student retention was delayed until we hired our Advising Coordinator. That person is now under contract, and has begun working
on this issue in collaboration with Curt Marshall, the College Coordinator of Multicultural Programs. He has already begun to create a database to track minority student progress, and he has identified specific curricular areas where minority students have tended to falter in the B. Arch program.

3. Human Resources (Condition 9)
The VTR divides the team statements regarding this criterion into University Park and Rome Program sections. Under the University Park subheading, the first item mentioned is that "Faculty advising needs to be improved." While we continue to believe that this is an issue distinct from, although related to, the size of the faculty and staff in the Department, we have made a significant change in our advising procedures. As of May 2007, we have added an Advising Coordinator to our department staff. This is a full-time, 12-month staff position, the responsibilities of which include: the advising of all first, second year students (with the possibility of adding third year students at some point in the future), designing programs to promote academic success, overseeing recruitment and retention for the department, maintaining the advising sections of the department website, and advising the faculty advisors who will now be responsible for only third (for 2007-08), fourth and fifth year student advisees. The person we have retained to fill this position, Robert Fedorchak, has over 25 years advising experience within the university. He comes to us as the Advising Coordinator from the College of Science, where he has won numerous advising and staff service awards, including the University Advising Award, the highest recognition for advising excellence at Penn State. Mr. Fedorchak, as a Vietnam-era veteran, also contributes to our efforts to diversify the department, because veterans from this era constitute an under-represented group as determined by Penn State’s Framework for Diversity document. (See Mr. Fedorchak’s enclosed CV.)

A. In addition to Mr. Fedorchak’s role as Advising Coordinator, we have created a Career Advisor position. The Career Advisor is a faculty member who will be granted a course release each year to organize various career-related activities and information sessions, including workshops on portfolio preparation and the Intern Development Program. These are in addition to our ongoing spring Career Fair, an annual event that continues to grow, attracting more firms each year. The Career Advisor also assumes the role of the Department’s IDP Coordinator.

B. Another area of advising we intend to keep distinct from the new Coordinator’s role is the Advising of our Honors Students. Professor Scott Wing will continue as our Honors Advisor. As evidence that we are providing excellent advising to our Honors Students, Professor Wing recently received the 2007 University Award for Excellence in Honors Advising (making us one of the few, if not the only, academic departments in the University to boast of two advisors with University-level commendations to their credit.)
C. We have also been addressing advising quality in ways other than adding faculty or staff, and we intend to continue these improvements. The Department web site now contains an extensive list of Frequently Asked Advising Questions, a Student Survival Guide, and downloadable advising forms. Our Advising Coordinator has been put in charge of monitoring and updating this area of our website.

D. The Visiting Team also found the Department to be understaffed. Since the team visit, the Department has filled four open tenure-track faculty positions, and was awarded an additional position by the Provost's office. We have also continued to address the inadvertent growth of the Bachelor of Architecture enrollment by reducing the number of admissions offered made. The incoming first year class for fall, 2006 was the smallest (about 76 students) in the past three years. We predict our incoming class for fall 2007 will be even smaller, around 70 students. We have requested that the Admissions Office now try to maintain this smaller entering class size permanently. Our efforts to reduce the enrollment in the B. Arch program to better align with our faculty size have been successful. In 2005, our B. Arch enrollment across all five years was 297. In 2006, it was 280, and in 2007, 261. In 2008, we predict the B. Arch enrollment to be 240 students.

E. The Visiting Team also had a concern that, after the relocation of the Department to its new building, the shop staff would be overburdened by additional students from outside the Department. This concern has proven to be unwarranted. There has been no increase in the number of students granted access to the shop. Our shop policy continues to restrict the shop use to students who are in the B. Arch or M. Arch II majors.

F. Under the subheading, Rome Program, the VTR states that the Rome program "is only able to afford to pay below market-rate salaries." The Rome program continues to have no difficulty filling its positions with qualified instructors, teaching assistants, and staff. The dire predictions regarding the Rome program budget contained in the VTR have not come to pass. The University continues to grant the Program Director's full budget requests, although we do not have a firm indication how long this may continue. For this reason, we intended to pursue the issue of the long-term funding of the Rome program in the 2006/07 academic year. This process was delayed by the University's restructuring of the Office of International Programs, and the search for a Vice Provost to head that office. The Vice Provost search is now concluding, and we will revisit this issue as soon as we can get on her/his agenda. Our new College of Arts and Architecture Dean, Barbara Corner, is already involved in the effort to assure the continued quality of the Rome Program.
G. Some additional actions relating to Human Resources:

1. The Provost added one permanent faculty position to the Department in the 2005/06 academic year. We were unable to fill the position permanently during that year, but did so in June of 2007. We continue to argue for additional faculty resources, making the case to the Dean and Provost. Our College Development Office is fundraising to support an "educator-practitioner program" to fund temporary teaching positions for professionals with an interest in teaching in the program.

2. We will negotiate with the Office of International Programs and the new Vice Provost to stabilize the budget of the Rome Program at an adequate level. We will investigate whether it is necessary to impose a program fee to insure the quality of the Rome program is not compromised by any budget cuts.

