

2023 Visiting Team Report

The Pennsylvania State University
Stuckeman School Department of
Architecture

B.Arch.

Continuing Accreditation Visit
March 29-31, 2023



National
Architectural
Accrediting
Board, Inc.

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I. Summary of Visit

a. Acknowledgments and Observations

Observations:

- Within Program
 - There is a strong and highly engaged alumni base.
 - Teaching, learning, and research culture that values and cultivates equity, collaboration, and scholarship.
 - Recent curricular change to foreground core competency in the first through third years provide students with a strong formal technical foundation to their studies while equipping them for fruitful internships and a successful entry to professional practice.
 - Meetings with university and college leadership reflected strong and well-informed interests in the program. As the university embarks on a new budget model, they also advocate for the existing pedagogical model, relying on experiential learning, intensive contact hours, and small student to faculty ratios.
- Facilities
 - Inspirational and didactic space for research, exploration, and collaboration
 - Due to sustained program interest and ever-growing enrollment numbers, the program is reaching capacity within the Stuckeman Family Building. Labs and fabrication facilities are already in high demand and necessitate expansion to meet current if not, expanding curricular and research goals.
- Staff
 - Operate nimbly between the department, school, college, and university levels.
- Faculty
 - Active engagement in individual and shared research activity.
- Students
 - Articulate and engaged.

Of note, the team found an extremely positive and encouraging studio culture where students freely share ideas and collaborate to create a generative learning atmosphere. Overall, the energy and positivity of the program was palpable during the virtual site visit (VSV).

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

SC.3 Regulatory Context
SC.5 Design Synthesis
SC.6 Building Integration

II. Progress Since the Previous Site Visit

2009 Conditions Not Met

C.1 Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

Previous Team Report (2014): While there are multiple opportunities for students to develop collaborative skills and abilities (notably in ARCH 132 Basic Design Studio II, ARCH 431 Architectural Design V, and ARCH 432 Architectural Design VI), there is no evidence of demonstrated ability to work in multidisciplinary teams in the required course work. The elective Integrated Delivery Project Studio provides an exemplary opportunity for students to work collaboratively in multidisciplinary teams to

accomplish a comprehensive design project; however, it appears that only a small percentage of students have access to this studio each year. The program is encouraged to capitalize on opportunities to increase the number of B.Arch. students participating in this studio.

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by The Pennsylvania State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated progress toward addressing some deficiencies, but is required to provide evidence that was missing from the report, including all matrices, syllabi, and the embedded exercises within the design studios in its next APR.

2023 Team Analysis: As of the Board of Director's 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified. The program is now being evaluated under a new set of Conditions and Procedures.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:

Following the last accreditation cycle, the program completed a self-assessment in 2019 and shifted the curricular model to achieve core competency in the first three years of the B.Arch program. Although this instructional acceleration required some calibration, it foregrounds key skills in the formative studios and facilitates the development of more advanced, focused studies in the final years of the program. The program's approach to self-assessment as necessitated in the 2020 Conditions has not been fully tested or codified.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines, p. 5*)

To help the NAAB and the visiting team understand the specific circumstances of the School, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the College or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☒ Described

2023 Team Analysis:

The Pennsylvania State University (Penn State) is a public, land-grant institute within the Commonwealth of Pennsylvania. With twenty-four Commonwealth campuses, the largest and most centrally located is

University Park; this is also the home to the Department of Architecture within the Stuckeman School at the Penn State College of Arts and Architecture. According to the Penn State Data Digest, fall 2022 enrollment was 88,116 students, with a slight overall decrease in student numbers, but a nearly 3% increase in on-campus enrollment as students return to in-person learning following the COVID epidemic. Approximately 58% of students are from Pennsylvania and undergraduates constitute just over 85% of the institute's enrollment.

As one of eleven colleges, the Penn State College of Arts and Architecture supports the institutional mission of service and "discovery-orientated, collaborative, and interdisciplinary research and scholarship." The Department of Architecture was founded in 1910, originally within the College of Engineering, and it shifted from a four-year program to a five year-B.Arch. in 1979. The main home of the Department of Architecture is the Stuckeman Family Building, and the B.Arch. program operates in this space alongside other Department of Architecture programs: M.Arch., MS, and PhD. Each year, a small cohort of students from the fourth year of B.Arch. program are accepted into the Integrated Undergraduate Graduate path. Within the Stuckeman School, there are two endowed centers that shape research and outreach: the Stuckeman Center for Design Computing and the Hamer Center for Community Design. A third center, Ecology and Design, is currently under the university review process for center status. With a shifting budget model at the university, these centers will be critical for alternative funding models. In terms of multidisciplinary relationships, the program has several collaborative partnerships with the university's research institutes, in particular the Institute for Energy and Environment (IEE) and the Materials Research Institute (MRI). Faculty have joint and affiliate appointments within these institutes; and there is a myriad of funding models that support diverse research investigation.

The College is currently within the 2020-2025 strategic plan, linked to the broader Penn State 2016-2025 strategic plan, with four main objectives: (1) cultivate transformative arts and design opportunities and experiences, (2) establish a culture of anti-racism and anti-oppression, (3) advance innovative practices in teaching and learning, creative activity, performances, and professional development with specific attention to the United Nations Sustainable Development Goals, and (4) develop strategic alliances, partnerships, and collaborations to broaden impact and promote a culture of research and creative activity through increased visibility and work in sustainability. A new president was installed in May 2022 and there is a search underway for the next Executive Vice President and Provost. These appointments will shape the next strategic plan and capital campaign. The Stuckeman School is currently looking for a new director, and the Department of Architecture is concluding a national search for a new department head. Amid these transitions, there are interim appointees.

Linked to the institute's mission for global understanding, all fourth-year students participate in a required full semester abroad in Rome and recently expanded options in the fifth year include Denmark, South Korea, Japan, and, in future, Barcelona.

