

Drexel University
Department of Architecture, Design & Urbanism

Architecture Program Report for 2018 NAAB Visit for Continuing Accreditation

Bachelor of Architecture [227 undergraduate quarter credit hours]

Year of the Previous Visit: 2012

Current Term of Accreditation: "...the professional architecture program: Bachelor of Architecture, was formally granted a six-year term of accreditation. The accreditation is effective January 1, 2012"

Submitted to: The National Architectural Accrediting Board
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Section 1. Program Description

I.1.1 History and Mission

[Mission Statement of the University](#)

“Drexel University fulfills our founder's vision of preparing each new generation of students for productive professional and civic lives while also focusing our collective expertise on solving society's greatest problems. Drexel is an academically comprehensive and globally engaged urban research university, dedicated to advancing knowledge and society and to providing every student with a valuable, rigorous, experiential, technology-infused education, enriched by the nation's premier co-operative education program”.

History of the University

[Excerpted from the university website:](#) “In founding Drexel University, Philadelphia financier and philanthropist Anthony J. Drexel launched a tradition of innovation. Mr. Drexel envisioned an institution of higher learning uniquely suited to the needs of a rapidly growing industrial society and of the young men and women seeking their place in it — core values that continue to guide the University in its modern era.

Mr. Drexel's vision was officially realized in 1891 with the establishment of the Drexel Institute of Art, Science and Industry. Originally a non-degree-granting institution, Drexel began conferring the Bachelor of Science degree in 1914, when its 18 departments were organized into four schools. In 1927, the Commonwealth of Pennsylvania granted Drexel the privilege to confer the Master of Science degree, and in 1965, the Doctor of Philosophy degree.

The cornerstone of Drexel's career preparation model has been the University's co-operative education program. Introduced at Drexel in 1919 as one of the first models of its kind, the program has become integral to the University's educational experience. Through it, students' alternate periods of study with periods of full-time professional employment, providing unrivaled, valuable professional experience.

The institution's curriculum and organization of its academic programs have evolved to include 15 colleges and schools. In accord with this evolution, Drexel has undergone two changes in name, in 1936 becoming Drexel Institute of Technology and in 1970, Drexel University. The current title reflects the institution's commitment to research, as well as the breadth of its programs.

Through all of the changes and evolution, Drexel's core mission has held constant. Since its founding, the institution has remained a privately controlled, nonsectarian, coeducational center of higher learning, distinguished by a commitment to preparing men and women for success in their chosen careers. Its greatly expanded enrollment, campuses, and curriculum reflect a history of responsiveness to societal and individual needs — all of which Mr. Drexel sought to address in his day.”

History of the Architecture Program

Mission Statement

Education in architecture has been part of the earliest offerings at Drexel. The program began in 1895 and has run continuously since that time. Since its inception, the program has been offered as a part-time, evening program in which students were working full-time during the day, primarily in or related to the profession of architecture. This approach took Drexel's co-operative model of learning to its logical extreme in which education and experience were not simply associated with one another, but were delivered simultaneously, based on the belief that academic learning, paired with experiential learning, would mutually reinforce one another and produce professionals with exceptional skills and maturity. This unique approach has been and continues to be the foundation of the program whose mission is to pursue architecture as a professional discipline by combining the rigors of the academy with the realities of contemporary architectural practice. The mission of the program is predicated on these four principles:

- 1 Provide access to a professional education in architecture even for those who would not typically be able to afford such an education.

- 2 Professional education in architecture is one that responsibly, pragmatically and creatively combines academic and professional experience.
- 3 Experiential learning provides context and meaning for students and complements traditional academic learning to create a well-rounded and informed graduate able to make immediate contributions to the practice of architecture.
- 4 Both the academy and the profession are well-served by having a diversity of educational models available to prospective students in architecture.

Accreditation

In 1972, under Department Head, Joe Jordan AIA, the architecture program received initial accreditation from the NAAB. The degree offered at that time was a Bachelor of Science in Architecture. In 1977, under Department Head, Peter Arfaa AIA, the state approved the use of the Bachelor of Architecture degree and made that degree retroactive to the date of the NAAB accreditation in 1972. The Architecture Program has been continuously accredited since that date. The Bachelor of Architecture degree is the sole profession degree in architecture offered by Drexel University.