3. To offset the effects of a study abroad program fee, if one is needed, we would seek to raise more scholarships (such as the Grube Memorial Scholarship mentioned previously) for supporting study abroad and seek to redirect funds generated by other programs using Rome facilities.

4. The College-wide First Year Core program, instituted in Fall 2005, has been abandoned. In its two years of existence, the Core had eliminated the need for two introductory level Architectural Theory courses in the B. Arch curriculum by replacing them with two new inter-disciplinary art and architectural theory courses. With the demise of the Core—primarily due to logistical and scheduling difficulties—we have chosen to use two existing General Education Architecture courses, Arch 210 and 211, to satisfy the theory requirement, thereby conserving faculty resources to be utilized elsewhere. The instructors of Arch 210 and 211 are modifying the courses to make them more appropriate for students in the B. Arch major. (Also in response to the demise of the Core, as of Fall 2007, we are reverting back to our discipline-specific first year design studios and theory courses.)

5. Led by the new Advising Coordinator, we will expand and continually revise the Advising areas of the Department’s web site. We also plan to experiment with an “Ask Bob” web log, where the Advising Coordinator can post informal advice to students.

6. In 2006, the Dean agreed to elevate one half-time administrative staff position to a full-time one. While this position remains on College-based temporary funding, it was renewed for 2007-08.
4. Financial Resources (Condition 9)
In the request for information and NAAB response to our 2006 annual report, we were asked to show that our program, particularly the Rome program, has access to "institutional support and financial resources comparable to those made available to the other relevant professional programs within an institution..."

I can attest that the Architecture Department's Rome program receives the same amount of institutional support as does the Landscape Architecture Department's Rome program. The student tuition and fees between the two programs are identical; the students of both programs mostly share studio space, and academic accommodations. The Department of Architectural Engineering also uses our Rome facilities in the summer. The financial support the summer programs receive is also proportional to what the Fall and Spring Architecture program receives.

We were also asked to "show evidence of the outcomes of our fund-raising, external research support, and entrepreneurial efforts intended to increase the Department's financial resources."

A. Fundraising: The Department's new building, now complete, received over $15 million in private contributions. A number of benefactors who supported named spaces in the building are making the last of their annual payments in the upcoming year. As the major fundraising initiative for Architecture and Landscape Architecture, the Stuckeman Building absorbed most of the external support that was raised over the past five years. Since the building's completion, our College and Department development efforts have turned to program support. Since 2004, we have a number of newly endowed scholarships and sources of program support. These are:

<table>
<thead>
<tr>
<th>Name and Purpose</th>
<th>Available annual amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard L. Grube Memorial Scholarship</td>
<td>$5,700</td>
</tr>
<tr>
<td>To support study abroad</td>
<td></td>
</tr>
<tr>
<td>Gregory and Terri Scott Annual Fund</td>
<td>$2,500</td>
</tr>
<tr>
<td>Program support for the Department</td>
<td></td>
</tr>
<tr>
<td>Neil Porterfield Endowment</td>
<td>$2,600</td>
</tr>
<tr>
<td>For lectures in the School of Architecture and Landscape Architecture</td>
<td></td>
</tr>
<tr>
<td>(shared with LArch.)</td>
<td></td>
</tr>
</tbody>
</table>
B. External Research Support:

1. The largest sources of external support the Department has received since the 2004 accreditation visit has been through grants administered by our Hamer Center for Community Design Assistance. Many of these grants combine funding for research with service learning opportunities for our students. Brad Guy, who is Director of Operations for the Hamer Center and an Affiliate Faculty member in the Department of Architecture (Brad holds an M. Arch degree and is a licensed architect), serves as principal investigator for most of the Hamer Center grants. Counting only grants that directly involve architecture projects and impact teaching or research in architecture (that is, excluding Hamer Center administered grants that are primarily for landscape architecture), the amount of external funding received in the last three years is as follows:

External Funding in Architecture through Hamer Center 2004-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>$181,596</td>
</tr>
<tr>
<td>2005/06</td>
<td>$256,467</td>
</tr>
<tr>
<td>2006/07</td>
<td>$ 38,380*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$476,443</td>
</tr>
</tbody>
</table>

* some additional grants pending at this time

2. While there have been several large faculty research grant application since the last accreditation visit, most of the larger ones have either been unsuccessful or are still pending. The largest grant the Department received (through Penn State’s Center for Sustainability) was a $100,000 grant from the Department of Energy to participate in the 2007 Solar Decathlon. This funding was split between three primary departments: Architecture, Architectural Engineering, and Landscape Architecture. So far, this amount has been nearly matched by private donations to our Solar D. entry. Fundraising for this project will continue through the summer and into the fall semester.
C. Additional actions that address Financial Resources:

1. Continue to practice sound enrollment management to bring the Department's undergraduate enrollment to a level that reflects the Department's financial resources, while at the same time lobbying to increase those resources. On the lobbying end, we are completing a Benchmarking study comparing Penn State to 20 other NAAB-accredited B. Arch programs. We will present the results of this study to the Dean and Provost in the Fall of 2007.

2. The Department Head will continue to work with the Dean to provide future visiting teams with accurate financial information and enough "contextual" information to judge the level of financial support the Department receives.

3. Pursue long-term funding solutions to the Rome Program in cooperation with the Office of International Programs. Find ways to respond by increasing the revenues that can be generated by or directed to the Rome Program.

