

**Pennsylvania State University
Department of Architecture**

Visiting Team Report

Bachelor of Architecture (162 undergraduate credit hours)

The National Architectural Accrediting Board
5 March 2008

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.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Progress Since the Previous Site Visit	3
3. Conditions Well Met	19
4. Conditions Not Met	19
5. Causes of Concern	19
II. Compliance with the Conditions for Accreditation	20
III. Appendices	35
A. Program Information	35
1. History and Description of the Institution	35
2. Institutional Mission	36
3. Program History	37
4. Program Mission	39
5. Program Self Assessment	39
B. The Visiting Team	44
C. The Visit Agenda	46
IV. Report Signatures	53

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I. Summary of Team Findings

1. Team Comments

The team finds that there is no doubt that this program has developed exponentially since the previous team visit. Under the leadership of the very talented, Dan Willis, and his exemplary and diverse faculty and staff, the department is in great shape. We thank them all for their gracious hospitality during our visit

The aspects of this program are as follows:

- The unique aspect of the interdependence of the architecture program with the departments of Landscape Architecture, Art History and Architectural Engineering is a unique asset to this curriculum and continues to gain strength through its support by the Bower Funds.
- A Building Information Modeling (BIM) project currently represents a synergistic collaborative model for building systems research between the architecture and architectural engineering faculty.
- The studio culture is instilled in the student from their very first day in design studio with the emphasis on craft, composition and balance. This is seen in traditional representation of drawing and model making as well as in digital works.
- There is a strong mix on crafts and composition along with a balanced integration of digital and traditional representation.
- There was no doubt that the sharing of expertise is very prevalent in all parts of the program. The magnificent new Stuckeman Family Building for the School of Architecture and Landscape Architecture (SALA) was completed in the summer of 2005 after the previous team visit held earlier in February of that same year. Classes began in the fall of 2005 and this open spacious facility has proven to be an important aspect of this transparency in education.
- The Immersive Environments Lab is a tremendous resource that enriches the program activities by allowing the students to have access to the most advanced technology at all time.
- The unique local and wide-ranging programs sponsored by the Hamer Center for Community Design Assistance through projects including;
 - 2008 – Healthy Eating Among Adolescents Living in Public Housing in Central PA, sponsored by the Robert Wood Johnson Foundation, (Research)
 - 2007 - Rebuilding after Katrina using local resources (Design/build)
 - 2006 - American Indian Housing Initiative, Montana, Child Care Center (Design/build)
 - 2006 - Citizen's Guide to East Biloxi Master Plan, Hamer Center plus Mississippi State University (Master Plan)
- A strong collegiality of the students, faculty and staff is apparent throughout the program.
- Since the last team visit, sixteen faculty members have gained recognition for University-level committee/boards/institutions, major external awards, and major external grants.

- With a facility that was designed to meet Learning by Education and Environmental Design (LEED) Silver certification, it received the next higher certification - Gold. The continuance of the design process that made this possible is seen in the ARCH 480 course. The students have adopted the sustainable design philosophy of LEED as an ethical solution to the building design.
- The previous *Visiting Team Report* reported in depth about the Rome Study Abroad Program. This team also finds the program to be a valuable asset to the Department of Architecture. Under Romolo Martemucci's leadership, this program fulfills an important objective of the Department of Architecture's mission statement to "serve the...international community by increasing the public awareness of architecture." Located in the center of Rome, these facilities continue to provide an excellent environment for teaching and learning about the urban and cultural conditions of one of the most interesting cities in the world. The program developed over the past 9 years has been successful collaboration with local Italian universities, Italian municipalities and a range of other disciplines such as, archeology and architectural engineering.
- The Rome program is now being overseen by the new Vice Provost of International Studies, Michael Adawumi, PhD; this will improve communication and vital support for this wonderful program.
- Local architects continue to be attracted to teach in the Rome program although there is concern by Director Martemucci that the level of pay is not adequate and must be raised dramatically.
- Each student in the Department of Architecture is required to attend the Rome program and do so with enthusiasm. If there is a unique condition where a student just cannot attend, the Department Head, Dan Willis, has the authority to make adjustments as required to help.
- Prearranged housing adjacent to the Rome program in the center of Rome is made available and coordinated through the program.
- Non-architecture students may attend the Rome program to help them obtain an awareness of architecture through summer programs such as; Human Development and Family Sciences, International Program for Nutrition, and Architectural Engineering,
- Library assistance for the students attending the Rome program is supported by both the Penn State library and the library in Rome. Each makes resources available to students in one-to-two day deliveries for certain resources that are easy to obtain through internet or in Rome. Journals and books take a week or more for delivery. Where this assistance is satisfactory, it would be best for all recourses to be available in Rome.

Comments on Specific Condition

- The faculty and students sustain a successful program of interactive events such as;
 - First year orientation and ice cream social
 - Annual costume parade and pumpkin carve competition
 - Beaux Arts Ball
 - College alumni association career tips events
 - Guest lecturers
 - Symposia and conferences
 - Architecture career fair

- College awards ceremony and alumni awards
 - Architecture Department picnic
 - Department Awards Ceremony
 - Kossman thesis jury
 - Department reception following commencement
- Rome program continues to provide many opportunities for learning outside the classroom with organized field trips that expose students to international architecture throughout Europe. Students are introduced to other American and Italian universities locate in Rome.
 - The team found an ongoing interdisciplinary collaboration between the departments of architecture, landscape architecture, architectural engineering supported by the Bowers Program and Stuckeman Endowment are continued strengths to the community.
 - The previous team supported the implementation of a computer purchase requisition for all students. This proposal never materialized because the available funds were better spent on printing equipment and required software licenses.
 - The previous team and this team found an impressive list of department program activities.
 - The current building facility for the SALA continues to provide interactive collaboration with Landscape Architecture and the Architecture Department. Although this advantage is not well utilized it has opportunities that could benefit each department.
 - In Rome, The Palazzo Doria Pamphili studio/classroom facility now requires an investment for improvements. The beautiful light-filled voluminous space in the Via della Gatta studio is in good physical shape and requires no improvement at this time.
 - A new dean, Barbara Korner, Ph.D. is now providing support to the architecture department by delegating trusted authority to the department head.
 - Dean Korner, Ph.D., and the new Vice Provost of International Programs, Michael Adawumi, PhD both provide considerable support to the Rome program. They have developed an organizational structure for Director/Professor Martemucci, to reflect both departments that he represents - administration and faculty.

2. Progress Since the Previous Site Visit (2005)

Condition 3, Public Information (2005): *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.*

Previous Team Report (2005): *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.*

2008 Visiting Team Assessment: The team finds that this criterion is met. The required NAAB language appears prominently in all promotional materials for the degree program which are available on the web at: [http://ww.psu.edu/bulletins/bluebook/\\$aamenu.htm](http://ww.psu.edu/bulletins/bluebook/$aamenu.htm).

Condition 4, Social Equity (2005): *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.*

Previous Team Report (2005): *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.*

2008 Visiting Team Assessment: The team found this condition is well met. Since the last visit, four out of the last six faculty hires have been women. With four new tenured track female faculty, (increasing female faculty to 32%), tenured one female faculty, (increasing the percentage to 21% of tenured faculty).

The Department hired a new advising coordinator, with responsibilities for recruitment and retention of a diverse student population. They have continued the Architecture summer camp program, with scholarships to increase minority applicants.

Condition 5, Human Resources (2005): *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.*

Previous Team Report (2005): *This condition is not met. There are a number of issues that need to be improved.*

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 years. The department head should select a faculty member to assist with assistant/associate department head duties.

The department has continued to address the unplanned growth of the Bachelor of Architecture enrolment by reducing the number of admissions offers made. The entering first year class has been maintained at about 62 for the past two years and department has requested that the admissions office maintain this size class permanently.