Historically, as a part-time, evening program, instructors were entirely adjunct, drawn from the region's professionals. In fact, some of the most distinguished professionals in the Philadelphia area have taught at Drexel and continue to teach at Drexel to this day. The student body was typically somewhat older than a conventional program in architecture as many of the students chose Drexel after being in the workforce for a period of time and saw the program as a way to continue to earn a living and get an education at the same time. Because the program was entirely part-time, it required, an eight-year long curriculum in order to garner the needed credits in studio, history, theory and technology.

The Department of Architecture was administratively housed in Drexel's Evening College (now Goodwin College). In 1985, each of the programs in the Evening College were asked to ally themselves with their appropriate day school counterparts. The Department elected to ally itself with the College of Design Arts (now the College of Media Arts & Design). This required the Department to establish parallel working relationships with two colleges as the Evening College continued to provide funds for employing faculty.

Between 1986 and 1992, enrollment in the program grew to 297 students, an increase of nearly 50%. In order to manage and supervise this growth, the university hired its first full-time Department Head, Paul Hirshorn AIA, in 1986. The Department's discretionary budget was increased to support student and faculty enrichment programs. A major renovation of the top floor of the University's Main Building was completed in 1987 to house the Department's primary teaching space. The program was shortened from eight to seven years through curriculum restructuring. Standards of the program were sharpened by the introduction of studio achievement requirements. These changes required the appointment of a second full-time faculty member to support added coursework within the new seven-year schedule.

Throughout this growth, some students were drawn from surrounding community colleges. Many of these students had received some training in architecture or in building technology and were able to enter the Drexel program with advanced standing. As the numbers of these transfer students increased, it became clear that we would benefit by creating our own "feeder" system instead of relying solely on other institutions whose curricula was not always consistent with our content and methods.

Introduction of the 2+4 Option

In 1992, the university created what is known today as the 2+4 option. Starting with a relatively small cohort, this track accepts high school graduates into a full-time day program in architecture. After two years of what can be considered comparable education to that offered in other full-time undergraduate programs in architecture, students enter the workforce and continue their education as part-time evening students, consistent with Drexel's historical model. The part-time, evening portion of their training extends for four more years. To provide an appropriate education to these students, the number of full-time faculty in the program began to increase commensurate with the number of students enrolled. The 2+4 option exceeded the expectations the university had for it when it was created. Today, roughly two-thirds of our students come through the 2+4 option while we also continue to admit students directly

into the part-time evening option. Below is a snapshot of the student body for each of the last six years. Note that the part-time student population includes students who have come through the 2+4 option.

2012: Full-time students – 53; Part-time students – 204; Total – 257
2013: Full-time students – 60; Part-time students – 185; Total – 245
2014: Full-time students – 66; Part-time students – 180; Total – 246
2015: Full-time students – 65; Part-time students – 175; Total – 240
2016: Full-time students – 55; Part-time students – 181; Total – 236
2017: Full-time students – 77; Part-time students – 174; Total – 251 (eligible to register for fall)

Integration into the College of Design Arts (now Antoinette Westphal College of Media Arts & Design)

In 2000, under Dean Jonathan Estrin, many of the college's programs were brought together in a single building - Nesbitt Hall. To improve the proximity of the 2+4 students to the fully-occupied Nesbitt and to the other design arts programs, offices and teaching spaces for the 2+4 option were relocated to a vacant floor of a nearby loft building. That move allowed the 2+4 option to increase its capacity to 24-28 students per year. The part-time evening program continued to operate in the Main Building, four blocks away.

Integration into the Department of Architecture and Interiors

In 2005, Allen Sabinson was named Dean of the Westphal College of Media Arts & Design. Two years later, Dean Sabinson initiated a process of departmental reorganization in order to rationalize the groupings of disciplines in a growing college. This led to the creation of the Department of Architecture and Interiors, the latter including full-time, accredited undergraduate and graduate programs in interior design. Though neither program had sought a merger, the logic of such an arrangement presented both programs with possible synergies. Paul Hirshorn became the head of this new department. The 2+4 students and the part-time evening students were still being housed in separate facilities.