2—Shared Values of the Discipline and Profession (*Guidelines, p. 6*)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

☒ Described

2023 Team Analysis:

Per the APR (26-46), the program references the “multidisciplinary nature” of architecture to create a “well-rounded” curriculum. Each semester is curated and synchronized to allow each required course to complement its respective studio. The curriculum is assessed via discussions between faculty teams, 1-on-1 meetings between students and faculty members, and studio reviews with varied degrees of formality.

The Department of Architecture described this metric in detail. The NAAB goal is accomplished by the program through the integration of a wide spectrum of subjects, from history to climate, engineering, and building performance. Each of these subjects approach design with a different lens to create discerning, well-rounded designers. Beyond the academic curriculum, Penn State involves students with AIAS and NOMAS, allowing them to participate in conferences and competitions. In addition, the Department has introduced the Undergraduate Curriculum Committee (UGCC) and the Architecture Alumni Group (AAG). The Department further enriches its education with guest lectures and annual symposiums.

Penn State places responsibility on students to acknowledge the environmental impacts of architecture. The Department maintains close ties with the Hamer Center for Community Research as well as the Penn State Sustainability Institute of Energy and the Environment. These institutes share resources, including SEED grants, and work together to create a unique interdisciplinary research experience for the students, which assesses and quantitatively measures the environmental impacts of built environments.

The Department of Architecture recognizes the importance of equity, diversity, and inclusion in their education. The department aims to create a curriculum in support of its vision of creating an equitable society for all, with additional resources and organizations to accentuate this goal. In 2020, the department initiated a Justice, Equity, Diversity, and Inclusion (JEDI) group, including notes and insight on the experience of architecture program for someone in a minority group. The department has made significant efforts to approach each topic in a way that promotes positive change. Adding to this, the Architecture Alumni Group (AAG) has formed a Diversity and Inclusion task force to address related concerns in the architecture program. The task force recognizes barriers that hinder student access and works to mitigate these including access to financial resources, access to opportunity, and maintaining a positive curriculum culture. They have strong ties with the National Organization of Minority Architects and work on mentor programs for students still in primary education.

The APR provided evidence that the department made a comprehensive evaluation of their B.Arch. curriculum which included efforts to ensure that students are competent in comprehensive design by the sixth semester. The program directs core studios from first to third years and offers freedom to explore other interests in the fourth- and fifth-year studios. Specifically, the Directed Research Studios (DRS) curriculum changes across semesters as it is based on the interest expressed by the faculty, involving students in a deep dive of research and production of knowledge. This change offers students an added degree of specialization within their education, and involves students, faculty, and the profession. Through Thesis studio, students have access to a large assortment of research clusters.

The Department of Architecture prioritizes a focus on leadership, responsibility, and community involvement by providing curricular and co-curricular opportunities alike. Many students take on leadership positions in national organizations such as AIAS, NOMAS, and SEED, each of which provides unique opportunities to serve the local community and the greater organization.

The Stuckeman Family Building and studio space encourages collaboration and dialogue reinforcing a commitment to community and the professional practice environment as a whole. The curriculum offers education through multiple different avenues, both embedded into the classes and in complementary non-curricular activities such as lectures, symposia, and workshops; each one serving to inform the curriculum by engaging a broader community of educators and professionals.

3—Program and Student Criteria (*Guidelines, p. 9*)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines, p. 9*)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (*p.9*)

☒ **Met**

2023 Team Analysis:

The team found evidence primarily in materials provided for required ARCH 451 Architectural Professional Practice and voluntary non-curricular activities Alternate Career Path Seminar (as evidenced in provided seminar announcement poster), annual AXP/ARE Information Session (as evidenced on program website <https://arts.psu.edu/events/axp-ncarb-seminar/>), and voluntary participation in the Architecture Alumni Group Mentor program (as evidenced by provided PSU Architecture Mentoring 2021-22 Exit Survey). Secondary evidence is found on the program's website: <https://arts.psu.edu/accreditation/accreditation-penn-state-architecture-programs/>.

ARCH 451 Architectural Professional Practice introduces a range of career opportunities with a focus on the traditional path to licensure, as evidenced in the syllabus objectives, required reading (Pennsylvania State Architects Licensure Newsletter), lectures (Becoming an Architect NCARB ARE and Practice of Architecture), and field trip. The course assessment survey, examination, assignments, and class participation are used to gauge achievement of student learning outcomes. Quantitative benchmarks were not indicated; however, per the APR (47-49) and further confirmed during the VSV, the course data collected along with the Penn State's Student Rating of Teaching Effectiveness (SRTE) report is reviewed annually by the Undergraduate Curriculum Committee where course modification is proposed when required. Interviews during the VSV confirmed student awareness of requirements for licensure and the

range of possible alternate career opportunities available. Refer to 6.3 Access to Career Development Information.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

☒ **Met**

2023 Team Analysis:

While the APR did not provide clear evidence, the supporting materials supplied for each required design course in the first three years provided a conceptual and technical foundation. Semester long studios are scaffolded from initial design ideas to the layering of graphic and verbal presentations, craft/materials, process, and participation, learning from risks as demonstrated through projects and presentations (ARCH 131/2, ARCH 231/2, and ARCH 331/2). Lessons include readings, lectures, debates, and final exams which complement the portfolio of studio work. Courses are described in course syllabus with a clear reflection of assessment points, methods, and benchmarks for evaluation.

Addressing concerns previously stated, the first three years of studios are based on individual work as reviewed through a series of rotations that are led by different faculty members. There is an emphasis on concepts, process, product, participation, preparedness, attendance, and documentation that is applied equitably to all. In addition to the studio work, there are courses in design and design thinking (ARCH 121), and design culture/history (ARCH 201/Ancient to Modern, Renaissance to Modern (ARTH 202) that further ground students in design. Beyond the first three years, the ability to specialize and craft one's own pathways through Design Research Studios (DRS) further encourages students to continue their journey of discovery and development through the application of a high level of self-motivation and initiative.

In the last two years, advanced design research studios and upper-level courses stimulate diverse design issues ranging from programming, responsiveness to site context, circulation, accessibility, façade design, materials, life safety, structural systems, and sustainability in design making in architecture. The range of DRS and electives provided as part of the PC2 Design Support Materials further demonstrates the ability of choice within the overall rigor of the Penn State B.Arch. program.