2008 Visiting Team Assessment: In May of 2007, an Advising Coordinator and Assistant to the department head position was created and filled by Robert W. Fedorchak. With twenty five years of experience in this field throughout the University, Mr. Fedorchak's seems to be perfect in his abilities to connect with students as well as the support he gives to the department head. He has won numerous advising and staff service awards, including the University Advising Award, the highest recognition for advising excellence at Penn State. His advising duties cover 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 of the department, maintaining the advising sections of the department website, and advising the select number of faculty advisors who are now responsible for the third, fourth and fifth year student advisees. Mr. Fedorchak has relieved the department head so some of his work loads.

Beyond these improvements since the 2005 team visit, the department has;

- Extended a part-time administrative staff position to full-time.
- Filled the temporary vacant position of IDP Advisor.

- Filled four open tenure-track position.
- Added one new faculty position by the provost's office.
- Improved student to faculty ratio through first-year admissions controls.

2005 Visiting Team Assessment: 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.

2008 Visiting Team Assessment: The team found this issue resolved with the addition of two full time fully trained staff members managing the shop. They supervise work study employees, monitor machinery, and insure adherence to safety operational procedures. There has been no increase of student load in the new shop.

Another staff member supports the Immersive Environments Lab and Digital Fabrication equipment. This position is hired with temporary funds and the department is continuing its efforts in lobbying to make the position permanent. This person is also provides backup support to the shop when needed.

2005 Visiting Team Assessment: Human Resources - 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 10 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.*

2008 Visiting Team Assessment: The team found the Rome program to be supported by the university president, the provost, and from the new vice provost of international programs, the new dean of college of arts and architecture. With this support, the department head is exploring ways to make this program more financially sound. The University continues to grant the program director's full budget requests. Some additional restructuring, primarily as a result of a study of this program by the University's Office of Risk Management, is also underway. The department is 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 2007-2008 academic year.

The Rome program continues to have no difficulty in filling its positions with qualified instructors, teaching assistants and staff. The average salary paid to faculty teaching the studio course is about \$30,000.

Also, each student in the architecture program is required to attend the Rome program. The students are helped financially where needed, and for those students with unusual conditions who cannot attend, the department head has the ability to make adjustments to accommodate special conditions on a one-by-one basis.

Condition 9, Financial Resources (2005): *Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.*

Previous Team Report (2005): *This condition is not met. A number of issues need improvement.*

2005 Visiting Team Assessment: 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.

2008 Visiting Team Assessment: The team found noted in the APR, (p. 24, item C.2.) that in 2007, the department received endowments for program support of which one was designated for guest lectures. Together these funds generate an additional \$5,000 in income each year.

2005 Visiting Team Assessment:

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, un-itemized 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.”

2008 Visiting Team Assessment: The total annual operating budget of the Department of Architecture is about \$2.5 million that supports faculty and staff salaries, graduate assistantship stipends, work study wages, healthcare and employee benefits, and general operating expenses such as telephones, printing, mailings, conferences travel, office supplies and equipment. Beyond that, the department has an “Enrichments” budget is also supplemented by the college. These funds are allocated to provide for instructional technology and equipment. The Department of Architecture received funds for special projects from the Instructional Equipment funds in 2006 and 2007. Capital cost for facilities, as well as building maintenance and building operating costs are paid by the University.

The University's central administration provides funds for annual salary increases for faculty and staff as well as to faculty promotions. They also provide for annual increases for the graduate assistantship stipends.

In July of 2004, the college provided a permanent increase of \$20,000 to the departments operating budget bringing it from \$57,876 in 03/04 to \$77,876 in 04/005. The college also provides temporary funds as needed to support ongoing expenses. Over the past three years, those funds, totaling \$115,000, supported faculty and staff salary needs.

The University has a reallocating funds program in which the Architecture Department has participated each of the past three years to help with filling faculty positions. The current plan is to fill an assistant or associate professor level.

The APR on pp. 23 and 24 contains the department's response to the previous team findings. Since the APR was written in September, they add this additional information:

1. Their benchmarking study comparing them to 13 peer B. Arch programs contains information on annual program budgets and annual program funding per student. (The data collected is for the 2006-07 academic year.) Although they understand that

variations in the ways different universities structure their budgets makes the direct comparison of one program's budget to another's difficult, they believe the information they have obtained is accurate enough to offer the following conclusions:

a. The annual funding per student figures at all 14 institutions being compared in the benchmarking study ranged from a high of \$14,840.52/student to a low of \$4,965.22/student. The average annual funding per student is \$8,041.85. Penn State's annual funding per student in 2006-07 for the B. Arch program was \$9,344.59.

b. The Department of Architecture has increased its support for faculty travel to \$1,000 per faculty member per year since the 2005-06 academic year. In addition, it is the practice of the associate dean for research and graduate programs in the College of Arts and Architecture to provide an additional \$300-\$500 per faculty member per year. Using the smaller of these amounts, the total travel support available to full-time Architecture faculty members per year is \$1,300. The average amount of annual travel support from the 12 programs that provided this information in our bench marking study was \$1,415. Their interpretation of this data is that the amount of travel support available to Architecture faculty at Penn State is comparable to that available at many other programs.

2. Since the APR was completed in September, the faculty in the department of Architecture have received two additional external grants that should be noted. Having once again been selected as one of the twenty universities to compete in the Solar Decathlon, Penn State has received a \$100,000 grant from the Department of Energy National Renewable Energy Laboratory (NREL). Assistant Professor of Architecture Lisa Lulo is member of the core Solar Decathlon faculty team. Soon after the visiting team left Penn State, we learned that Professor of Architecture Jawaid Haider, Assistant Professor of Architecture and Landscape Architecture Peter Aeschbacher, and Assistant Professor of Landscape Architecture and Hamer Center Interim Director Mallika Bose had received a major grant of \$232,000 from the Pottstown Health and Wellness Foundation. This is for stage one of a research project that will most likely continue, leading to additional funding in the future.

3. The APR, (p. 24, item C.2.) in 2007 also notes that the Department received two endowments for program support (one designated for guest lecturers) that together generate an additional \$5,000 in income each year.

2005 Visiting Team Assessment: 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.

2008 Visiting Team Assessment: This team found that the previous VTR seems to be saying a University should not be able to assess overhead to its programs. Penn State charges overhead on all its research and service contracts and its overhead on federally-funded research projects is around 45%. Seen in this light, a 20% overhead assessment is reasonable, since the University infrastructure for student registration, computer network access, tuition payments, student advising, the University library etc. is still in operation for every student who studies in Rome. Instead of fighting the 20% overhead charge, the department and college have been focusing on getting more services out of the University in return for its 20% cut. As Vice Provost Michael Adewumi indicated, he feels the University has to invest more in their Rome facilities. Vice President Adewumi, Dean Korner and Dan Willis are attempting to work within Penn State's procedures to secure more support for the Rome program.

The "budget deficit" indicated in the last VTR seems to appear only in theory. Penn State's Office of International Programs has never attempted to recover the deficits (the last VTR mentions a \$140,000 for 2004-05) in the Rome Program annual budgets. In fact, the Office of International Programs has been and continues to subsidize architecture's Rome program with funding from their other programs. The college recognizes that this is a potentially unsustainable practice, and the future budget model of the Rome program remains a concern. Dean Korner, Vice Provost Michael Adewumi, and the Department Head, Dan Willis, are working on a long-term solution. At this time, the college is starting a bench marking exercise so that they can compare their Rome operation to similar programs run by universities such as Temple, Cornell, Iowa State, and others. Once these figures are available, they can better determine what the true cost of doing business is in Rome, and will be better able to convince the upper administration at Penn State if changes to their budget model are needed. This also applies to the ways other universities are addressing the impact the weak dollar/strong Euro have made on their budgets.

2005 Visiting Team Assessment: Financial Resources – Rome Program *(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, and paying the expenses for planned field trips.

2008 Visiting Team Assessment: The team found that the office of International Programs has made additional efforts to streamline the transfer of funds to Rome since the last team report. In January of 2008, during the visit to Rome by the department head and the dean, they discussed other ways to make the reimbursement process work more quickly. This is something that will be studied in the benchmarking process and results will be incorporated in the Rome strategic plan.