In 2008, Drexel University purchased a 130,000-sf office building, originally designed by Venturi Scott Brown Associates. The building's well-known façade was preserved but the building's interior was substantially altered under the direction of MS&R Architects. In 2012, the renovation of the building, now known as the URBN Center, was completed, enabling the 2+4 students and the part-time evening students to occupy a single facility for the first time, alongside the programs in Interior Design. In doing so, the Architecture Program became a key element of the Westphal College.

As the program evolved, Paul Hirshorn had assumed a dual role as Department Head and Director of the Architecture Program. Upon his retirement in 2011, a national search brought Jon Coddington AIA to Drexel to become the Department Head. It was under his leadership that the 2+4 option and the part-time evening option began to be unified under the umbrella of a new, more rigorous curriculum. With new department leadership, Dr. Ulrike Altenmüller-Lewis, who had been hired as Associate Director of the Architecture Program in 2008, was appointed as Program Director of the Architecture Program. In 2014, Rena Cumby, a long-time faculty member in Interior Design, was appointed Department Head and Rachel Schade was appointed Program Director.

New Curriculum

After the last NAAB accreditation in 2012, a comprehensive process was started to update the curriculum to educate students for contemporary practice and to further develop their skills in representation, technology and critical thinking. One of the program's major challenges has been the integration of the 2+4 students with those who entered the program as evening students. Previously, the two educational tracks had been located in separate buildings, had been administered by separate colleges, were conducted at different times of the day, and were targeted to students who were often coming from different backgrounds.

The curriculum has been restructured by the faculty over the past several years with a goal of joining these groups as equivalently qualified at the point at which the 2+4 students enter the workforce in their third year and become part-time students. This goal is predicated on the desire to operate a single unified program that delivers the same educational values to all students, regardless of how they entered

the university. This new curriculum was introduced two years ago (Fall 2015) for all entering students. With increased rigor and coordination between the parts, the course logistics, sequencing, numbering and synchronization have changed to enhance the intended educational experience.

To achieve the quality and consistency of outcomes that we desire, additional full-time faculty were brought in and are now core full-time faculty of the program. Typically, each one of the full-time faculty has coordinating responsibilities for a given segment of the program and is responsible for coordinating the work of the adjunct faculty who teach within that segment. This has somewhat diminished the number of adjunct faculty that are regularly engaged in the program, though we continue to rely on the expertise and enthusiasm of area professionals to a greater extent than most programs in architecture.

One of the logistical challenges that accreditors may note is our course numbering system. The six years of the 2+4 option do not readily align with what is now seven years of the part-time evening option. In order to unify the course numbering system at the moment when the curricula are intended to merge, the first year of evening option is designated as 'Foundation (F)', so that by the time these students are in their 3rd year, they align educationally and systemically with the 3rd year of the 2+4 option. Accreditors will see NAAB criteria demonstrated separately for the 2+4 option and for the evening option through separate coursework until the programs join in that 3rd year. After that, no further distinctions are made as all students become part-time, evening students (note that with the exception of the architectural history courses, evidence for Student Performance Criteria rely solely on work from 3rd year on). Information about the old and new curricula, along with a narrative describing the changes as approved by the University Senate, can be found [here](#) in the Dropbox folder.

Of further note, Drexel has historically operated on a quarter system, the core of which are three 10-week quarters (fall, winter, spring) – the time equivalent of two semesters in traditional semester systems. In addition, Drexel offers a summer quarter. This is of particular interest to our evening students who are able to take several non-studio courses offered during the summer in order to relieve their evening load during the remainder of the year when studio courses are normally taught. Because of the quarter system, architecture students must successfully complete 227 credits in the core curriculum. Those 227 credits are the equivalent of 150 credits that are typically required in a semester-based system.