4. Look for other ways to increase the Department's financial resources such as through fund-raising, external research support, and entrepreneurial activities. For example, in 2006/07, the Department created an Alumni Program Group to connect alumni more directly to the Department and each other. This group is now operational, with a board of directors and a membership of 33 and growing. Similar groups in the University have generated program support, in addition to a greater level of alumni involvement in the program.

5. In 2007, we received an endowment for guest lecturers that generates about $2,500/year, and an additional endowment for program support that also contributes about $2,500/year.
5. Student Performance (Criterion 12)

A. Non-Western Traditions

Our response to this deficiency has been twofold: to increase the course content within the curriculum dedicated to non-Western architectural traditions, and to better identify and document where this content is delivered.

Actions:  
1. We have asked Art History faculty to incorporate non-Western examples into required Architectural History courses, particularly Art History 201, Ancient to Medieval Architecture, and to reflect this in syllabi for those courses. (See enclosed syllabus for Art History 201.)

2. Our advanced architecture theory course, Architecture 311w, which is required for all Bachelor of Architecture students, now devotes about one-fifth of its class meeting times to a “module” on South Asian architecture. This course module was offered in both semesters in this 2006-07 academic year. See attached syllabus. (See enclosed syllabus for Arch 311w and work samples.)

3. We will continue to develop and expand our course in Japanese Modern Architecture, which counts as an Architecture Supporting Course in our revised curriculum. The course module on South Asian Architecture will also be expanded into a 3-credit Supporting Course, to be offered in 2008. Students will now be required to take at least one non-Western Architecture History or Theory course to satisfy the Supporting Course requirement. This way, all students in the major will have at least one three-credit course on a non-Western architectural subject, as well as the module of non-Western theory in Arch 311W.

B. Accessibility

We believe there is clear evidence the program is on its way to addressing this criterion effectively. Beginning in 2003, the second-year design studio instructors were charged with making accessibility the focus of at least one studio project each year. Every year since, the second-year faculty have invited guest speakers who are experts on accessibility and universal design, and have brought Penn State students with disabilities into the studio. In addition, all studio instructors throughout the program include in their syllabi the topic of accessibility as an issue to be addressed in every design project.

Actions  
1. Enforce the requirement for all students to demonstrate that their buildings are accessible, utilizing graphic means. (Student work samples will be presented on 7/13 meeting with NAAB Board.)
2. Continue second year emphasis on accessibility. Require students to graphically demonstrate accessible restrooms, doorways, ramps, etc. in all studio year-levels. (See Arch 231 and 232 syllabi, enclosed.)

3. Reinforce accessibility emphasis in third year, again requiring graphic evidence that accessibility standards have been met.

4. Beginning in Fall 2007, our Professional Practice course will have one assignment devoted to ADA regulations and building code requirements that address accessibility. (See enclosed syllabus for Arch 451.)

C. Site Conditions
We teach students to address site conditions throughout the curriculum, during all five years. We have made the manipulation of site topography a particular emphasis of our spring third-year studio, and we have asked all studio levels to emphasize site conditions.

Actions:
1. As our revised Matrix (enclosed) demonstrates, we now incorporate an emphasis on site planning into all five years of the curriculum, with the most focused attention occurring in the second, third year, and fourth years.

2. Second year studio continues to introduce students to the basics of building site planning, moving from infill projects to those that include sites with significant slopes and/or other natural features that must be addressed in the students’ designs. Particular emphasis is placed on the building and site section.

3. Third year studio projects now specifically address contour manipulation. A planned short duration project for Spring 2008, designed to compliment the studio project, will involve “sculpting a site.” This project will also introduce students to the digital fabrication machinery available in the department, such as our Laser Cutter and CNC router. Through the use of these machines, students can quickly see how a two-dimensional representation of topographic form (site plans with contour lines) translates into a three dimensional shape. In addition, at least one third-year studio project must now incorporate the need for students to address parking lot design.

4. Fourth year studio projects address site issues at the urban scale. Students are familiarized with zoning and other land-use controls. Fourth-year studios ask students to explicitly consider the environmental, cultural, political, economic, and social impacts of development/building construction.
D. Structural Systems (Criterion 18)
We believe that Architecture students at Penn State are receiving appropriate education on the subject of building structural systems, and have made no significant changes to how this subject is taught. The statement in the VTR, "student work was not made available," was the result of inadequate record-keeping by faculty in the Department of Architectural Engineering. In order to address this, we have implemented the following action.

1. We have taken over responsibility for archiving AE course work. We now ask AE professors to collect and retain copies of all completed assignments, dividing them into high pass and low pass categories. At the end of each semester, binders containing the course records will be turned over to the Architecture Department. We have been receiving this work and believe we have the appropriate evidence to present to any future visiting NAAB team. (See enclosed binder with AE 210, 421, and 422 syllabi, exams, assignments and student work samples.)

E. Building Service Systems (Criterion 22)
After giving careful consideration to which curricular changes were appropriate to better address Building Service Systems, we determined that Architecture 480, our fifth-year capstone experience in building systems integration, was already addressing as many topics as is practical in a 3-credit course. This has led us to refocus on our Architectural Engineering courses, while also reinforcing the content of the AE courses in our existing fifth-year curriculum.