Criterion 12.11. Non-Western Traditions (2005): Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (2005): The team did not find evidence of awareness related to this criterion within the required course work.

2008 Visiting Team Assessment: The team found this criterion to be met. The faculty has developed a series of courses to facilitate the exposure of some non-western traditions to the student body of the school of architecture. Specifically, the altered content development of Arch 211 and 311W and with the addition of a required non-western theory course(s) giving students to take a South-Asian and/or Japanese focused

course approved but implement the pending academic year. In the interim, the faculty has developed a 5-week module focusing on South-Asian architecture theory in the current run of the existing 311-theory course. The team encourages the direction of these initiatives but also encourages the insertion of non-western theory / architectural references in the existing curriculum, where appropriate as a continual subtext within the larger survey coursework.

Criterion 12.14, Accessibility (2005): Ability to *design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2005): The team did not find evidence of consistent application of accepted accessibility criteria to course work.

2008 Visiting Team Assessment: The team found this criterion to be met throughout the program in a wide ranging amount of displayed student works. Starting in the second year, the students focus accessibility on at least one project per year. These students also have invited guest speakers who are experts on accessibility and universal design speak each year – some are handicapped as well. All studios focus on accessibility in each design project.

Criterion 12.17, Structural Systems (2005): Understanding of *the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems*

Previous Team Report (2005): Student work was not made available.

2008 Visiting Team Assessment: The team found this criterion to be met. The students display evidence of their understanding of contemporary structural systems. The courses AE [Architectural Engineering] 210, 421, 422 provide students the basics and appreciation of forces, the evolution of structural design, strength of materials, and applications.

Criterion 12.21, Building Service Systems (2005): Understanding of *the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Previous Team Report (2005): *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.*

2008 Visiting Team Assessment: The team found this criterion to be met. Understanding of these topics is covered by Architectural Engineering department courses AE 210, 211, 421, 422 and 424 in the first, second and third years. Evidence of conceptual application of structural, life-safety, building envelope and building service systems was seen in studio work from Arch 331 and 332 which are taken simultaneously with the AE courses. Evidence of integration of environmental control systems into the studio project was seen in work from fifth year in Arch 480, Technical Systems Integration. The course supplements Arch 492 - Architectural Design VIII – Thesis and uses the studio project as a medium for application. In some cases, integration seems removed from conceptual design and is more of an appendage. Other examples of work exhibit innovative computer modeling simulation technology which occurs through the department's Immersive Environments Lab allowing students to enhance their conceptual

response to environmental control systems. Introduction to integration of environmental control systems earlier in the curriculum may benefit the students' comprehension and application of these systems.

The students have effective coursework in their subject-specific curriculum in this area but continue to struggle with explicit documentation in their design courses. While there has been a considerable development of environmental factors such as air, noise, wind and light the specific development of passive/ sustainable factors there continued to be scant evident of comprehensive assimilation of active building service systems specifically plumbing, electrical, vertical transportation, communication, security and fire protection systems in design studios coursework. It seems that the introduction of these factors are delivered sufficiently in the third year of the design curriculum but that these factors do not resurface significantly until the spring semester of the fifth year. It may be crucial for the program to consider content adjustments and specific contributions in the fourth year.

Criterion 12.26, Building Economics and Cost Control (2005): Awareness of *the fundamentals of development financing, building economics, and construction cost control within the framework of a design project*

Previous Team Report (2005): The team found inconclusive evidence of an awareness of development of financing principles, building budgeting economics, and construction cost control within design projects presented.

2008 Visiting Team Assessment: The team found this criterion to be met. The first year immediately introduces the students that clients have limited resources and that each project must be carefully designed to meet those lean budgets. Second year Arch 203 and 204 Building Materials courses follow with more understanding of the building systems costs. The fourth year urban design studio 431 and 432 introduces development financing. Arch 451, Professional Practice, includes a building cost estimating exercise. Arch 480 addresses the life cycle cost of building systems.

[Causes of Concern taken from VTR dated February 9, 2005]

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 summer 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.

2008 Visiting Team Assessment: *This condition is well met. Since the last visit, 4 out of the last 6 faculty hires have been women. With four new tenured track female faculty, (increasing female faculty to 32%), tenured one female faculty, (increasing the percentage to 21% of tenured faculty).*

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.

2008 Visiting Team Assessment: *The team found this criterion to be met (see response to Section 2, Progress Since the Previous Site Visit; Condition 5, Human Resources).*

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.

2008 Visiting Team Assessment: This visiting team found concerns to be resolved. The Hamer Center for Community Design, a shared resource of the School of Architecture and Landscape Architecture (SALA), often plays a facilitating role in such endeavors and could do much more to expand such efforts through by growing a design and administrative support staff and increased grant-funded research.

The Hamer Center Mission Statement: “...to promote public interest art, architecture, and design by supporting collaborative research projects, facilitating dialogue between the academic and practitioner communities, and recognizing excellence in planning and design from an international perspective.”

The Hamer Center, in its role as catalytic advocate and facilitator of community dialogue, has led Department efforts for the “American Indian Housing Initiative”, the “Harrisburg Urban Studio”, and “Rebuilding after Katrina”. Currently in transition, the Hamer Center is looking for a new full-time director. Under proper leadership, the Center could act further as a catalyst to increase research opportunities for Center staff, Department faculty and graduate students that could further extend their exposure to metropolitan centers and community interaction.

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 units 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.

2008 Visiting Team Assessment: The SALA building has been in use for the past three years. Any financial concerns the previous team had are no longer something to be concerned about. The facilities have become an integral part of the learning experience.

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.

2008 Visiting Team Assessment: The concern for overcrowding of the new library has not been a problem. Student counts for seating have proven that competition for seating rarely occurs and is focused on group study space during the busiest afternoons.

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.

2008 Visiting Team Assessment: This concern was found to be resolved with an endowment that generates \$2500\year for guest lecturers and an additional endowment of \$2500\year for program support.

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.”

2008 Visiting Team Assessment: The team found these concerns to have been resolved. Since 2005, the University has increased the department's operating budget by \$20,000. They have added one new faculty position and have obtained increased annual travel support from department and college sources. The department has enhanced funding for lecture series and has added several scholarships and endowments. Faculty-student ratio has been improved by the department in their reduction of the student body to a level that reflects the department's financial resources. Beyond this, the department has completed a benchmarking study to establish how its finances compare to those of peer programs and are acting on it.

Since the last team visit, the department has received grants administered through the Hamer Center for Community Design and Assistance from 2004-2007 the amount of \$952,886. An additional grant for \$100,000 was obtained from the Department of Energy for a 2007 Solar Decathlon and split between the department of Architecture, Architectural Engineering and Landscape Architecture. This amount was nearly matched by private donations.

To make this even better, endowment funds in 2007 have supported about \$2,500 for guest lecturers and another \$2,500 for program support.

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.

2008 Visiting Team Assessment: The team found that the support staff to be adequate.

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.

2008 Visiting Team Assessment: The team found this concern to have been resolved with ongoing faculty meetings that allow faculty to discuss new initiatives and get feedback about ongoing activities.

Professional Degrees and Curriculum (related to Conditions 11 and 12)

The previous 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.

The first-year core curriculum that was instituted in 2005 was not continued after the spring of 2007 semester. The department has returned to their traditional first-year studio courses, Arch 131 and 132. Changes to course content are 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. The Department has made curricular revisions to increase flexibility of choice the students have to pursue special interests. Students can choose 15 credits from supporting courses that are divided into five areas: Architectural History and Theory, Digital Design, Architectural Technologies, Community Design and Design-Build, and Visual Arts and Design. Nine of these courses must have the “Arch” prefix and the remaining six include course such as philosophy, geography, or art. It appears that B. Arch majors can pursue and Architectural History minor without overloading in coursework. This year, two Special Topics courses, Japanese Modern Architecture and Boundary Language are being proposed to the Faculty Senate to be converted into Architecture course numbers.