Accessibility of the Program

Architecture suffers from a lack of diversity and more urgently, a lack of access by students of limited means. Our program does not profess to have complete answers to these vexing concerns. However, the structure of our program puts us in a unique position to attract students from a broader range of socio-economic circumstances.

This is primarily supported by our 2+4 students entering the workforce by their third year and becoming part-time evening students, joining other students who are typically already working full-time. This has two important consequences. The first is that once our students are part-time evening students, their tuition rate is significantly lower than the university's per-credit tuition rate for full-time students, a policy carried over from the Evening (Goodwin) College. The second is that our students, through their employment, are earning substantially more income than their counterparts in other more traditional full-time architecture programs. These two factors combined make the cost of our education more [accessible](#) than all but one other program in Pennsylvania. That we continue to have a thriving evening program also provides greater access for working adults and veterans whose decision to pursue a professional degree came later. To the extent that this level of access can be broadened to include more people from outside the region and more people from minority communities is of significant interest to us.

Balance of Academic and Practical Experience

Consistent with the founder's vision, the Architecture Program is based on a high level of integration between academic pursuits and practical experience. Except for our 2+4 students in their first and second years, nearly all of our students (95%) are working full-time and attending classes in the evening. Even during the recession in 2008-2010, the majority of the students were employed in architectural firms or in an allied field (e.g. construction, consulting or product manufacturing and sales).

As a result, our students become very well versed in the issues surrounding design, construction and professional practice. Upon graduation, Drexel architecture students typically have three or four years of work experience and are typically more advanced in their careers than students graduating from traditional professional degree programs. Based on a January 2017 survey, to which 52% of our working students responded, 85% of them are enrolled in AXP, and 80% anticipate completing their AXP by the time they graduate. Our students are recruited by firms because they are uniformly viewed by employers as being very competent, skilled and hard-working.

Our students choose Drexel because of our experiential learning model. They understand that time management is crucial to their success in this environment. For the majority of our students who are in the 2+4 option, their experience is generally this: Their first two years look and feel like a normal college experience. They have full-time status, are living in dormitories or in university-affiliated housing, and are part of the broader university culture. In their 3rd year, they join the workforce and live off-campus. A relatively high number of them seek private housing in the neighborhoods around campus. Their next two years are ones of transition – full or part-time employees with expectations from their employers that are generally consistent with expectations for any entry level employee, coupled with the stress of going to school at night and finding adequate time during the week to complete schoolwork. Their final years, during which they have acculturated themselves to being in the workforce, are highly focused on managing their time carefully, being part of the larger Philadelphia community, and completing their education with increased focus and ability. Our students don't merely come to Drexel for college, but come to be immersed in the Philadelphia professional community, of which their education at Drexel is an integral part.

Given these circumstances, a key issue for us as educators is to expand the creative and intellectual horizons of our students and develop their critical thinking and their worldliness. Our students are seen by the profession as being highly competent. Our aspiration for them – one that is increasingly borne out by our recent graduates – is that they are also seen as socially responsible leaders in whatever aspect of our profession they choose to pursue as careers. The program's long-range plan, now being implemented, is to transition from a program known for "highly competent professionals" to "critical thinking professionals" and from "skilled worker" to "skilled leader". A testament to the strength of our approach is the 2017-2018 incoming class of 54 students entering as 2+4 students – the largest incoming class in the history of our program, nearly double the size of previous years.

How Our Program Benefits the University and Its Institutional Setting

The program in architecture has been an integral part of Drexel since its founding and is one of the legacy programs that define the university and its mission. At any given moment, upwards of 200 of our current students are employed in the architectural profession, in the Philadelphia region. Their presence and competence reinforces Drexel's reputation as an experienced-based center for learning. Our presence in the Westphal College, reinforces its reputation as a significant center for design-thinking and offers greater possibilities for collaboration and learning among multiple disciplines.

As a result of the changes we have made in our curriculum and the increase in our full-time faculty, we also now have a more established presence within the daily working of the university. Our faculty serve on university committees, attend local, national and international conferences, produce papers and contribute to the intellectual and professional development of architecture and of the university. For example, our Department Head, Alan Greenberger FAIA, serves on several of the university president's committees that oversee and advise on campus improvements and public-private partnerships responsible for the development of university property. He is also actively engaged with the university's international outreach programs, participating in overseas travel to establish working relationships with foreign universities, most recently with Pontificia Universidad Católica de Chile in Santiago, Chile.