Non-curricular activities include lecture series that include precedents of design that reflect under-represented designers, and a particular emphasis through AIAS on studio cultures that reflect equity and diversity. Additional study abroad programs further enhance students' knowledge of the changing conditions globally. In followup meetings with Daniel Willis and Ross Elliott Weinreb, it was clarified that while the study abroad program in Rome as provided by the Pantheon Institute (third party provider) is the most common program, the summer programs in Korea and Japan provide additional opportunities for learning about the culture and context of architecture, globally. While these programs require additional tuition for the summer semester, Penn State actively works to provide scholarships to make these opportunities available to all.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

☒ **Met**

2023 Team Analysis:

The APR (52-55) identifies the Sustainability Research Cluster as a primary resource for enhancing and expanding student understanding and ability within ecological knowledge and responsibility. As one of

four research clusters in the Department of Architecture, it vertically integrates research work across the undergraduate program, MS, and PhD. Studio courses in the third year (ARCH 331 and 332) focus on ecological knowledge and are complemented by a suite of required courses on building environmental systems: AE 211 Introduction to Environmental Systems, AE 424 Environmental Control Systems I, and ARCH 480 Technical Systems Integration. The collaborations of ARCH 332 and ARCH 480 demonstrate a robust understanding of environmental performance and design decisions, integrated from the earliest stages of a project. Within the varied DRSs in the fourth and fifth years, students have the opportunity to forward investigations in ecological knowledge and responsibility, working closely with faculty and graduate students on Life Cycle Assessment, integrated performance studies with community partners, and innovative material investigations, incorporating mycelium prototypes.

Non-curricular opportunities include the MorningStar House at the Sustainability Experience Center. In terms of advancing the knowledge of faculty, staff, and graduate students in the area, the College supports a cohort of Sustainability Teaching Fellows each year. This program contributes to the Roundtable Teaching Series, investing in transforming the culture of sustainability within the College alongside other sponsored annual programming, such as the fall 2022 Embodied Carbon Symposium <https://embodied-carbon.org>.

The assessment process, types of evidence used to demonstrate achieved learning objectives, and examples of implemented changes were described in documents within the evidence package, external to the APR. A Fall 2022 survey of 28 B.Arch. students (3rd - 5th year), 26 alumni (1974-2022), and 20 current faculty members asked for a rating of B.Arch. student knowledge of environmental systems upon graduate. No specific quantitative benchmarks were provided to demonstrate whether the criterion is achieved; however, future modifications are indicated to include elective and non-curricular work, such as undergraduate poster sessions in the annual sustainability symposia and expanded DRS offerings.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

☒ Met

2023 Team Analysis:

The APR (55-56) identifies three primary resources, each with a different emphasis: (1) Culture, Society, and Space (CSS) research cluster, (2) history and theory curriculum, and (3) required study abroad program. As evidenced by student and faculty research on the College website <https://arts.psu.edu/architecture/culture-society-space/>, the CSS research cluster supports research methods including historic and theoretical analyses.

The required course pairing ARTH 201 Ancient to Modern Architecture and ARTH 202 Renaissance to Modern Architecture demonstrates analysis of precedents per the provided syllabi and course materials. Quantitative benchmarks were not indicated; however, the team found evidence of student understanding of historic precedent and theoretical expression in student work from the third year integrated course sequence studios ARCH 331 Architectural Design III and ARCH 332 Architectural Design IV.

Students are required to participate in an approved study abroad program in their fourth and/or fifth year to experience first-hand the history, culture, and fundamental design principles in a foreign environment (<https://arts.psu.edu/degrees/bachelor-of-architecture-in-architecture/>). History and Theory courses are required by the program and they facilitate ongoing dialogues about the role of architecture in the formation and development of cities, as well as the relationship between landscape and culture. This approach highlights the important role architects had, historically, in shaping sites, cities, and societies. These required courses are further complemented by elective courses and seminars, offered each semester.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

☑ Met

2023 Team Analysis:

The university's status as an Research Intensive University (R-1) directly informs the program's curriculum in the requirement for faculty research and through the fourth- and fifth-year ARCH 491 Directed Research Studios (primary evidence of condition achievement); each of which is organized through one of the four designated university research clusters. The exception is DRS-Independent Investigation (Thesis) and required ARCH 419 Design Research and Architectural programming which allows the student to pursue research outside of the defined clusters. Additional opportunities are offered through voluntary non-curricular activities where students are involved in faculty research (as evidenced in the Stuckeman School Research Open House <https://scholarsphere.psu.edu/resources/06d34dd8-540f-417e-a4ee-be19b13f02cd> and as listed in the program assessment package provided external to the APR) and student non-curricular research opportunities (as evidenced in Erickson Discovery Grants, Undergraduate Exhibition, President's undergraduate research fund, and participation in the Solar Decathlon).

ARCH 491 Directed Research Studios offerings (18 in Fall 2020/12 in Spring 2022 with associated electives are listed in the appended program assessment package) allow students to pursue a chosen path of research each semester. The select studios provided as evidence include a syllabus with learning objectives, schedule of deliverables, and assignments that are used to gauge student learning outcome. Quantitative benchmarks were not indicated; however, as part of the evidence package, external to the APR, a Student Criteria Survey conducted in Fall 2022 presented data regarding the program's emphasis on research and innovation. Survey participants included 28 B.Arch. students (3rd -5th year), 26 alumni (1974-2022), and 20 faculty. Results indicated nearly 100% satisfactory or higher with 45% at excellent, the highest metric. The assessment prompted modifications to include continued use of surveys and directed evaluation of ARCH 491 Directed Research Studios offerings in relation to research and innovation to ensure consistent learning outcomes.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

☑ Met

2023 Team Analysis:

The APR explains the program's approach (58-59) and the team verified that the program fosters leadership and collaboration. In upper-level DRSS, multi-disciplinary teams explore diverse stakeholders and different social contexts to develop collaborative skill sets, giving students the tools necessary to solve complex problems. Research centers and labs, student organizations, and the student representative system bolster opportunities for leadership and collaboration.