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.

2008 Visiting Team Assessment: *The team found building constructability to be a consistent thread reinforced throughout the design studio sequences.*

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.

2008 Visiting Team Assessment: *This team found thesis projects documentation to be consistent regarding the integration of technical building information.*

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.

See response after next paragraph.

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.

The size and diversity of Penn State University provides opportunities for minors and concentrations to be pursued by students wishing to enhance their architecture experience. In recent years, some of these students have earned minors in Architectural History, Art History,

Business and the Liberal Arts, International Studies, Italian, Philosophy, Psychology, and Spanish. Each required 18 hours credit which supplemented a student's major.

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.

2008 Visiting Team Assessment: *The team found the criterion of site considerations to be met. Both natural and built sites were evident throughout the program.*

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/ae, 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.

2008 Visiting Team Assessment: *The team found these mixed messages to be resolved. This program is strongly supported by the university president, the provost, and from the new vice provost of International Programs, the new dean of College of Arts and Architecture. This "million dollars" figure appears to somewhat inflated, although for some years it could be accurate. The total expenditures for the current year (2007-08) Rome program budget for the fall and spring semesters are just under \$650,000. The budget impact of the summer programs are less predictable, since the number of courses offered and their enrollments fluctuate more than in the fall and spring Architecture and Landscape Architecture course offerings.*

The previous 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.

2008 Visiting Team Assessment: *The team found that the office of International Programs has just been restructured, and a new vice provost position has been created to lead Penn State's efforts to internationalize its educational opportunities. A benchmarking study is underway to compare Penn State's Rome program to similar foreign*

study programs operating in Italy. Once this information is obtained, a strategic plan will be formulated—probably during the summer, 2008.

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.

2008 Visiting Team Assessment: *The team found this concern may not have been accurate. The most recent trip made to Rome by Dean Korner, Michael Adewumi, Dan Willis and several others included three visits to similar programs operating in Italy. From anecdotal evidence gathered during these visits, no evidence was found that Penn State is paying below market-rate salaries. The college should have reliable factual evidence very soon as they are collecting salary information in the bench marking study that has just begun.*

For 2007-08, the two part-time architecture studio professors employed by Penn State were slated to receive \$32,800 and \$27,400 to teach one 6-credit studio course for the fall and spring semesters. The higher of these two salaries is about 50% greater than what is paid the most experienced part-time studio instructors at the University Park campus.

- (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.

Refer to the Team response pertaining “Rome program (Condition 9)” that is found in the first two paragraphs of page 12.

- (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, and paying the expenses for planned field trips.

2008 Visiting Team Assessment: *The visiting team understands that the Office of International Programs has made additional efforts to streamline the transfer of funds to Rome since the last team report. During the January 2008 trip to Rome by Vice Provost Micheal Adewumi, Dean Barbara Korner, Department Head Dan Willis and others, they discussed other ways to make the reimbursement process work more quickly. This will be something studied in the University's bench marking, and it will be incorporated into the Rome program strategic plan.*

The report made following that trip issued the following nine recommendations:

1. Sede di Rome (SdR) bank account
 - a. Improve replenishment process and/or
 - b. Consider adding to the current long term advance
 - c. Make all lease payments directly from IP, not through SdR bank account
 - d. Consider making other payments directly from IP, not through SdR bank account
 - e. Consider making deposits on estimated cash outflows (such as payroll), then make the final deposit after Maria sends payroll summary page (scanned)
 - f. There are large withdrawals for payroll at the end of each month/beginning of next month. Staff payroll is paid monthly and amounts are relatively consistent. Instructors are paid twice a semester and can be estimated in advance.
 - g. Ask PSU Cash Manager (Michele Siegfried) for assistance with cash flow format.
 - h. Deposits/wire transfers from IP should be a planned, expected activity.
 - i. Request verification from Michele Siegfried that funds are available for immediate transfer to SdR?
2. Consider use of PSU purchasing card for field trip expenditures. Can SdR staff perform reconciliation (separation of control)? (IBIS access to SdR? The Network must be secure!)

(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.

2008 Visiting Team Assessment: *The team found the Rome director's position has been clarified in two written agreements with the current Director, Romolo Martemucci. Romolo now has two supervisors: as a faculty member, he reports to his academic Department Head, Dan Willis, and as Director of the Rome program, he reports to John Keller, Director of Education Abroad Programs for the Office of International Programs. This structure is not unusual for faculty members at Penn State who hold less than full-time administrative positions. Nevertheless, discussions are underway regarding whether the University's should appoint a full-time administrator to operate all the various Penn State academic programs in Rome. This too, will be addressed in the strategic plan.*

(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.

2008 Visiting Team Assessment: *The team found most part-time faculty positions at Penn State are renewed annually. This same situation exists for all Penn State programs, and it is simply part of the normal administrative responsibilities of any department head or director who contracts with part-time faculty. Rather than changing this University policy, the department head said the department will focus on the larger issue of the administrative workload for the current director in their bench marking study and strategic plan.*

(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.

2008 Visiting Team Assessment: *The team found that an expanded Rome program section of the department's web site will be operational by fall 2008. It will address all five of the items suggested in the last VTR. (Information on item #2 is already available on the Penn State Education Abroad web site.) The creation of this expanded site was to be completed before the 2008 NAAB team visit, but it was delayed so that the new procedures, programs, and information that are a result of the Office of International Programs restructuring could be included.*

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.

2008 Visiting Team Assessment: *The team found this concern to have been solved. The Landscape Architecture Department, now shares this program with the Architecture Department and they are evenly divided between the fall and spring semesters.*

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.

2008 Visiting Team Assessment: *The team found this condition was not the concern it had been. The availability of periodicals and books has been worked out to satisfy the student's needs.*

3. Conditions Well Met

- 1.1 Architecture Education and Society
- 4. Social Equality
- 5. Studio Culture
- 8. Physical Resources
- 13.5 Formal ordering Skills

4. Conditions Not Met

5. Causes of Concern

- 13.2 Critical Thinking Skills
- 13.4 Research Skills
- 13.7 Site Conditions
- 13.28 Comprehensive Design

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[x]	[]

This criterion is well met. The School of Architecture continues to enjoy a disproportionately high profile in the university. As a department in the College of Arts and Architecture, there is evidence of considerable collaborative and interdisciplinary activities for both faculty and students in the college and university. While scheduling conflicts have forced the discontinuation of the interdisciplinary core the faculty and students are committed to social and intellectual connections with academic colleagues. The school is encouraged to maintain the spirit of the interdisciplinary core through collaborative teaching, instruction and cross-disciplinary courses when ever possible.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[x]	[]

This criterion is well met. Through elective representation and student organization initiatives the students enjoy effective leadership and responsible stewardship. They meet monthly with the director and have found the environment to be open and receptive. The student body in the School of Architecture is one of the most selective on campus and as such they are intelligent, motivated, assertive and competitive. Students have expressed interest in find forums to be more explicitly involved in curricular, hiring and pedagogical decisions. Students have felt entitled and encouraged to arrange, sponsor and organize events, activities and programs.

Students also enjoy and collegial academics atmosphere and appreciate the access and interactions with faculty. The small class size in studio classes and dedication of the lecture course faculty is appreciated. While the students also appreciate the open academic environment encouraged by most faculty, there were some requests for faculty to apprise themselves of emerging technologies and ideologies where appropriate.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[x]	[]

This criterion is well met. Arch 451 addresses this need and in addition the excellent communication within the department, between levels, and significant advancement in the professional approach to advising, exposes and informs students to the procedure/process toward licensure and professional conduct.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[x]	[]

This criterion is met (see above)

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how

students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[x]	[]

The team finds that this criterion is met and could easily become well-met.