We now have full-time, tenured and tenure-track faculty who are engaged in research. Of our eight full-time faculty members, three are tenured and one is on tenure track and is pursuing research in building

envelope design and performance. That professor, Daniel Chung, is also our coordinator of the integrated design studio and our nine-term technology sequence.

Our department also offers a combined ‘Discovering Architecture & Interiors’ program each summer. Students interested in either discipline participate in a two-week, on campus, studio-based program that allows them to become familiar with Drexel and with design education. Our most recent group during the summer of 2017, included 32 high school students. They came from as close as the City of Philadelphia to as far away as Illinois, California and Vietnam. Two-thirds of those who attended were specifically interested in the Architecture Program. This program is an income generator for the Department and a successful recruitment tool, producing some of the best students that later enrolled in the 2+4 option.

How Our Institutional Setting Benefits the Program

Higher education is becoming increasingly focused on the need for a systems approach to solving many of society’s most vexing problems. When the program was evening-only, it lived somewhat in isolation from other disciplines in the university. Now, the program has benefited enormously by being co-located with other design programs within the Westphal College in a newly renovated building – the URBN Center - that is arguably one of the most dynamic spaces for design education anywhere in the United States. The merging of the program into one department with Interiors and now two new graduate programs in Design Research and Urban Strategy, has also broadened the program’s outlook and provided the opportunity for our students to be exposed to a wider range of students and faculty from other design programs. Co-location in the URBN Center also gives our students direct access to digital fabrication labs, wood shops as well as advanced computing systems and cutting-edge design and representation technology.

Admittedly, with the obligations of the program to NAAB and accreditation, formal structures for collaborative work between design programs remain logistically difficult. We are in early development of such structures, particularly with the undergraduate program in Interiors where our 2+4 students are in the same studio space with their counterparts in Interiors. However, even absent the presence of more formal structures, our students are exposed daily to the work, culture and methods of programs in graphic, fashion, product and digital design, along with programs already in the Department. It is our strong belief that such exposure helps our students understand that they are part of a much larger design culture and that the solutions needed in today’s built world profit from and indeed require collaboration with not only other design professionals, but with the broadest array of community members and stakeholders.

Philadelphia is a perfect laboratory for such learning. It is rich in culture, design history, urban assets and urban ills. Our location in West Philadelphia puts us in near perfect proximity to all of these forces. The newly created Lindy Institute for Urban Innovation – which resides in the URBN Center within the Westphal College - is Drexel’s premier commitment to becoming one of the nation’s thought leaders in urban policy and design. It’s director, Harris Steinberg FAIA, joined Drexel after years as the director of the University of Pennsylvania’s Penn Praxis and was charged by President Fry with developing programs and research in what has evolved into the Urban Strategy program. Our new Department Head, Alan Greenberger FAIA, is one of the inaugural Lindy Fellows and is teaching in the program.

The Lindy family has also endowed a program called The Lindy Center for Civic Engagement. Working with the Drexel’s Dornsife Center for Neighborhood Partnerships, these programs are designed to develop methods of working with the public, particularly in the neighborhoods immediately around the university. Benefits of this engagement flow directly back to our students in architecture. For example, we recently sponsored our fifth ‘charrette’ weekend. Organized collaboratively with faculty in graphic and interior design, over 70 students participated with community members on the design of several underdeveloped public spaces along a one-mile corridor that connects the neighboring communities to the campus. The charrette was led by Craig Dykers and Elaine Molinar, principals of Snohetta Architects, who also delivered a public lecture sponsored by the Architecture Program.

Philadelphia is the home to numerous professionals who, though not themselves architects, influence the outcomes of design through their own disciplines. Recently, we offered an elective entitled “How is a City

Built”, featuring prominent guests from finance, law, construction, development and government, including former Philadelphia mayor Michael Nutter. In this way, our students gain exposure to a larger world than architecture, enabling them to become more skilled, socially aware and effective.