Actions:
1. We have requested that the AE Environmental Systems Courses, AE 211 and 424 address building service systems explicitly. Look for ways to more directly connect these courses to the Third Year Studio projects. (See enclosed binder with AE 211 and 424 syllabi, exams, and assignments.)

2. Arch 480 still addresses building service systems tangentially. We now introduce Revit and other Building Information Modeling software as a vehicle through which to study systems integration.

3. Fifth year studio work in Arch 491 and 492 requires students to demonstrate an understanding of building service systems, either through the students' presentation drawings or the "thesis book."
F. Construction Cost Control (Criterion 25)

We begin our design studio sequence with a first year “Campus Constructions” project. First year studio immediately introduces students to the notion of “scarce resources” and the need to economize by assigning projects with intentionally meager budgets. Our second year Arch 203 and 204 Building Materials courses follow this hands-on experience with a broad understanding of the relative costs of common building systems. Development financing is addressed directly in our fourth-year urban design studio projects. Many of these projects are service-learning activities that involve real clients, budgets and sites. Lastly, Arch 451, Professional Practice, now includes a building cost estimating exercise. (See enclosed Arch 451 syllabus.)

Actions:
1. We continue to stress issues of economy and efficient use of resources in first year Campus Constructions. We also address general issues of cost and efficiency in Arch 203 and 204, and all Architectural Engineering courses.

2. Beginning in Fall 2007, Arch 451 will include an assignment on construction cost estimating and a presentation on the economics of speculative development.

3. Arch 480 addresses the first and life-cycle costs of building systems, and will incorporate an assignment on this topic beginning in Spring 2008.

4. Fourth year studios (Arch 431 and 432) address development financing basics.

Response to Visiting Team Report Conditions “Minimally Met”

In addition to the “not met” criteria listed above, the VTR identified three criteria as “minimally met”: Critical Thinking Skills, Building Code Compliance, and Comprehensive Design.

A. Critical Thinking Skills

Critical thinking is developed throughout the curriculum, beginning with the Core Studio and Theory courses, through all studio levels, in Architectural History courses, and in the writing-intensive Theory course, Arch 311w. Our concentration will therefore be on the demonstration of these skills.

Actions:
1. Arch 311w assignments, readings, and homework involve the use and demonstration of critical thinking skills.
2. Fifth year studio projects must demonstrate and document the use of critical thinking in the programming, design process, research and analysis of the fifth year “thesis” projects. The primary vehicle for this documentation is the fifth-year “Thesis Book.” (We will bring samples to the July 13 meeting.)

B. Building Code Compliance
The VTR noted that an understanding of code compliance was not “clearly documented.” Our strategy is therefore to stress this documentation to a greater degree.

Actions:
1. Code compliance is now more explicitly addressed in all upper-level studios, from third-year through fifth-year.

2. The Architectural Engineering professors teaching structures and systems courses now explicitly address building codes related to these areas of design and construction. The relative fire resistance of different construction systems is also addressed in Arch 203 and 204. Fire suppression systems are addressed in the AE 211 and 424 (see enclosed syllabi).

3. The fifth year studio projects, working in conjunction with Arch 451, will in 2007-08 require students to identify the occupancy classification(s) for their buildings, the construction type(s), and all height and area limitations arising there from. Fifth year studio projects must demonstrate code compliance and/or understanding in order for students to receive passing grades.

C. Comprehensive Design
The VTR in particular cited the lack of “wall section development” in design projects.

Actions:
1. Working in conjunction with Arch 204, Second Year studios will utilize the annual PCMA concrete masonry design competition as a vehicle for students to explore the construction of CMU walls, while mastering the conventions of drawing wall sections. (We will bring student work samples to July 13 meeting.)

2. Third Year studio presentation requirements now always include wall sections. (We will bring student work samples to July 13 meeting.)

3. Fifth Year studio projects and Arch 480 assignments now include the development of wall sections and details of building assemblies. Fifth year studio
projects must demonstrate an understanding of comprehensive design including "the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies," in order for students to receive passing grades.  (We will bring work samples to July 13 meeting.)

General Program Response to the 2005 VTR

The following procedures have been or are being implemented:

A. We have begun collecting and archiving student work beginning with the Fall 2005 semester, with a particular emphasis to retain representative samples of "low pass" work.

B. Our Coordinators and Curriculum Committees have reviewed and revised our NAAB matrix (see enclosed revised matrix). We have created a cover sheet for each course that identifies the NAAB criteria addressed within the course.

C. Faculty have revised their course syllabi to reflect the new matrix and the 2004 revised NAAB criteria.  (We will show examples at July 13 meeting.)

Recent Changes to the Bachelor of Architecture Program

In the Spring of 2006 our Bachelor of Architecture curriculum was revised to include the interdisciplinary Core first year studio and theory courses. This curriculum revision was approved by our Faculty Senate, and the undergraduate degree bulletin was updated to include the revised curriculum, effective June 23, 2006. The new curriculum eliminated one course (Arch 281, an introduction to computer graphics), and created a new requirement for students to explore an architecturally-related subject in some depth through a menu of required Supporting Courses from which students must choose.