Social Art (Urban Design, Community-based Design, Civic Engagement, & Ethics): The department turns the challenge of its relative isolation in central Pennsylvania into an opportunity. In addition to a highly regarded and mandatory program for fourth-year students in Rome, Italy, they have actively sought to create curricular opportunities in regional and national metropolitan centers outside of Centre County, PA, through an intensified emphasis upon urban design in the fourth-year design studios; often working through community-based workshops with local residents. Such studios, which have included work in New York City, Washington DC, Toronto, and Philadelphia, have been exemplary.

The Hamer Center for Community Design, a shared resource of the School of Architecture and Landscape Architecture (SALA), often plays a facilitating role in such endeavors and could do much more to expand such efforts through by growing a design and administrative support staff and increased grant-funded research.

The Hamer Center Mission Statement: "...to promote public interest art, architecture, and design by supporting collaborative research projects, facilitating dialogue between the academic and practitioner communities, and recognizing excellence in planning and design from an international perspective."

The Hamer Center, in its role as catalytic advocate and facilitator of community dialogue, has led Department efforts for the "American Indian Housing Initiative", the "Harrisburg Urban Studio", and "Rebuilding after Katrina". Currently in transition, the Hamer Center is looking for a new full-time director. Under proper leadership, the Center could act further as a catalyst to increase research opportunities for Center staff, Department faculty and graduate students that could further extend their exposure to metropolitan centers and community interaction.

Arch 451, Architectural Professional Practice, is a re-vamped and well-organized course that includes sections on Ethics and Leadership in Architecture. Though this serves as a sound overview, further integration with the fourth-year studios and through the work of the Hamer Center could transform these criterion as motivating forces for design in much stronger ways.

Sustainability

There is clearly a growing focus on issues of sustainability and environmental stewardship. Beyond exemplary participation with events such as the Solar Decathlon and the "Rebuilding after Katrina" project, there are concerted efforts to integrate sustainable design strategies in site design, building design and the integration of building systems through studio and supporting courses. Former Department Head and current Professor of Architecture, James Wines, is a noted leader in the green architecture movement.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

Met	Not Met
[x]	[]

3. Public Information

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

Met	Not Met
[x]	[]

The team finds that this criterion is met. The required NAAB language appears prominently in the promotional materials for the degree program which are available on the web at: [http://www.psu.edu/bulletins/bluebook/\\$aamenu.htm](http://www.psu.edu/bulletins/bluebook/$aamenu.htm)

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[x]	[]

This condition is well met, since the last visit, 4 out of the last 6 faculty hires have been women. With four new tenured track female faculty, (increasing female faculty to 32%), tenured one female faculty,(increasing the percentage to 21% of tenured faculty).

The department hired a new advising coordinator, with responsibilities for recruitment and retention of a diverse student population. They have continued the architecture summer camp program, with scholarships to increase minority applicants.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[x]	[]

The architecture department far exceeds the minimum requirements of this criterion. Not only is the policy present, but it has been implemented and maintained (see APR). The school goes above and beyond in that regular review of the policy includes student input and is physically and digitally accessible to students. Further evidence includes student opinion surveys and the department’s advocacy for student representatives as a means for the student body to voice concerns to administration. The most exceptional qualities of the studio culture in the Penn State’s Architecture Department are in the program’s open discussion of ideas through design review and the way that the physical facility’s dynamic spaces encourage student interaction between year levels during and after studio hours. Students have unanimously expressed a love for the building, the program and the supplemental, well-rounding experience that comes from the resulting interaction and development through studio culture.

6. Human Resources

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

Met	Not Met
[x]	[]

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[x]	[]

8. Physical Resources

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

Met	Not Met
[x]	[]

This criterion is exceptionally met with a well designed and well equipped facility.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles,

with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[x]	[]

The department of architecture shares a satellite library with the department of landscape architecture and enjoys affective, collegial and invested leadership/ staff, including a former architecture student. The library is directed by a full time librarian who is proactive and effective at meeting requests and expectations of the faculty and students. The rooms are well organized and comfortable with appropriate space for additional acquisitions as well as several reading/ study rooms, coping machines and special/ rare/ oversize collections. Accessibility to the collection is more than adequate for an appropriate amount of time and the staff support is adequate.

The access to resources for students in the Rome program has been developed to serve those students affectively as well.

There is a concern for the increased cost of periodicals and the impact in-turn on the library budget. While ad-hoc communication with the library staff and faculty/administration/ students the library may be enhanced by a formalized meeting schedule and appointed liaisons.

10. Financial Resources

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

Met	Not Met
[x]	[]

The concerns expressed by the 2005 visiting team regarding funding for speakers, and field trips, have been addressed, with the addition of an endowment that generates \$2500\year for guest lecturers, with an additional endowment of \$2500\year for program support.

The department has increased the annual operating budget by \$20,000, and has added one new permanent faculty position.

The team feels a commitment from the president, provost, dean and the architectural department, to increase funding for the Rome program, along with, development of a strategic plan.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and

Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[x]	[]

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[x]	[]

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[x]	[]

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[x]	[]

The team finds that this criterion is met, though there is room for improvement. A clear studio rigor that reinforces critically inquisitive design work is supplemented by a series of history and theory courses that are most well represented by Arch 311w. This mandatory fourth-year advanced theory course provides a comprehensive overview of seminal theory texts and demands critical responses of those works verbally and in written from the students.

The team strongly recommends aligning a more integrated theoretical curriculum with both the history and design curriculum.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[x]	[]

The program, throughout all studios, shows a wonderful mix of graphic skills.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[x]	[]

Minimally Met.

The history-theory curriculum exposes students to appropriate skills and exercises for research and the writing intensive components are administered admirably. The research components / books are a continual sub-text to many of the design studios throughout the curriculum. While there are exceptional examples of research documentation, many research documents recording design projects tend to rely heavily on simple notated graphic documentation and diagramming even at the thesis studio level. The thesis sequence would benefit with the inclusion of a research methodology module and a developed research component that supports theoretical aspirations.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[x]	[]

This criterion is well met, with the digital fabrication starting in the first year.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[x]	[]

This ability is met through the total immersion in the design of buildings, interior spaces and sites from the very first class an entering freshman has in the department with steady improvement all the way through the curriculum.

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Met	Not Met
[x]	[]

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[x]	[]

The team finds that this criterion is met. The architectural history courses, taught through the Art History Department, are thorough and rigorous. Candidates with PhD's are being sought for all new tenure-track, art history faculty positions.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[x]	[]

The faculty has developed a series of courses to facilitate the exposure of some non-western traditions to the student body of the school of architecture. Specifically, the altered content development of Arch 211 and 311W and with the addition of a required non-western theory course(s) giving students to take a South-Asian and/or Japanese focused course approved but implement the pending academic year. In the interim, the faculty has developed a 5-week module focusing on South-Asian architecture theory in the current run of the existing 311-theory course. The team encourages the direction of these initiatives but also encourages the insertion of non-western theory / architectural references in the existing curriculum, where appropriate as a continual subtext within the larger survey coursework.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[x]	[]

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[x]	[]

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[x]	[]

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[x]	[]

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[x]	[]

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
[x]	[]

The team finds that this criterion is met. There is clearly a growing focus on issues of sustainability and environmental stewardship within the department curriculum. Beyond exemplary participation with events such as the solar decathlon and the “Rebuilding after Katrina” project, there are concerted efforts to integrate sustainable design strategies in site design, building design and the integration of building systems through studio and supporting courses. Former department head and current professor of architecture, James Wines, is a noted leader in the green architecture movement.