Holistic Development of Young Professionals

Drexel is unique among architecture programs in the United States by virtue of its reliance on part-time education in the context of a comprehensive university that includes engineering, law, medicine and business as well as the liberal arts. Drexel is located in the heart of Philadelphia’s metropolitan center which also puts our students in very near proximity to other universities as well as to the extraordinary wealth of cultural, social and political institutions of the city.

It is not uncommon for full-time university students to be somewhat cloistered in their academic silos, even in a big city. Our students, however, become part of the region’s professional workforce. As a result, their personal lives and identity become associated with the community at-large and not solely with the academic institution. This mindset affords them exposure to daily community life. It makes our students more aware of the rhythms of the real world. But it also affords them opportunities for exposure to a broader set of values, perspectives and voices than they would find in the academic institution itself.

These affordances augment the required curriculum at Drexel which mandates that all of our students take courses in English (emphasis on writing), humanities, math, and science, as well as various electives in a range of professionally and non-professionally related subjects. The exposure that our students have to the real world can come at a price, namely, that the time they have for things other than work and school is limited. In order to compensate, we offer a series of opportunities to expand their outlook:

- 1 The Arfaa Lecture Series, now 22 years old, was funded through a generous gift by former Department Head, Peter Arfaa. It provides for a major lecture in each of the three primary studio terms. The lecture series seeks diverse voices in design that range from notable practitioners to academics, developers and those in the media. Lectures are scheduled to coincide with the beginning of evening studio classes so that a large segment of our evening students are on campus. The Arfaa series regularly attracts 300-400 attendees, including 2+4 and evening students, faculty and members of the public. A list of speakers since 2012 can be found [here](#).
- 2 We are in the process of expanding another lecture series to complement the Arfaa series. These lectures will draw from the abundant talent of the local community. This will include younger, emerging architectural talent as well as non-architects who, by virtue of their backgrounds, have a role in influencing design and the character of the physical world. For example, presentations have included the Philadelphia leadership of Habitat for Humanity, an adjunct faculty member discussing her Rome Prize research, and an alumnus presenting work from his local practice.
- 3 The Study Abroad Program has evolved significantly over the years and now includes affordable two-week trips to a number of world destinations. In addition to the regular favorites of Rome, Barcelona and Florence, Study Abroad has taken students to the Amsterdam, Paris, South Korea, and Japan. Proposed future trips include Ireland, Germany, Israel and Australia. Trips are regularly scheduled in early September, timed to coincide with our students’ ability to take vacations from work and to precede the start of the fall term. Scholarships for travel are routinely offered to students with demonstrated need.
- 4 We are also planning on instituting “movie night” during which we can have a student-oriented social event around a serious or humorous movie of particular interest. For example, we have a commitment from Nathaniel Kahn to bring “My Architect” to Drexel in the winter term and will be hosting a screening of “Citizen Jane” in October.
- 5 Our weekend design charrette engages our students in some community-based design issue. The charrette in April 2017 was the fifth one we have produced since 2008. We would like to schedule for these charrettes to occur every two years and are planning accordingly.
- 6 Through the generosity of a local business leader, we sponsored a two-year elective to build a [tiny house](#). The finished product was donated to an urban agriculture company called

- Greensgrow for use as their on-site offices. We are in discussions with the same business leader to see if other design/build opportunities can be made available to our students.
- 7 Since 2016, we have a very active Drexel Architecture Alumni Association that produces one or two major events each year. These events, both social and informative, allow our students more exposure to their older colleagues who have been through our program and are in a position to offer some perspective on key issues such as time management and career opportunities. We hope to engage this group as mentors of the first cohort of IPAL students.
 - 8 We take advantage of several university-funded opportunities to bring interesting people to campus for workshops. Through the Rankin Scholars Program, we were able to bring the principals of Snohetta to lead our neighborhood design charrette. Through the 'Good Ideas Fund', we brought Italian architect Andrea Ponsi to demonstrate his hand drawing techniques for quickly recording ideas and observations of the physical environment.
 - 9 Membership in our AIAS chapter is strong and active locally, regionally and nationally. The organization has sponsored events in conjunction with portfolio workshops, firm crawls and architectural tours in the region.