As of the spring semester, 2007, the College decided to abandon the Core curriculum, largely for logistical reasons. As an interim step, for the 2007-08 academic year, the Architecture Department will return to its previous first year studio sequence, although under temporary course numbers. During 2007-08, our Curriculum Committee will work to re-examine the B. Arch curriculum, possibly suggesting additional changes that go beyond the simple replacement of the Core. These changes, along with the permanent course numbers, should be in place by fall, 2008.
Other notable changes:

A. We have reduced the total number of credit hours required for graduation in the B. Arch program by 3 credits.

B. We have introduced Building Information Modeling through Revit software in the Arch 480 course.

C. We have implemented a Computer (Laptop) Purchase Requirement, which began for Second Year students in Fall 2006.

D. We have introduced Digital Fabrication elective courses. For spring 2008, we will integrate digital fabrication into the third year studio as a way to address the manipulation of site topography.

E. Penn State was selected as one of 20 Universities to participate in the 2007 Solar Decathlon. Together with the Department of Architectural Engineering and other programs at Penn State, the Department of Architecture is incorporating the Solar Decathlon into both required and elective courses. (We will present images of this work at the July 13 meeting.)

F. We now occupy our new building, the Stuckeman Family Building for the School of Architecture and Landscape Architecture. The new building has provided substantially more studio space than our former location. The Stuckeman Building is the first LEED-certified “Gold” building on the Penn State campus. (We will present some images of the Stuckeman Building at the July 13 meeting.)

G. We have created an Architecture Alumni Group. This organization met three times in the 2006-07 academic year. It has an advisory board and officers. The organization has its own website, and its members are already active in the Department, participating in design critiques and other Department events. (We will present a list of board members at the July 13 meeting.)
As you can see, there have been many positive changes in the B. Arch program at Penn State since the last accreditation visit. Some, such as moving into our new building, while they have been undeniably beneficial to our faculty and students, have also added additional administrative burdens that have impacted our ability to quickly "turn the ship around" in response to the latest VTR. Nevertheless, I believe we have made remarkable progress under the circumstances, and can now clearly demonstrate to the NAAB Board that we have made significant improvements to the B. Arch program.

Sincerely yours,

Daniel Willis, AIA
Professor of Architecture
Department Head
dew2@psu.edu

cc: Dean Barbara Korner

enclosures:

In this binder:
1. 2007 NAAB Statistical Report
2. Revised NAAB course matrix
3. Faculty search advertisement from ACSA News
4. CVs of recent faculty hires: David Celento, Jodi LaCoe, Rebecca Henn
5. CV of Robert Fedorchak, Advising Coordinator & Assistant to the Department Head
6. Recommended five-year schedule of courses for B. Arch curriculum
7. List of Supporting Courses for B. Arch major

In separate binder:
1. Art History 201 syllabus
2. Arch 311w syllabus
3. Arch 231 and 232 syllabus
4. Arch 331 and 332 syllabus
5. Arch 491 and 492 syllabus
6. AE 210 syllabus, tests, and homework
7. AE 421 syllabus, tests, and homework
8. AE 422 syllabus, tests, and homework
9. Arch 451 syllabus
Penn State University no longer publishes a School Catalog as a paper bulletin. Students may find program and course listings online at http://www.psu.edu/bulletins/bluebook/. The following information was copied directly from the site:

PROGRAM LISTING:

Architecture

University Park, College of Arts and Architecture (ARCBS and BARCH)

PROFESSOR DANIEL E. WILLIS, Head, Department of Architecture

The Department of Architecture is a member of the Association of Collegiate Schools of Architecture and the Bachelor of Architecture Degree is accredited by the National Architectural Accrediting Board. The major provides for the education of architects at the professional and preprofessional levels.

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

Master’s degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.” (Excerpt from NAAB Conditions for Accreditation, 2004 Edition)

The professional program (BARCH) is a five-year curriculum leading to the Bachelor of Architecture degree requiring 162 credits and contains additional intensive academic studies in architectural and related subjects required for professional development. This program prepares those who seek careers as practicing architects. It is also professional preparation for those entering related design fields. Graduates holding a Bachelor of Architecture first professional degree are eligible, after appropriate internship experience, for admission to the professional state licensing examination, and subsequent registration as architects. Students accepted into the Department of Architecture are admitted into the five-year professional program leading to the Bachelor of Architecture degree.

The preprofessional program (ARCBS) is a four-year curriculum leading to the Bachelor of Science degree with a major in Architecture requiring 135 credits. The curriculum consists of a foundation core of
design, introductory studies in architecture and environmental design at various scales, programming and implementation techniques, architectural data systems application, architectural theories in design and methodology, and research. This program helps prepare those who intend to enter related environmental design professions. Bachelor of Science graduates are trained and eligible for immediate participation as paraprofessionals in the environmental design field, for continuing their studies in intensive and specialized professional training for the first professional degree, or for pursuing graduate studies.

Architecture students are reviewed at the end of the fourth semester (second year) for retention in the program. A portfolio of architectural design work examples will be submitted by each student and evaluated by a committee of faculty members. The review will be based on criteria which evaluates growth over the four-semester period and architectural design competence as evidenced in the architectural design work examples presented in the student’s portfolio. A positive review will permit the student to continue in the major. A negative review will not permit continuance in the Architecture program. For students who receive a negative review, every effort will be made to advise them into a related discipline.