The meeting with student leadership highlighted how leadership in action is a learning through doing. Class reps are chosen from each section and from those reps, the class rep is selected. The student representative meetings occur monthly and include a focus on college communications, balanced student workloads and "voice." Throughout the meeting, it was demonstrated that student reps lead through upholding a policy for mutual accountability.

The annual NAAB Program and Student Criteria survey and monthly student representative meetings with the department head provide regular assessment points for the program. A fall 2022 survey of 28 B.Arch. students (3rd - 5th year), 26 alumni (1974-2022), and 20 current faculty members asked for a

rating of the program's emphasis on leadership and collaboration. Responses were 85-100% positive. No other specific quantitative benchmarks were provided to demonstrate whether the criterion is achieved. Future modifications include continued surveys and the documentation of the Stuckeman Student Leadership Collaborative (SSLC) and year-level representative meetings to create a history of topics and actions taken.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

☒ **Met**

2023 Team Analysis:

A studio culture policy, published March 2019, is available on the program's website and has direct ties to both the university's guidelines on academic integrity and the university's "We Are" ethos:
<https://arts.psu.edu/studio-culture-policy/>

As a collaborative, shared space, the Stuckeman Family Building provides a physical home to the program's studio culture. Although the assessment narrative notes that studio culture receives biennial reviews, no evidence was provided in support. The APR notes that the program encourages open veins of communication between students, faculty, and staff at all levels. When student concerns elevate, they can meet with the respective year's faculty coordinator or department head. Student representatives also meet with the department head monthly. The team also reviewed an array of non-curricular activities that support teaching and learning culture, including the spring 2022 I HEART Studio, sponsored by the Interim Director of the Stuckeman School, and voluntary student participation in social and professional organizations.

Studio culture policies are issued at the beginning of the year and elected student representatives have monthly meetings to discuss questions and concerns within the program. A fall 2022 survey of 28 B.Arch. students (3rd - 5th year), 26 alumni (1974-2022), and 20 current faculty members asked for a rating of the program's success in fostering a positive and respective teaching and learning culture. All parties responded positively (+80%). No specific quantitative benchmarks were provided to demonstrate whether the criterion is achieved. Future modifications include the development of regular "I Heart Studio" listening sessions, expansion of diversified guest lecturers and exhibitors, and expanded recruitment and hiring for faculty and staff with diverse experiences and backgrounds.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

☒ **Met**

2023 Team Analysis:

Per APR (61-63), examples of curriculum and non-curricular activities integrating concepts of Social Equity, Diversity, and Inclusion (EDI), the program demonstrates active participation in this criterion. Confirmed during the VSV, the student and faculty present a dynamic, diverse group who spoke with respect and acknowledged accountability in their roles. Also, the Architecture Alumni Group (AAG) has formed a Diversity Inclusion Task Force to assist in removing barriers that may hinder student access to financial resources, opportunities, and a positive studio/ academic experience.

The program embeds concepts of EDI throughout the curriculum. The Team found primary evidence of student understanding in work from the third-year integrated course sequence studios ARCH 331 Architectural Design III and ARCH 332 Architectural Design IV where learning objectives (user

requirements, site conditions and accessibility) require analysis in relation to EDI issues (accessibility, cultural and societal influence, and environmental impact). These studies are further cultivated in selected student work DRS, such as CoLab. Secondary evidence is inferred through the required Study Abroad program which immerses the student in a foreign culture and environment.

A description of the program's self-assessment procedures was provided in documents external to the APR. Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in fall 2022 presented data regarding student understanding of EDI upon graduation. Survey participants included B.Arch. students (3rd-5th year), 26 alumni (1974-2022), and 20 current faculty members. Results were mostly positive with 80% of responses as satisfactory or higher. There were proposed modifications from this assessment.

Per the APR (14-15), in 2019-2020, the course curriculum was revised so that ARCH 480 Technical Systems Integration became part of a specific, coordinated third year course sequence that focuses on building integration and design synthesis. This curriculum revision is a result of a multi-year self-assessment process in response to the previous NAAB visit evaluation.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines, p. 10*)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (*p.10*)

☑ Met

2023 Team Analysis:

The APR (63-64) indicates multiple areas within the program curriculum that focus on health, safety, and welfare (HSW) to include ARCH 232 Architectural Design Studio II, the structural design sequence (AE 210, AE 421, and AE 422), ARCH 203 Materials and Building Construction I and ARCH 204 Materials and Building Construction II, and AE 424 Environmental Control Systems I. Primary evidence of student understanding of the built environment relative to concepts of HSW is found in select student work for required course ARCH 480 Technical Systems Integration. HSW (as defined by the American Institute of Architects) is clearly illustrated in student work assignments specific to the program's identified required features of HSW. Per the evidence package, external to the APR provided, Health is addressed with sustainable site strategies (Assignment 1-Site Design), acoustics (Assignment 5-Building Performance, Materials and Assemblies: Acoustics and Technology), lighting (Assignment 6-Building Performance and Simulation: Architecture and Light) and HVAC systems (Assignment 7-Building Service Systems: HVAC). Safety is addressed with structures (Assignment 4-Structural Systems) and regulatory life safety systems (Assignment 3- Health and Safety: Fire Safety, Accessibility, and Circulation). Welfare is addressed with passive systems (Assignment 2-Passive Energy Strategies). Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in Fall 2022 presented data regarding student comprehension of HSW in the built environment upon graduation from the B.Arch. program. Survey participants included 28 B.Arch. students (3rd - 5th year), 26 alumni (1974-2022), and 20 faculty. Results were varied in that 100% of applicable students indicated satisfactory or higher; faculty indicated 5% poor, and alumni indicated 12% poor without specific comment. There were no proposed modifications from this assessment.