I.1.2 Learning Culture

Learning priorities within the university

The mission statement of the [Drexel Student Learning Priorities](#) states: "Students graduating from Drexel University demonstrate competency in a field of study evidenced by achievement of a set of program-specific learning outcomes. In addition, they also demonstrate meaningful progress in six core intellectual and practical skill areas and five experiential and applied learning areas. Learning in these core areas supports, and is integrated with, learning in their disciplines". The university defines "core intellectual and practical skills" in the following areas: communication, creative and critical thinking, ethical reasoning, information literacy, self-directed learning and technology use. It further defines "experiential and applied learning" as: global competence, leadership, professional practice, research, scholarship and creative expression, and responsible citizenship. These principals are the learning basis for all students at Drexel. Their applicability to our program is realized through our own commitment to these principals, overlapped with the NAAB Student Performance Criteria, many of which seek the same outcomes.

Learning culture within the Architecture Program

The studio is at the core of any architectural program. Its culture is a marker for the way in which students learn about architecture, their colleagues and themselves. Drexel's studio culture bears some resemblance to that of other architecture schools, but then takes a different turn that sets it apart.

For the two-thirds of our students who enter our 2+4 option, their experience in studio, for their first two years, is identical to that of any studio-based education. Students work in a designated studio space, have assigned desks, and meet with studio advisors and critics multiple times per week. However, once they enter their third year and become part of the workforce in the region, that typical studio experience changes in nature. They join the other one-third of our students who have never had a typical studio experience. This evening studio experience is based on meeting as a group with the studio advisor once a week in a setting that is more conference room than traditional working studio. Their studio experience is augmented by the use of online feedback from faculty during the time between scheduled studios.

In evening studio, students are still having individual critiques from faculty and guests, but unlike traditional studios, our students spend less time working on their individual projects during scheduled studio hours and more time coordinating with their colleagues (particularly around group work which is extensive) or listening and participating in the critiques of others. In many ways, this becomes an extension of the experiential learning that is at the core of Drexel and of the program.

In this working model, the URBN Center has emerged as an oasis for our students, a natural place for informal meetings and work sessions among people whose work and home lives are scattered throughout the region. When our evening studio spaces are not scheduled for class, they are available to all of our students for meetings, work and collaboration. Our students regularly take advantage of this availability,

in part because all of the facets of our program are now together in the URBN Center. The building connects students of different years and disciplines and has clear appeal in a design-oriented curriculum.

In addition, most of our students are working in professional practices or in related fields. Inevitably, they are getting critiques and professional practice advice from employers and co-workers. This puts our students in a position to receive commentary from a much broader cohort of people than traditional architectural education. This also means that they may be receiving conflicting commentary on their work and must, over time, develop an ability to process a great many points-of-view into a coherent design that they must defend as in any architectural program. These challenges emphasize the need for self-directed learning, something our students come to understand very quickly once they enter the workforce.

This level of heightened feedback places additional burdens on our students that we nevertheless believe helps them mature more quickly as professionals. They are exposed regularly and early to matters of communication skills, professional practice and ethics, and information literacy as these become critical for both their education and their career advancement. We recognize that the speed of this maturation is significant. We therefore use the [Studio Culture Policy](#) to address the unique aspects of the program and to assist students and faculty in managing expectations through our educational pathway. This policy is referred to in every syllabus and provided as link on each studio's Blackboard Learn website.

In this policy, we outline the expectations for how studio life is to be conducted and in particular, the level of mutual respect that is expected between students and their colleagues and between students and faculty. With so much of our student's experience not in traditional studio, we have also been sponsoring a series of "town halls" in which students from any part of the program can join in an informal setting and discuss issues of concern to them (e.g., studio effectiveness, work-school-life balance). Three such town halls have taken place in the past year. These discussion groups are not led by faculty, but are led by an alumnus of the program who also takes the responsibility to prepare a summary of thoughts and concerns that are raised.