Incorporated into both professional and preprofessional programs is a required semester abroad at the department’s facilities in Rome, Italy. Other elective foreign study opportunities are also available.

At the end of the fourth year (135 credits completed), students are reviewed for retention in the five-year BARCH program. This review evaluates a student’s performance by reviewing the overall University grade-point average which must be a minimum of 2.5 and the student’s performance in architectural design studio and visual communications courses where the minimum grade-point average must be 2.67 on the 4.0 scale. In cases where either of these minimums are not met, a portfolio of design work examples will be requested of the student and reviewed by the committee. In cases where retention in the BARCH (five-year) program is not permitted, students having already completed the ARCBS (four-year, 135 credits) requirements will be given a “change of major” and awarded the Bachelor of Science degree in Architecture. Students may also elect to leave Penn State after completing the requirements of the four-year (ARCBS) program and receive the Bachelor of Science degree.

For the B.Arch. degree in Architecture, a minimum of 162 credits is required. For the B.S. degree in Architecture, a minimum of 135 credits is required.

Scheduling Recommendation by Semester Standing given like (Sem: 1-2)

Bachelor of Architecture

GENERAL EDUCATION: 45 credits
(6 of these 45 credits are included in the REQUIREMENTS FOR THE MAJOR)
(See description of General Education in front of Bulletin.)
FIRST-YEAR SEMINAR:
(Included in REQUIREMENTS FOR THE MAJOR)

UNITED STATES CULTURES AND INTERNATIONAL CULTURES:
(Included in REQUIREMENTS FOR THE MAJOR)

WRITING ACROSS THE CURRICULUM:
(Included in REQUIREMENTS FOR THE MAJOR)

REQUIREMENTS FOR THE MAJOR: 123 credits[1]
(This includes 6 credits of General Education GA courses.)

PRESCRIBED COURSES (90 credits)
A E 421(3), A E 422(3), ARCH 203(3), ARCH 204(3), ARCH 231(6), ARCH 232(6) (Sem: 3-4)
A E 211(3), A E 424(3), ARCH 311W(3), ARCH 331(6), ARCH 332(6) (Sem: 5-6)
ARCH 499B IL(3) (Sem: 7-8)
ARCH 451(3), ARCH 480(3), ARCH 491(6), ARCH 492(6) (Sem: 9-10)

ADDITIONAL COURSES (18 credits)
ARCH 431(6), ARCH 432(6); or ARCH 431(6) or ARCH 432(6) and ARCH 499A IL(6) (Sem: 7-8)
Select 6 credits in Art History or ARCH 499C IL(3)(Sem: 3-8)

SUPPORTING COURSES AND RELATED AREAS (15 credits)
Select 15 credits from the Supporting Courses Recommendation Listing provided by the Department of Architecture (Sem: 4-10)

Bachelor of Science

GENERAL EDUCATION: 45 credits
(6 of these 45 credits are included in the REQUIREMENTS FOR THE MAJOR)
(See description of General Education in front of Bulletin.)

FIRST-YEAR SEMINAR:
(Included in REQUIREMENTS FOR THE MAJOR)

UNITED STATES CULTURES AND INTERNATIONAL CULTURES:
(Included in REQUIREMENTS FOR THE MAJOR)

WRITING ACROSS THE CURRICULUM:
(Included in REQUIREMENTS FOR THE MAJOR)

REQUIREMENTS FOR THE MAJOR: 96 credits[1]
(This includes 6 credits of General Education GA courses.)

PRESCRIBED COURSES (72 credits)
4.7

A E 421(3), A E 422(3), ARCH 203(3), ARCH 204(3), ARCH 231(6), ARCH 232(6) (Sem: 3-4)
A E 211(3), A E 424(3), ARCH 311W(3), ARCH 331(6), ARCH 332(6) (Sem: 5-6)
ARCH 499B IL(3) (Sem: 7-8)

ADDITIONAL COURSES (18 credits)
ARCH 431(6), ARCH 432(6); or ARCH 431(6) or ARCH 432(6) and
ARCH 499A IL(6) (Sem: 7-8)
Select 6 credits in Art History or ARCH 499C IL(3) (Sem: 3-8)

SUPPORTING COURSES AND RELATED AREAS (6 credits)
Select 6 credits from the Support Courses Recommendation Listing
provided by the Department of Architecture (Sem: 4-8)

Integrated BARCH-MARCH Program

The Department of Architecture offers a limited number of academi-
cally superior students enrolled in the fourth year of the program lead-
ing to the Bachelor of Architecture degree the opportunity to enroll in
an integrated program leading to both the Bachelor of Architecture and
the Master of Architecture degrees. The program permits the student
to integrate the fifth year of study for the professional BARCH degree
with the program of study for the MARCH degree into a continuous
program of study culminating in both degrees. The ability to coordinate
as well as concurrently pursue the two degree programs enables the
student to achieve greater depth and comprehensiveness than if the
degrees are pursued sequentially and to earn the two degrees in a
shorter period. In particular, the program encourages the student to
integrate the undergraduate thesis design project with the master’s
thesis, thereby achieving a greater depth of inquiry.