Per the APR (14-15), in 2019-2020, the course curriculum was revised so that ARCH 480 Technical Systems Integration became part of a specific, coordinated third year course sequence that focuses on building integration and design synthesis. This curriculum revision is a result of a multi-year self-assessment process in response to the previous NAAB visit evaluation.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

☒ **Met**

2023 Team Analysis:

The Team found primary evidence of student understanding for the required course ARCH 451 Architectural Professional Practice which focuses on professional ethos, regulatory requirements, fundamental business practices, arbitration, and architectural licensing procedures. Provided syllabi and course materials demonstrated investigation into issues of professional practice. Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in Fall 2022 presented data regarding student comprehension of professional practice upon graduation from the B.Arch. program. Survey participants included 28 B.Arch. students (3rd - 5th year), 26 alumni (1974-2022), and 20 faculty. Results indicated the majority of responses were positive with satisfactory or higher. There were proposed modifications as an outcome from this assessment.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

☒ **Not Met**

2023 Team Analysis:

The APR (65-67) describes a series of required course pairings in the first through third years of the program that address foundations to life safety. In particular, AE 211 Introduction to Environmental Systems addresses building codes and fire protection. The team found evidence of regulatory context primarily in course syllabi and instructional materials for ARCH 451 Architectural Professional Practice. The lectures, discussions, firm visits, and case studies address the legal aspects of practice, contracts, ethics, risk management, stakeholder roles, ADA, and green certifications. Secondary evidence of regulatory context was found in course syllabi and materials for DRS. Resilient Housing and CoLab, demonstrate investigations into regulations related to affordable housing, zoning and accessibility policies. Student understanding of regulatory context was not present in evidence provided.

A description of the program's self-assessment procedures was provided in documents external to the APR. Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in fall 2022 presented data regarding student understanding of regulatory context upon graduation. Survey participants included B.Arch. students (third- fifth year), 26 alumni (1974-2022), and 20 current faculty members. As of 2020, the university wide annual evaluation process includes a self-assessment component (SRTE).

Evidence of the program's self-assessment of student learning outcomes on a recurring basis was not provided. The program is required to provide evidence of student learning outcomes associated with this criterion are developed and assessed regularly with an associated summary of modifications to curriculum made based upon findings. are developed and assessed on a recurring basis with a summary of modifications the program has made based upon its assessment findings.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

☒ Met

2023 Team Analysis:

The APR (67-68) describes an introduction to technical knowledge beginning in second year with a two-part sequence ARCH 203 Materials and Building Construction I and ARCH 204 Building Construction II, which focuses on building materials and assemblies. Further, AE 211/ARCH 380 Introduction to Environmental Control Systems and AE 424/ARCH 381 Environmental Control Systems I, address assemblies and technologies associated with MPE systems. Provided syllabi and course materials demonstrate investigation into building materials and assemblies; however, no evidence of student understanding was provided.

The team found evidence of condition achievement primarily in materials provided for required ARCH 480 Technical Systems Integration. Per the evidence package, external to the APR provided, technical knowledge is evidenced in acoustics (Assignment 5-Building Performance, Materials and Assemblies: Acoustics and Technology), lighting (Assignment 6-Building Performance and Simulation: Architecture and Light) and HVAC systems (Assignment 7-Building Service Systems: HVAC), structures (Assignment 4-Structural Systems), and passive systems (Assignment 2-Passive Energy Strategies). Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in fall 2022 presented data regarding student comprehension of fabrication and crafting skills upon graduation from the B.Arch. program. Survey participants included 28 B.Arch. students (third- fifth year), 26 alumni (1974-2022), and 20 faculty. Results were positive with responses as satisfactory or higher. There were additional proposed modifications from this assessment.

Per the APR (14-15), in 2019-2020, the course curriculum was revised so that ARCH 480 Technical Systems Integration became part of a specific, coordinated third year course sequence that focuses on building integration and design synthesis. This curriculum revision is a result of a multi-year self-assessment process in response to the previous NAAB visit evaluation.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

☒ Not Met

2023 Team Analysis:

The APR (68-69) indicates primary design synthesis occurs in the third year through a specific, coordinated course sequence that consists of two studios (ARCH 331 Architectural Design III and ARCH 332 Architectural Design IV) with ARCH 480 Technical Systems Integrations which uses course assignments as an integral part of the overall, 22-week design project. This sequence is the result of a curricular change in 2019-2020, moving the comprehensive studio content from the eighth semester to the fifth and sixth semesters.

A review of 19 student projects from ARCH 331, ARCH 332, and ARCH 480 on ConceptBoard, the team found demonstrated evidence of ability in design synthesis as follows: user requirements (through programming and adjacency studies), regulatory requirements (includes egress, the application of IBC, and local code analysis), analysis of site conditions (through topographic grading and vegetation), accessible design, and the consideration of the measurable environmental impacts of design decisions (through iterative massing and solar studies). These studies are further cultivated in selected student work DRSS, such as CoLab.

A description of the program's self-assessment procedures was provided in documents external to the APR. Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in fall

2022 presented data regarding student skill upon graduation. Survey participants included B.Arch. students (3rd-5th year), 26 alumni (1974-2022), and 20 current faculty members. As of 2020, the university wide annual evaluation process includes a self-assessment component (SRTE).

Evidence of the program's self-assessment of student learning outcomes on a recurring basis was not provided. The program is required to provide evidence of student learning outcomes associated with this criterion are developed and assessed regularly with an associated summary of modifications to curriculum made based upon findings. are developed and assessed on a recurring basis with a summary of modifications the program has made based upon its assessment findings.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

☒ Not Met

2023 Team Analysis:

The APR (69-71) indicates primary building integration occurs in the third year through a specific, coordinated course sequence that consists of two studios (ARCH 331 Architectural Design III and ARCH 332 Architectural Design IV) with which uses course assignments as an integral part of the overall, 22-week design project. This sequence is the result of a curricular change, moving the comprehensive studio content from the eighth semester to the fifth and sixth semesters.