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.*

Met	Not Met
[x]	[]

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[x]	[]

This is minimally met, the team has a concern about the integration of site within the observed projects on display. An understanding of site manipulation and its implications on architectural drawings was not strongly evident in work samples. The team would recommend considering collaboration with the Landscape Architecture department.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[x]	[]

The students display evidence of their understanding of contemporary structural systems. The courses AE 210, 421, 422 provide students the basics and appreciation of forces, the evolution of structural design, strength of materials, and applications.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[x]	[]

See more information under Condition 13.23.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[x]	[]

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[x]	[]

The team finds that this criterion is met though could easily be improved to become well met. The AE coursework handles the basic components of the systems that make up envelope strategies. Arch 203/204 serves a very sound platform for the integration of basic components into envelope systems that are based upon wood, steel, or masonry. With the emphasis of the fourth year on urban design, the team felt a loss in the momentum for technical investigation in the work presented. The Arch 480 course is a strong reinforcement in the fifth year; particularly with the new introduction for a required response to building envelope systems relative to students' thesis projects. The integration of BIM into the curriculum earlier in the sequence will most definitely aid the entire endeavor of technical exploration and definition throughout the design of student work.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[x]	[]

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met	Not Met
[x]	[]

Understanding of these topics is covered by architectural engineering department courses AE 210, 211, 421, 422 and 424 in the first, second and third years. Evidence of conceptual application of structural, life-safety, building envelope and building service systems was seen in studio work from Arch 331 and 332 which are taken simultaneously with the AE courses. Evidence of integration of environmental control systems into the studio project was seen in work from fifth year in Arch 480, Technical Systems Integration. The course supplements Arch 492 - Architectural Design VIII – Thesis and uses the studio project as a medium for application. In some cases, integration seems removed from conceptual design and is more of an appendage. Other examples of work exhibit innovative computer modeling simulation technology which occurs through the Dept's Immersive Environments Lab allowing students to enhance their conceptual response to environmental control systems. Introduction to integration of environmental control systems earlier in the curriculum may benefit the students' comprehension and application of these systems.

The students have effective coursework in their subject-specific curriculum in this area but continue to struggle with explicit documentation in their design courses. While there has been a considerable development of environmental factors such as air, noise, wind and light the specific development of passive/ sustainable factors there continued to be scant evident of comprehensive assimilation of active building service systems specifically plumbing, electrical, vertical transportation, communication, security and fire protection systems in design studios coursework. It seems that the introduction of these factors are delivered sufficiently in the third year of the design curriculum but that these factors do not resurface significantly until the spring semester of the fifth year. It may be

crucial for the program to consider content adjustments and specific contributions in the fourth year.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not Met
[x]	[]

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Met
[x]	[]

Evidence of the understanding of building costs, financing, building life cycle costs, and the controls needing to be implemented were found in Arch. 431, 432, 451 and 480.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[x]	[]

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met
[x]	[]

The team finds that this criterion is met. Arch 451, Architectural Professional Practice, is a re-vamped and well-organized course that includes a section on client relationships. Beyond this sound overview, a much more dramatic exploration of this was found with projects that were done in partnership with the Hamer Center. The Hamer Center, in its role as catalytic advocate and facilitator of community dialogue, led efforts for the “American Indian Housing Initiative”, the “Harrisburg Urban Studio”, and “Rebuilding after Katrina”. Opportunity for projects such as these, which are rooted in community / client interaction, should be further encouraged.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
-----	---------

[x] []

Minimally Met.

The comprehensive design experience has been developed through two parts of the curriculum, specifically, the third-year design studio experience in a controlled format and the thesis project in the fifth year. While there is a concerted effort to deliver the comprehensive project factors [*structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*] through controlled exercises during the third year there is little evidence that there are similar specific exercises during the fifth year, except through some of the course content.

Put another way, the third year concentrates on certain aspects of comprehensive building codes, zoning, site, tax increments, etc. while the various thesis projects, with their diverse interests and goals, failed to collectively illustrate each of the factors outlined as comprehensive criteria. It may prove beneficial to add comprehensive criteria to the fourth year studio or devise a more explicit process of illustrating the comprehensive project factors during the thesis year.

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met Not Met
[x] []

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met Not Met
[x] []

Student work from Arch 451 and course lecture material provide ample evidence of an understanding of these basic principles and legal implications. This class, however, has potential to be expanded into two courses over the course of two consecutive semesters because it covers a lot of really important material in a very short period of time.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met Not Met
[x] []

Students at the third year level and above express a general awareness of the Internship Development Program and have a general understanding of an intern's relationship with

NCARB. Exposure to and understanding of internship, licensure and registration is thoroughly covered in Arch 451 Professional Practice lecture and testing materials.

Primary advisement pertaining to personal professional development occurs through faculty advisors and must be sought out by students. Additionally, the AIAS acts as a very active agent in promoting awareness of professional development opportunities and collaborates with the school to conduct IDP workshops in which students are directly shown how to apply for an NCARB record.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The team finds that this criterion is met. (see comments for 13.27.) In addition, the fourth-year studio emphasis upon architecture within a wider urban context and then the subsequent follow through in the fifth-year thesis meets the requirements for this category.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

13.34 Ethics and Professional Judgment

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 Pennsylvania State University Architecture Program Report.

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.

2. Institutional Mission

The following text is taken from the 2008 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 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.)

3. Program History

The following text is taken from the 2008 Pennsylvania State University Architecture Program Report.

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 endowment is utilized to encourage and support a wide range of interdisciplinary programming including research projects and 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, Penn State's Solar Decathlon entry, and other similar interdisciplinary projects.

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 Head of the Department of Architecture reports directly to the Dean of the College of Arts and Architecture. 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 along with the respective heads of the Departments.

Two centers were established within SALA through 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, created in summer 1998, began as the expansion of an existing design computing center. It has now grown into an advanced design computing media laboratory. While there continues to be a computer lab labeled the Stuckeman Center, the "center" is in reality distributed throughout the Stuckeman Building. Our philosophy is to integrate design computing into our studio environment, rather than isolate computer facilities in "labs."

Probably the most significant recent change to the Architecture program is the construction of our new building. The Stuckeman Family Building for the School of Architecture and Landscape Architecture (SALA) was completed in the summer of 2005, with classes beginning in the building that fall. The Stuckeman Building was the first Penn State building designed to meet the criteria for the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Green Building Rating

System®. The building 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 receive 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 Section 3.8 for a detailed description and Appendix A for Plans of the Stuckeman Family Building.)

4. Program Mission

The following text is taken from the 2008 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 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>

5. Program Self Assessment

The following text is taken from the 2008 Pennsylvania State University Architecture Program Report.

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 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 de-sign 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, University and National awards for teaching and advising excellence.

Community engagement: Service learning projects in Harris-burg, 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 (The American Indian Housing Initiative), 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 en-rich architectural education in urban areas.

Diversity:

Progress has been made, particularly in the hiring of female tenure-track faculty, but more work remains. Our new Advising Coordinator is helping us formulate plans for greater minority student enrollment and retention.

Funding:

More funding is needed for lectures, field trips, visiting faculty, and funding for faculty development.

Action Plans:

See Appendix B for the Department's most recent Strategic Plan.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Itinerary

NAAB Site Visit The Pennsylvania State University Department of Architecture March 1 -5, 2008

Team Members: Morris Brown, MFA, AIA, Team Chair, Representing AIA
(NLI Res.#: 913390, suite room to accommodate meeting space if needed)
Lee P. Bearsch, FAIA, AICP, Representing AIA (NLI Res#: 913394)
Nathaniel Quincy Belcher, Representing ACSA (NLI Res#: 913395)
William J. Doran, IV, Representing AIAS (NLI Res#: 913397)

Observers: Christopher Diehl, AIA, Observer (NLI Res#: 913401)
Dennis Astorino, AIA, Observer (NLI Res#: 913392)

Saturday, March 1

throughout day Team arrival and check-in at the Nittany Lion Inn.