The number of openings to this special program is limited; admission
is by invitation of the faculty and is extremely selective.

Admission Requirements

Applicants to the integrated program must be enrolled in the fourth
year of a BARCH program or otherwise qualified to apply for admis-
sion to the fifth year of the BARCH program at Penn State. To be ad-
mitted, applicants must be able to meet the following requirements:

--Must have completed a bachelor of science in architecture, or other
degree qualifying for admission to the BARCH program, prior to entry
into the Integrated Degree program.

--Must be fully accepted into the fifth year of the BARCH program at
Penn State.

--Must be unprovisionally accepted into the MARCH program at Penn
State (see application requirements for the MARCH degree in the
Penn State Graduate Degree Programs Bulletin.

--Must have a minimum 3.20 junior/senior overall grade-point average
(on a 4.0 scale) as well as: (1) a minimum 3.20 GPA in architectural
design courses (studio), and (2) a minimum 3.20 GPA in all course work except architectural design courses (studio).

--In addition to the normal application requirements for the MARCH degree, the student applicant shall provide a Plan of Study of not more than 1,500 words. The plan shall clearly describe the student's proposed general thesis topic and a strategy for pursuing it, including a list of proposed courses and a list of faculty whom the student foresees as contributing to the course of study.

The best-qualified students will be accepted up to the number of spaces available for new students. Acceptance to the program prior to the completion of all required course work is provisional, contingent upon meeting the previous requirements.

[1] A student enrolled in this major must receive a grade of C or better, as specified in Senate Policy 82-44.

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Last Revised by the Department: Summer Session 2006
Blue Sheet Item #: 34-06-009 BARCH and 34-06-010 ARCBS
Review Date: 2/8/07

COURSE LISTING:

For some courses, a more detailed description may be available, accessible by clicking on the course number. All course descriptions are updated periodically.
ARCH 095 INTERNSHIP (1 -18) Effective Date: FA2007 Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required. Prerequisite: prior approval of proposed assignment by instructor.

ARCH 097 SPECIAL TOPICS (1 - 9) Effective Date: FA2007

ARCH 098 SPECIAL TOPICS (1 -15)

ARCH 099 (IL) FOREIGN STUDIES--ARCHITECTURE (1 -15) Individual or group instruction conducted in a foreign country.

ARCH 101 INTRODUCTION TO ARCHITECTURE STUDIO (3) Basic concepts/methods of architectural design; introduction/exploration of techniques of architectural communication/representation; structural, functional, and aesthetic dimensions of architecture are examined.


ARCH 103A BASIC DESIGN AND RESEARCH I (3 - 6) Multidimensional design and perceptual development. Formulation of abstracted concepts and logical visual models. Prerequisite: Architectural Engineering majors only

ARCH 195 INTERNSHIP (1 -18) Effective Date: FA2007 Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required. Prerequisite: prior approval of proposed assignment by instructor.

ARCH 197 SPECIAL TOPICS (1 - 9) Effective Date: FA2007

ARCH 198 SPECIAL TOPICS (1 -15)

ARCH 199 (IL) FOREIGN STUDIES--ARCHITECTURE (1 -15) Individual or group instruction conducted in a foreign country.

ARCH 203 MATERIALS AND BUILDING CONSTRUCTION I (3) Instruction in the design and construction of buildings utilizing wood and steel. Prerequisite: third-semester standing in the Architecture curriculum

ARCH 204 MATERIALS AND BUILDING CONSTRUCTION II (3) This course will continue the presentations of ARCH 203, with a focus on concrete and masonry materials. Prerequisite: ARCH 203, fourth-semester standing in the Architecture curriculum

ARCH 210 (GA) CONTEMPORARY DESIGN AND PLANNING THEORIES (3) Central concepts, fundamental values, philosophy, and processes leading to the design and planning of buildings and man-made environments.

ARCH 211 (GA) CONTEMPORARY DESIGN AND PLANNING THE-
ORIES II (3) Continuation of ARCH 210, with an in-depth analysis and study of significant and current environmental constructs and issues. Prerequisite: ARCH 210

ARCH 231 ARCHITECTURAL DESIGN I (6) Design of limited environments within defined constraints. Prerequisite: A&A 103 and A&A 104, second-year standing in architecture curriculum

ARCH 232 ARCHITECTURAL DESIGN II (6) Design of limited environments within defined constraints. Prerequisite: ARCH 231, second-year standing in Architecture curriculum

ARCH 295 INTERNSHIP (1-18) Effective Date: FA2007 Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required. Prerequisite: prior approval of proposed assignment by instructor

ARCH 296 INDEPENDENT STUDIES (1-18)

ARCH 297 SPECIAL TOPICS (1-9)

ARCH 298 SPECIAL TOPICS (1-15)

ARCH 299 (IL) FOREIGN STUDIES--ARCHITECTURE (1-15) Individual or group instruction conducted in a foreign country.

ARCH 311W ARCHITECTURAL AND PLANNING THEORIES (3) Architectural theory course with a strong focus on the reading and writing of essays about architecture and related fields. Prerequisite: fifth-semester standing in the Architecture curriculum

ARCH 311Z ARCHITECTURAL AND PLANNING THEORIES (3) Architectural theory course with a strong focus on the reading and writing of essays about architecture and related fields.