A review of 19 student projects from ARCH 331, ARCH 332, and ARCH 480 on ConceptBoard, the team found demonstrated evidence of ability in building systems integration as follows: building envelope systems and assemblies with detailed and annotated drawings, in-dept studies of structural systems and combined structural methods (e.g., steel, CLT), environmental control systems with enhanced analysis of lighting and acoustics, life safety systems, and the measurable outcomes of building performance, with close attention to material and carbon footprints.

A description of the program's self-assessment procedures was provided in documents external to the APR. Quantitative benchmarks were not indicated; however, a Student Criteria Survey conducted in fall 2022 presented data regarding student skill upon graduation. Survey participants included B.Arch. students (3rd-5th year), 26 alumni (1974-2022), and 20 current faculty members. As of 2020, the university wide annual evaluation process includes a self-assessment component (SRTE).

Evidence of the program's self-assessment of student learning outcomes on a recurring basis was not provided. The program is required to provide evidence of student learning outcomes associated with this criterion are developed and assessed regularly with an associated summary of modifications to curriculum made based upon findings. are developed and assessed on a recurring basis with a summary of modifications the program has made based upon its assessment findings.

4—Curricular Framework (*Guidelines*, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)

- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ **Met**

2023 Team Analysis:

The APR (72) provides a link to the Pennsylvania State University's most recent accreditation information from Middle States Commission on Higher Education. Posted information indicates MSCHE acceptance of the university's Mid-Point Peer Review dated March 4, 2021 without action. The next scheduled Self-Study Evaluation and Peer Review visit is scheduled for 2023-2024.

4.2 Professional Degrees and Curriculum (*Guidelines, p. 13*)

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

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (*p.13*)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (*p.14*)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or Departments, or by taking courses offered within the Department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (*p.14*)

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

☒ **Met**

2023 Team Analysis:

Per the APR (75-76) and as evidenced on the program's website, requirements for the B.Arch. degree include General Education (45 hours) and major (123 hours), with 6 hours of the credits for general studies within the major: <https://bulletins.psu.edu/undergraduate/colleges/arts-architecture/architecture-barch/#programrequirements>

Additional breakouts for professional studies and optional studies are included. Of note, the team found the interdisciplinary nature of the first three years of studio is commendable in its ability to weave together basic knowledge with the larger impacts of multiple disciplines affecting architectural design.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

☒ **Met**

2023 Team Analysis:

As demonstrated in the APR (77-78) and in conversations during the VSV, the program does not rely on preparatory education since it is designed as a first-year enrollment model. This is evidenced in, "General Requirements" on the College of Arts & Architecture website <https://arts.psu.edu/degrees/bachelor-of-architecture-in-architecture/>. Transfers are only accepted from other B.Arch. programs and there has only been one in the past decade.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and School, College, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

☒ **Described**

2023 Team Analysis:

As noted in the APR (79-80) and verified in the virtual site visit (VSV), the program describes an administrative structure, expanding from the department to the school, college, and university levels. All key personnel are identified, including those within the interim positions of school head and department head where there are active national searches.

The APR describes (81-82) the governance of the program and larger institutional framework. The team verified the participatory mechanisms of these structures and how the faculty, administrators, and staff operate within, and are served by, these structures. These roles, as well as student governance, are further outlined in the Department of Architecture's Strategic Plan (APR Appendix 7.4). The team confirmed the framework.

5.2 Planning and Assessment (*Guidelines*, p. 18)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

☒ **Demonstrated**

2023 Team Analysis:

The Department of Architecture follows a five-year planning cycle that has performance indicators for its goals and objectives. These indicators include metrics like research, design, funding, student awards, and

applicant numbers. The university decided to extend this plan another five years. The APR described the achievements and impact of the department's plan to achieve its three main priorities: producing design scholarship through research, building student-centered programs, and strengthening adult education. The plan resulted in an increase in faculty publications, faculty awards, and successful accreditation from both professional programs. The program is progressing toward its mission, but the department seeks to improve indoor facilities and creative work, enhance financial sustainability through marketing, and strengthen its faculty and facilities.

5.3 Curricular Development (*Guidelines, p. 19*)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and Department chairs or directors.

☑ Met

2023 Team Analysis:

Per the APR (86-87) and further confirmed during the VSV, a formal assessment of the curriculum occurs on an annual basis. The department head collects and organizes assessments (NAAB evaluations, student ratings of teaching effectiveness, faculty course self-assessment, and student representative concerns) for distribution to the Undergraduate Curriculum Committee (UGCC). The committee, comprised of faculty appointed by the department head, are charged with analysis and resolution as needed. With input from faculty, students, administrators, staff, and when required, external sources (program alumni, subject matter experts, other program faculty), curricular changes are devised and proposed to the faculty at large for approval. Where given majority vote, the proposed modification to the curriculum is submitted to Faculty Senate for approval. Additionally, the APR indicates the Design Studio Coordinators' Committee (appointed by the department head) and including studio coordinators, conducts studio specific assessment of proposed studio projects, coordinates studio schedules, monitors conformance to NAAB requirements, oversees compliance to studio culture policy, conducts ongoing assessment of facility needs, and acts as advisor to the UGCC on studio matters. The team found evidence of curricular assessment in the development of a new integrated course model that focuses holistically on NAAB Student Criteria SC.5 Design Synthesis and SC.6 Building Integration and with the re-organization of studio sequence to place the new integrated model in third-year, thereby allowing research driven content in fourth and fifth year studios.

5.4 Human Resources and Human Resource Development (*Guidelines, p. 19*)

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

☒ Demonstrated

2023 Team Analysis:

Per APR (88-90), data provided indicates the university mandates a balanced faculty workload with 60% of time spent teaching, 30% on research and creative activities, and 10% for community service (<https://vpfa.psu.edu/workload-policies/>). Continuing education opportunities are provided by Center for Excellence in Learning and Teaching or the university web-based courses (Canvas). Professional development is available to all tenure-track faculty (1 semester release from teaching and after seven years of service, a 1-2 semester sabbatical). Funding support is available to faculty for conferences or other development opportunities (of note: all request in the past year have been funded). Faculty publications are supported with a budget of \$15,000 per year from the Stuckeman Chair of Integrative Design fund. And faculty are permitted a “buy out” of course assignments from external grants to pursue profession practice, research or creative works. New course development is supported through college incentives and innovation grants <https://www.research.psu.edu/funding>. And faculty research and creative pursuits are supported by available funds through the College Faculty Research Grant program.