Arrangements will be made for all Team Members to be picked up at the airport.
Phil Wessell will pick up William Doran (Northwest #3196, 3:31 PM)
Darla Lindberg and Jamie Cooper will pick up:
Morris Brown
Lee Bearsch (all on USAir #4326, 4:44 PM)
Nathaniel Belcher

6:30-7:00 p.m. Team Introductions, Lobby, Nittany Lion Inn

7:00-9:00 p.m. Team Dinner with Daniel Willis, Professor and Head, Architecture, Nittany Lion Inn, Writing Room 2B (Res. for 7/Brown)

Sunday, March 2

8:00 a.m. Team Only Breakfast, Nittany Lion Inn, Writing Room 3 (Res. for 6/Brown)

9:00-9:30 a.m. Overview of the Team Room, 102/103 Stuckeman Family Building (SFB):
Daniel Willis, Professor and Head
James Kalsbeek, Associate Professor of Architecture and exhibit coordinator,
Darla Lindberg, Associate Professor of Architecture
Jamie Cooper, Assistant Professor of Architecture
Jodi LaCoe, Assistant Professor of Architecture and NAAB records coordinator
David Celento, Assistant Professor of Architecture

9:30-10:00 a.m. Meet with Rob Martin, Manager, Network and Information Systems

to orient the Team Members to the equipment in the Team Room

Yadin Flammer, Network and Computer Support Specialist

Frank Moreno, Network and Computer Support Specialist

102/103 SFB

10:00 a.m. *Tour of Stuckeman Family Building and Exhibits:*
Daniel Willis
Brian Orland, Professor and Head, Landscape Architecture James Kalsbeek Allan
Sutley, Model Shop Supervisor, will be in the Architecture Model Shop at the time of the
tour. Immersive Environments Lab (IEL) will have a display in operation.

Sunday, March 2, continued

11:00 a.m.-11:30 *Tour Hamer Center for Community Design:*
Dan Willis
Brian Orland
Mallika Bose, Assistant Professor of Landscape Architecture and
Interim Director, Hamer Center for Community Design Assistance

12:00 p.m. *Team lunch with program administrators*
Dan Willis
Loukas Kalisperis, Professor of Architecture and Professor-in-Charge of
Graduate Program
Bob Fedorchak, Advising Coordinator and Assistant to Department Head
Brian Orland, Professor and Head, Landscape Architecture/ Interim Associate
Dean for Research and Graduate Studies, College of A & A
Donald Leslie, Interim Associate Dean for Undergraduate Education,
College of A & A
Craig Zabel, Associate Professor and Head, Art History
Joane Stoneberg, DUS Advisor, College of A & A
Curt Marshall, Coordinator, Multicultural Programs, College of A & A
Chimay Anumba, Professor and Head, Architectural Engineering
Mallika Bose, Interim Director, Hamer Center for Community Design
Assistance
Harrison's (17), 128 Arts Building

1:30-3:00 p.m. *Entrance meeting with Architecture faculty, Palmer Lipcon Auditorium*

3:00 – 5:00 p.m. Review of exhibits and records

5:00 – 5:45 p.m. Team Meeting on Rome Program:
Michael Adewumi, Vice Provost for International Programs
Barbara Korner, Dean, College of Arts & Architecture
John Keller, Director and Fulbright Advisor, Education Abroad
Romolo Martemucci, Professor of Architecture and Director, Rome
Program
Dan Willis, Professor and Department Head
105 SFB Hamer Center Conference Room

5:45 – 7:00 Review of exhibits and records

7:30 p.m. Team-only Dinner, Nittany Lion Inn, Writing Room 3 (Res. for 6/Brown)

8:30 p.m. Team together

Monday, March 3

7:30 a.m. Team breakfast with Daniel Willis, Nittany Lion Inn, Writing Room 3 (Res. for 7/Brown)

8:30 a.m. Arrive at Team Room

9:00 – 9:30 a.m. Team meeting with Barbara Kerner, Dean, College of Arts and Architecture, 111 Arts Building

Monday, March 3, continued

9:45 – 10:45 a.m. Team to split into two groups as determined by Chair, the two groups will attend selected presentations on Curriculum (20 minutes each)

Team “A” Review of Architecture Coursework and Exhibit

9:45 a.m. Architecture Technology and Professional Practice Courses (Arch 203, 204, and 451) summary by:
Scott Wing, Associate Professor of Architecture
Benjamin Fehl, Instructor of Architecture
Robert Holland, Associate Professor of Architectural Engineering and
Architecture

Third floor mezzanine

10:05 a.m. Second Year Architecture Studio Courses (Arch 231 and 232) summary by:
Ute Poerschke, Associate Professor of Architecture, Second Year Coordinator
Loukas Kalisperis, Professor of Architecture, past Second Year Coordinator
Reggie Aviles, Instructor of Architecture
Sandra Staub, Associate Professor of Architecture
Benjamin Fehl, Instructor of Architecture
Debbie Fuller, Instructor of Architecture

Third floor mezzanine

10:25 a.m. First Year Architecture Courses (Arch 197S, 197B, 121) summary by:
James Kalsbeek, Associate Professor of Architecture and First Year
Coordinator
Jodi LaCoe, past First Year Studio Coordinator
Peter Aeschbacher, Assistant Professor of Architecture
and Landscape Architecture, past Core Coordinator

James Wines, Professor of Architecture

Jamie Cooper, Assistant Professor of Architecture

Third floor mezzanine

Team “B” Review of Architecture Coursework and Exhibit

9:45 a.m. Third Year Architecture Studio Courses (Arch 331 and 332) summary by:
Malcolm Woollen, Associate Professor of Architecture and Third Year Studio
Coordinator
Katsu Muramoto, Associate Professor of Architecture and past
Third Year Coordinator
Dave Celento, Assistant Professor of Architecture
Jamie Cooper, Assistant Professor of Architecture
James Kalsbeek, Associate Professor
Darla Lindberg, Associate Professor of Architecture
Herm Weber, Visiting Associate Professor of Architecture
101 SFB Jury Space

10:05 a.m. Fourth Year Architecture Studio Courses (Arch 431, 432, 499A) summary by:
Lisa Iulo, Assistant Professor of Architecture and Fourth Year Coordinator
Romolo Martemucci, Professor of Architecture and Director, Rome Program Madis
Pihlak, Associate Professor of Architecture and Landscape Architecture
101 SFB Jury Space

Monday, March 3, continued

10:25 a.m. Fifth Year Architecture Studio Courses (Arch 491 and 492) and Technical Systems
Integration (Arch 480) summary by:
Jawaid Haider, Professor of Architecture and Fifth Year Coordinator
Ute Poerschke, Associate Professor and Arch 480 instructor
Scott Wing, Associate Professor
Darla Lindberg, Associate Professor
Katsu Muramoto, Associate Professor
Sandra Staub, Associate Professor
Christine Gorby, Associate Professor of Architecture
Bob Holland, Associate Professor of Architecture and Arch. Engineering
101 SFB Jury Space/Team Room

10:45 a.m. **Team Members will regroup and continue as one.**

10:45-11:15 a.m. Team Meeting with Architecture Department Staff:
Karen Bair, Administrative Assistant
Karen McNeal, Program and Admissions Staff Assistant
Lynda Schreffler, Staff Assistant
Barbara Cutler, SALA Staff Assistant
Jamie Heilman, Digital Technology Support Staff
Allan Sutley, Model Shop Supervisor
Randall Hall, Model Shop Technician

105 SFB Hamer Center Conference Room

11:15-12:15 p.m. Continued review of exhibits and records

12:15 p.m. Team lunch with Design Studio Coordinators and Curriculum Committee chair:

James Kalsbeek, Associate Professor of Architecture, First Year Coordinator
Ute Poerschke, Associate Professor of Architecture, Second Year Coordinator
Malcolm Woollen, Associate Professor of Architecture, Third Year Coordinator
Katsu Muramoto, Associate Professor of Architecture, past Third Year Coord.