ARCH 316 (GA) ANALYSIS OF HUMAN SETTLEMENTS: CITIES (3) Analysis of the interrelated factors which determined and shaped the various types of early cities through the nineteenth century.

ARCH 331 ARCHITECTURAL DESIGN III (6) Development of the design process through organizational methodologies, based on physical, functional, and social-behavioral determinants. Prerequisite: ARCH 232, faculty review, third-year standing in Architecture curriculum

ARCH 332 ARCHITECTURAL DESIGN IV (6) Development of the design process through organizational methodologies, based on physical, functional, and social-behavioral determinants. Prerequisite: ARCH 331, third-year standing in Architecture curriculum

ARCH 395 ARCHITECTURE WORK STUDY (6) Off-campus, nongroup instruction under the direction of approved professionals in the field. Architecture majors only.

ARCH 397 SPECIAL TOPICS (1-9) Effective Date: FA2007
ARCH 398 SPECIAL TOPICS (1-15)

ARCH 399 (IL) FOREIGN STUDIES (1-12)

ARCH 431 ARCHITECTURAL DESIGN V (6) Continuation of ARCH 331 and 332, with design and research in program option areas. Prerequisite: ARCH 332, fourth-year standing in Architecture curriculum.

ARCH 432 ARCHITECTURAL DESIGN V (6) Continuation of ARCH 431, with design and research in program option areas. Prerequisite: ARCH 431, fourth-year standing in Architecture curriculum.

ARCH 441 ARCHITECTURAL DESIGN ANALYSIS (4) Studies in principles and elements of design; planning for human use; the relationship of space to physical and social environment. Architectural Engineering majors only. Prerequisite: ARCH 130A.

ARCH 441 ARCHITECTURAL DESIGN ANALYSIS (3) Effective Date: SP2008 Studies in principles and elements of design; planning for human use; the relationship of space to physical and social environment. Architectural Engineering majors only. Prerequisite: ARCH 130A.

ARCH 442 ARCHITECTURAL DESIGN ANALYSIS (4) Continuation of ARCH 441, with emphasis on functional relationship of space, form, structure, and building groups. Architectural Engineering majors only. Prerequisite: ARCH 441.

ARCH 442 ARCHITECTURAL DESIGN ANALYSIS (3) Effective Date: SP2008 Continuation of ARCH 441, with emphasis on functional relationship of space, form, structure, and building groups. Architectural Engineering majors only. Prerequisite: ARCH 441.

ARCH 443 ARCHITECTURAL DESIGN ANALYSIS INSPECTION TRIP (1) Faculty guided trip to metropolitan areas to investigate noteworthy architecture and building construction and to visit professional offices. Prerequisite: fourth-year architectural engineering majors first priority, others by faculty approval.


ARCH 480 TECHNICAL SYSTEMS INTEGRATION (3) Presentations of buildings’ analyses from a multiplicity of viewpoints: architectural, spatial, environmental, mechanical, construction assembly. Prerequisite: fifth-year standing in the Architecture curriculum or approval by the instructor.

ARCH 481 DIGITAL DESIGN MEDIA (3) Advanced course in digital modeling, rendering, animation and non-linear video for architectural investigations. Prerequisite: approval by instructor.

ARCH 482 MICROCAD (3) Introductory course in Computer-Aided-
Drafting applications with an emphasis on architectural office practices and architectural drawings production.

ARCH 491 ARCHITECTURAL DESIGN VII-THESIS (6) Problems in architectural planning and design; programming and/or implementation methodologies and applications for various environmental design scales. Prerequisite: ARCH 431 or ARCH 432, ARCH 499A, faculty review, fifth-year standing in the Architecture curriculum

ARCH 492 ARCHITECTURAL DESIGN VIII-THESIS (6) Continuation of ARCH 491 with concentration and specialization options. Prerequisite: ARCH 491, fifth-year standing in the Architecture curriculum

ARCH 495 INTERNSHIP (1-18) Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required. Prerequisite: prior approval of proposed assignment by instructor

ARCH 496 INDEPENDENT STUDIES (1-18)

ARCH 497 SPECIAL TOPICS (1-9) ARCH 498 SPECIAL TOPICS (1-15)

ARCH 499 (IL) FOREIGN STUDIES (1-12 per semester) Prerequisite: seventh-semester standing

ARCH 499A (IL) FOREIGN STUDY--ARCHITECTURAL DESIGN VI (6) Individual or group instruction conducted in a foreign country. Prerequisite: ARCH 332, fourth-year standing in the architecture curriculum

ARCH 499B (IL) ARCHITECTURAL ANALYSIS (3) Comparative study of architectural elements and building types through on-site drawing/recording, measurement, sketching and decomposition activity. Prerequisite: fourth-year standing in the Architecture curriculum Concurrent: ARCH 499A, ARCH 499C

ARCH 499C (IL) URBAN STUDIES TOPICS (3) Focuses on architectural and urban design issues using Rome as a repository of examples and as a laboratory for experiments. Prerequisite: fourth-year standing in the Architecture curriculum Concurrent: ARCH 499A, ARCH 499B

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Effective Date: Current
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