Both student achievement and faculty success are encouraged through the low student to faculty ratios. The largest spread occurs in the first year where there are 15 students per faculty; however, to mitigate this, teaching assistants are utilized.

Per APR (88-91) Student achievement is promoted with services available which include: personal and career development opportunities from the university’s Office of Student Affairs; annual new student orientation (university and program orientation); access to the Educational Opportunity program for educationally and financially disadvantaged (<https://admissions.psu.edu/info/counselors/csp/>); student advising from the College (<https://arts.psu.edu/advising/>) and the program with access to an Architect Licensing Advisor; access to Schreyer Honors College; and Counseling and Psychological Services for mental health and well-being (<https://studentaffairs.psu.edu/counseling>).

Per APR (90), staff has access to professional development courses online offered by the Penn State Human Resources Department and are eligible for the Penn State Tuition discount of 75% for full time employees and immediate family.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program’s faculty and staff demographics with that of the program’s students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program’s student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, College, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, College, or institutional level.

- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

☒ Demonstrated

2023 Team Analysis:

The APR (91-41) describes the university's commitment to inclusion, equity, and diversity within the 2016-2025 strategic plan. It is anticipated that the new president will launch a new strategic plan with these goals at the core considering one of Penn State's six core values is respect. The team's virtual meeting with the dean reinforced policies noted in the APR, particularly fostering a people-first environment and culture of anti-racism, anti-oppression, and enhanced equity. These tenants are clearly expressed in the College's 2020-2025 strategic plan and in Summer 2022, the College appointed an inaugural Associate Dean of Access and Equity.

The department head ensures that all faculty searches are composed of members from diverse rank, gender, race, and ethnic backgrounds. To support expanded diversity hiring and retention, the Office of the Provost provides 1/3 to 1/2 salary, and this has supported three fixed-term (non-tenure line) female faculty hires. The plan for supporting diverse hiring and retention for tenure-track and tenure positions is currently unclear due to the university's hiring freeze and the need for balancing the institutional budget by 2025 due to a shortfall. In the 2014 visit, the male to female faculty ratio was 2:1. A December 2021 report, representative of current demographics, notes 42% female faculty amid a pool of 40 tenure-track, tenured, and no track faculty. Within the faculty pool, 70% identify as white and the next largest demographic identifies as "international" at 12.5%.

To increase diverse student demographics, the program sponsors travel for NOMAS representatives to attend the annual conference and station a recruitment booth. Student admissions are controlled at the university level; since the last accreditation visit, students of color entering the B.Arch. program have increased from 15 to 21. The gender balance is 50-50. One of the seven mission items of the Department's strategic plan is, "increasing the cultural religious, ethnic, and gender diversity in the student body, faculty, and in the curricular subject matter."

Institutional policies related to Equal Employment Opportunity/Affirmative Action (EEO/AA) are available online: <https://affirmativeaction.psu.edu>

The University's Student Disability Resources (SDR) provides services and accommodations based on a student self-disclosure with the campus contact. Faculty and staff have access to reasonable accommodations through the Penn State Affirmative Action Office.

5.6 Physical Resources (*Guidelines, p. 21*)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

☒ Demonstrated

2023 Team Analysis:

Per the APR (96-105), provided virtual tour, and further confirmed during the VSV, the program is housed in the Stuckeman Family Building along with Landscape Architecture. The facility was built in 2005 and is certified LEED Gold (sustainability in action). The building design is “open-plan” to encourage collaboration and flexibility within the studio environment. Studio space currently accommodates 300 workstations (movable for flexibility). As well, within the building, there are designated jury spaces, two large forum spaces, a large conference room, two general computer classrooms, the Stuckeman Center for Design Computing (research computing hardware available to students), model shop (digital fabrication capabilities), student lounge, a gallery, administrative offices, and library. A Structures Studio, material’s laboratory and an illumination laboratory are provided and maintained by the Department of Architectural Engineering. The Immersive Environments Lab (visualization and tele-collaborative facility which also serves as the photography lab) is used for student work and for instruction and critique. Additionally, all full-time faculty are provided private offices (visiting faculty share offices) which are adjacent and readily available to students in studio. The program utilizes university-wide facilities for large lecture classes.

Faculty and students indicated that the exterior model shop space is not adequate for use in winter and needs an enclosed/sheltered, conditioned space for work; otherwise, learning spaces, critique and office space is adequate at this time. If the program continues to grow, there will be need to re-evaluate, re-configure, and/or provide additional learning (studio/classroom), office, lab, and associated accessory spaces.

Per confirmation from staff, information technology resources and infrastructure are keeping pace with digital needs of students, faculty, and staff. In addition, students have virtual access to workstations through Penn State VPN and use of computing hardware/software at the school.

5.7 Financial Resources (*Guidelines*, p. 21)

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

☒ Demonstrated

2023 Team Analysis:

Per the APR, Penn State uses a “historical funding model,” which de-couples annual funding from enrollment and full-time equivalent (FTE) classes. The department had “flat” funding (with appropriate inflationary increases) for as long as history shows. In addition, the College receives “non-recurring funds” each year, which are distributed to support various initiatives. The College of Architecture routinely applies for support from these annual funds, and the college has been forthcoming in terms of providing it.

The meetings with the College CFO Nicole Hane and the Head of Finances for Stewardship and Endowments Kelsey Knight clarified that even though there have been recent changes to the “historic model,” that broad-based university support will continue to acknowledge the importance of the architectural program and the need to look at more of a pedagogical model that recognizes the importance of contact hours and interdisciplinary, project-based learning.