Lisa Iulo, Assistant Professor of Architecture, Fourth Year Coordinator

Jawaid Haider, Professor of Architecture, Fifth Year Coordinator

Sandra Staub, Associate Professor of Architecture, Chair,

Graduate Affairs Committee

Scott Wing, Associate Professor of Architecture and Chair, Curriculum

Committee

Harrison's (16), 128 Arts Building

1:30-3:00 p.m. Observations of studios/Continued review of exhibits and records

3:00 p.m. School-wide Entrance meeting with students, Playhouse Theatre, Arts Building
(Please enter at second level)

4:00 p.m. Team Meeting with Rodney Erickson, Executive Vice President and Provost, The Pennsylvania State University, and
Graham Spanier, President, The Penn State University:

201 Old Main

4:45-5:15 p.m. Advising Programs for Architecture students, Bob Fedorchak, Advising Coordinator and Assistant to the Department
Head; and, Dan Willis: 105 SFB Hamer Center Conference Room.

Monday, March 3, continued

5:30 p.m. Return to Nittany Lion Inn

6:00-8:00 p.m. Reception with faculty, administrators, alumni/ae, local practitioners, student representatives (over 21) and friends of
the Department

Welcoming remarks by President Spanier at 6:45

Nittany Lion Inn, Alumni Lounge

8:00 p.m. Team only Dinner, Nittany Lion Inn, Writing Room 3 (Res. for 6/Brown)

9:00 p.m. Team together

Tuesday, March 4

8:00 a.m. Team breakfast with Daniel Willis, Professor and Head, Nittany Lion Inn, Writing Room 3 (Res. for 7/Brown)

9:15-9:45 a.m. Visit to the Architecture and Landscape Architecture Library, 111 SFB
Staff include: Henry Pisciotta, Arts and Architecture Librarian; Stephanie Movahedi-Lankarani, Library Supervisor; Darla Baker, Library Assistant; and, Timothy Auman, Library Assistant: 117 SFB, Library Group Study Room

9:45-10:45 a.m. Review of theory, computer, and engineering courses, electives, and related programs

Selected Team Members to split up and review:

9:45 a.m. Art History Courses summary and discussion by Craig Zabel, Associate Professor and Head, Art History, 105 SFB Hamer Center Conference Room

10:15 a.m.. Architectural Engineering Courses summary and discussion by Moses Ling, Associate Professor of Architectural Engineering; and, Kevin Parfitt, Associate Professor of Architectural Engineering: 105 SFB Hamer Center Conference Room

9:45 a.m. Architectural Theory Courses and Non-Western History/Theory Course module summary and discussion by:
Jawaid Haider, Professor of Architecture
Peter Aeschbacher, Assistant Professor of Architecture and Landscape Architecture
Alexandra Staub, Associate Professor of Architecture
Nadir Lahiji, Associate Professor of Architecture
117 SFB, Library Group Study Room

10:15 a.m. Computer Technology Courses and Facilities summary and discussion by:
Loukas Kalisperis, Professor of Architecture
Katsu Muramoto, Associate Professor of Architecture
George Otto, Manager, ITS Visualization Group, Affiliate Assistant Professor of Architecture
David Celento, Assistant Professor of Architecture
Darla Lindberg, Associate Professor of Architecture
Madis Pihlak, Associate Professor of Architecture and Landscape Architecture
Reggie Aviles, Instructor of Architecture
208 SFB, Immersive Environments Lab

Tuesday, March 4, continued

10:45 a.m. Observation of lectures by Selected Team Members (students escort):

ARCH 204—Scott Wing, Associate Professor of Architecture, 144 SFB
(Class meeting time: 10:10 a.m.-12:05 p.m.)

A E 424—Moses Ling, Associate Professor of Architectural Engineering, 101 Osmond Building (Class meeting time: 10:10 a.m.-12:05 p.m.)

_____ will escort

ARCH 211—Christine Gorby, Associate Professor of Architecture, 101 Chambers Building (Class meeting time: 11:15 a.m.-12:30 p.m.)

Christian Horn will escort

ARCH 311W—Nadir Lahiji, Associate Professor of Architecture, 124 Ag. Engr. Building
(Class meeting time: 11:15 a.m.-12:30 p.m.)
_____ will escort

- 11:45 a.m. Team lunch with student representatives and AIAS officers, Nittany Lion Inn, Writing Room 1 (Res. For 15/Brown)
- 1:00 p.m. complete review of exhibits and records
- 6:00 p.m. Team only dinner, brought in to Team Room, Harrisons (6)
- 6:30 p.m. Observation of Seminar Course: "Post Green Architecture"
James Wines, Professor of Architecture
Romolo Martemucci, Professor of Architecture, guest lecturer
114 Agricultural Engineering Building
- 7:00-11:00 p.m. Accreditation deliberations and drafting the Visiting Team Report

Wednesday, March 5

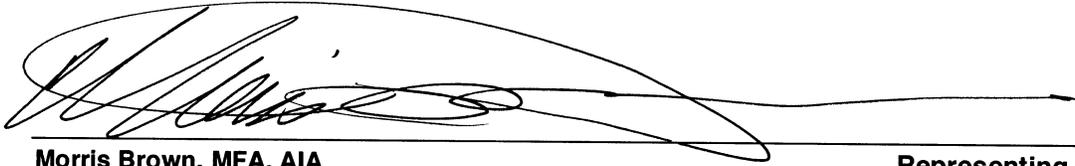
Check out of hotel

- 7:30 a.m. Team breakfast with Daniel Willis, Nittany Lion Inn, Writing Room 3 (Res. for 7/Brown)
- 8:45 a.m. Exit Team meeting with Barbara Korner, Dean, College of Arts and Architecture, 111 Arts Building
- 10:00 a.m. Exit Team meeting with Rodney Erickson, Executive Vice President and Provost, The Pennsylvania State University,
201 Old Main
- 11:15 a.m. School-Wide Exit Team meeting with faculty, staff, and students, Esber Music Recital Hall
- 12:30 p.m. Escort to Nittany Lion Inn for Lunch and Departures,
escort by Daniel Willis, Writing Room 3 (Res. for 8/Brown)

2/29/08

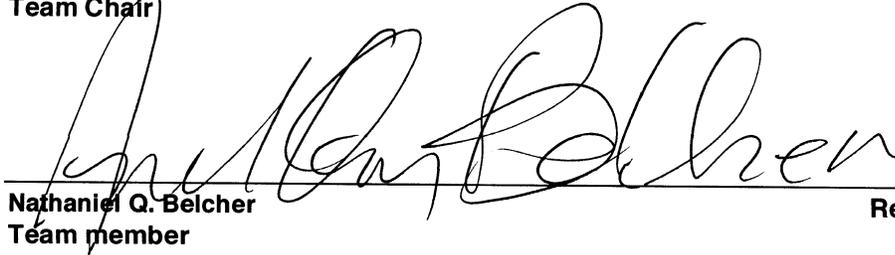
IV. Report Signatures

Respectfully submitted,



Morris Brown, MFA, AIA
Team Chair

Representing the AIA



Nathaniel Q. Belcher
Team member

Representing the ACSA



William J. Doran IV
Team member

Representing the AIAS

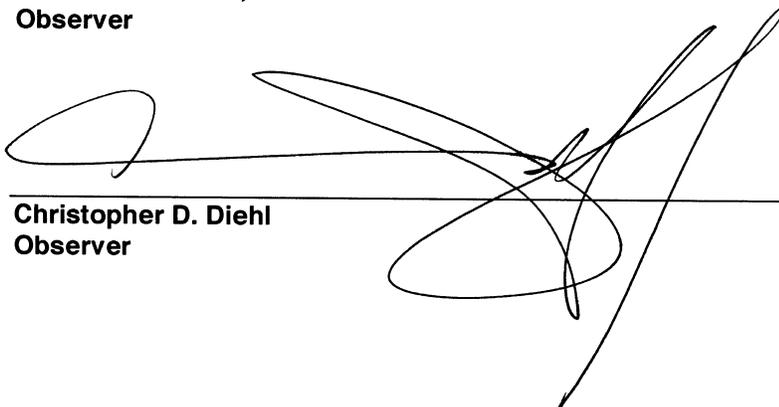


Lee P. Bearsch, FAIA, AICP
Team member

Representing the NCARB



Dennis L. Astornio, AIA
Observer



Christopher D. Diehl
Observer

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