Per the APR, there is also a significant impact of endowment funds. Designated to support the School of Architecture and Landscape Architecture, the Stuckeman Endowment has made a material difference to the life of the Department, making possible a much-expanded lecture series, improved computing

facilities, faculty start-up grants, collaborative work, and much more. Endowment funds for undergraduate scholarship and awards has a market value of \$2.67 million.

Grants from Stuckeman include \$50,000 per year for collaborative design research, as well as design and computing grants for up to \$50,000; supply seed money university-wide; and PSIEE provides energy and environmental grants related to both the social science and for materials research.

5.8 Information Resources (*Guidelines, p. 22*)

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

☑ Demonstrated

2023 Team Analysis:

The APR (106-111) describes the extensive information resources available to the program. Through meetings and the virtual tour, the Team confirmed that the Architecture and Landscape Architecture (ALA) Library is a robust resource with access to extensive physical and digital items, as well as access to over 800 databases and substantial professional staff. Physically located in the Stuckeman School, the ALA has four full-time staff as well as part-time staff with a 2.5 FTE. A recent retirement has been quickly filled with a long-time staff member with extensive knowledge of the program. The staff share duties between the University Library and the ALA. The ALA is bolstered by the pool of resources from the 38 University Libraries; the collections are recognized by the Association of Research Libraries. In addition to information resources, the ALA circulates certain technical items such as cables and DVD players; there are additional media and technology support services within the University Library.

Although the physical use of the University Library is trending downward, the ALA is not reflective of a sharp decline. This is largely due to the highly collaborative environment fostered by the library staff and faculty, where students use the physical resources as part of required assignments, especially in the first year. This method is especially effective in cultivating regular, engaged usership for the students. As noted by library staff, it is hard to trace digital library resources use by discipline, but this is on an upward trajectory across the university. As a physical space, the ALA makes economical use of its footprint using compact movable shelving. There are also instructional spaces in the ALA consisting of a group study room, with an online signup system, and a unique instructional room that dually serves as a study space and home to several courses each semester.

Library staff provide research and course guides, create exhibits in response to the School's programs, curate a chair collection, and serve courses through instructional visits, design crits, and even as clients for design-build projects. A full list of resources and services is available online: <https://libraries.psu.edu>.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines, p. 23*)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

☒ **Met**

2023 Team Analysis:

There are no hard copy catalogs, so all of the required information is available on the program's website: <https://arts.psu.edu/accreditation/accreditation-penn-state-architecture-programs/>

6.2 Access to NAAB Conditions and Procedures (*Guidelines, p. 23*)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

☒ **Met**

2023 Team Analysis:

Public access to NAAB Conditions and Procedures with the most recent Architectural Program Report is available on the program website: <https://arts.psu.edu/accreditation/accreditation-penn-state-architecture-programs/>.

6.3 Access to Career Development Information (*Guidelines, p. 23*)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

☒ **Met**

2023 Team Analysis:

The APR (112-114) indicates multiple sources available to students for career development. The program website provides links to AIA, AIAS, ACSA, NCARB (AXP Guidelines and ARE resource) at <https://arts.psu.edu/accreditation/accreditation-penn-state-architecture-programs/>. The Stuckeman School Career Services website (<https://sites.psu.edu/stuckemancareers/>) provides students with access to available internship and career placement opportunities (including an annual Career Day event) and access to mentorships with the Architecture Alumni Group (AAG). Penn State's Nittany Lion Careers offers a dedicated website for firms to post job opportunities accessible by current students and alumni (<https://sites.psu.edu/hpainternship/nittany-lion-career-network/>). Refer to PC.1 Career Paths for additional information.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines, p. 23*)

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

☒ **Met**

2023 Team Analysis:

All information is available on the program's website: <https://arts.psu.edu/accreditation/accreditation-penn-state-architecture-programs/>

6.5 Admissions and Advising (*Guidelines*, p. 24)

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

☒ **Met**

2023 Team Analysis:

The admissions process is outlined in the APR (115-116). All application forms, instructions, admission requirements, contact information, change of major/assignment information, portfolio instructions, and information for transfer eligibility and procedures are available online: <https://arts.psu.edu/how-to-apply/#arch-undergrad>

Student financial aid and scholarship information is outlined in 6.6 Student Financial Information and online: <https://studentaid.psu.edu>

Student diversity goals impacting admissions procedures are outlined in the APR's Appendix 7.1 JEDI Document 2020 (117-120). Work is supported by the university-level Undergraduate Admissions Office.

6.6 Student Financial Information (*Guidelines*, p. 24)

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

☒ **Met**

2023 Team Analysis:

Per the APR (116), the university provides students with resources, information, and advice through the Office of Student Aid website <https://studentaid.psu.edu/> As well, Sokolov-Miller Family Financial and Life Skills Center is available to students for financial guidance (<https://financialliteracy.psu.edu/>). Student expense estimate for tuition, fee, and books is available from the Office of the Bursar (<https://www.bursar.psu.edu/>)

V. Appendices

Appendix 1. Conditions Met with Distinction

PC.5 Research and Innovation

Students have multiple courses, required and elective, as well as extracurricular opportunities to cultivate deep veins of research and inquiry, with particular investigation into materials, building performance, and the societal relationship within the built environment. Opportunities are varied and benefit from the active research trajectories of the faculty as well as the Institute's responsiveness to issues facing not just the commonwealth but also global health and resiliency.

5.8 Information Resources

The resources available to students, faculty, and staff are abundant and clearly enrich the culture of research and innovation at the school. A team of library professionals bolster the physical resources and advance a series of programs that complement coursework and enrich extracurricular initiatives and aspirational goals for the school.

Appendix 2. Team SPC Matrix

[illegible]

Appendix 3. The Visiting Team

Team Chair, Representing the ACSA
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VI. Report Signatures

Respectfully Submitted,



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Team Chair**



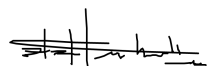
**Deborah Suzan Huff, AIA, NCARB, LEED AP BD+C
Team Member**



**Pamela J. Loeffelman, FAIA, LEED AP
Team Member**



**Kyle Gilboy, AIA
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**Hugh Trumbull, AIA
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