Some of the key points that have been raised at recent town halls include:

- 1 The desirability of 2+4 students and evening students to have better work space adjacency. This comment is making reference to an evening student lounge/work area that is not on the same floor as the 2+4 studio.
- 2 Facilitating introductions and interactions between 2+4 students and evening students through common coursework, personal introductions, invited reviews and social events.
- 3 Assistance with time management in both full-time studios and part-time evening studios.
- 4 The stresses of architectural education such as meeting deadlines, competitiveness among students, difficulties of collaboration, student-faculty communications.

All of these issues are receiving attention and are discussed in other sections of this report.

I.1.3 Social Equity

University initiatives for diversity and inclusion

Drexel exists in one of the most diverse major cities in the United States and recognizes the importance of creating a more diverse and inclusive student body and employee workforce. To this end, the university has an [Office of Equality and Diversity \(OED\)](#) that focuses on the university's efforts to recruit, hire and retain a diverse work force. It also publishes the [Diversity Achievement Plan](#) in which the leadership of each academic unit describes its efforts at increasing the diversity of its student body and promote a culture of inclusion among students, faculty and staff.

Part of Drexel's consciousness about diversity and inclusion stems from the fact that it shares a neighborhood with two historic sections of Philadelphia. Powelton Village is both racially and economically diverse. Mantua is poorer and largely African-American. With the university growing in size, it is particularly conscious of its obligations to its neighbors and to the stability and improvement of

these neighborhoods. These obligations take many forms, from the creation of the [Dornsife Center for Neighborhood Partnerships](#), the [Lindy Institute for Urban Innovation](#), and the construction of new student housing to keep more students on campus, to the realization of large scale developments with private partners that include very high diversity employment goals during and after construction, the revitalization of the local commercial corridor in partnership with community groups, and the creation of a new K-8 public school to enhance the educational offerings available in the neighborhood (two of our faculty serve on the facility working committee for this project). At the leadership level, Drexel is one of a very small number number of major universities to have an African-American Provost and a female Chief Financial Officer. Drexel's President, John Fry has publicly outlined a [goal](#) of having Drexel be one of the most "critically engaged" academic institutions in the country.

This is a culture of commitment that is university-wide. Our Department Head, Alan Greenberger, served as the City of Philadelphia Deputy Mayor between 2007 and 2016. His portfolio included the Office of Economic Opportunity (OEO) which was responsible for increasing and monitoring contracting with minority and women-owned firms (M/WBE) when public money was involved. Under his leadership, the City increased its M/WBE contracting from 22% to 30% and made sure that every department in city government implemented opportunities for inclusion that were available to it. He brings that sense of urgency about social equity to the Architecture Program and the Department as a whole.

Plans to maintain or increase diversity of faculty, staff and students

Over the years, great strides have been made in the program to increase the number of female students. Currently, they comprise between 40% - 45% of the student body (this year's senior class includes 50% female students). This percentage compares favorably to the University in which 47% of the student body is female. The number of minority students is also improving. Minority students comprise 27% of the student body, though only 6% are African-American (this year's senior class includes 27% minority students, while the incoming 2017 freshman class includes 38% minority students). Our total minority population is nearly identical to that of the university as a whole as is our percentage of African-American students. However, they do not reflect where we want to be, especially in a city that is 43% African American. We recognize that there are numerous barriers to wider participation and are working to remove those barriers whenever possible, such as:

- 1 Community colleges typically provide greater access to higher education for minority populations. We actively recruit transfer students at several major community colleges in Philadelphia and in the region. Simon Tickell, one of our full-time faculty members, works with several community colleges with whom we have a good history. He meets with their faculty and students, evaluates transfer applications and is currently developing a more precise set of guidelines for transfer.
- 2 We hosted the Consortium of Community Colleges with Architecture Programs in 2016 to increase our ability to coordinate with such programs nationwide.
- 3 We actively recruit graduating high school students from Philadelphia's public Charter High School for Architecture and Design (CHAD). CHAD, a high school created by the Philadelphia AIA in the 1990s, has a significant minority population. Nationally, we recently established a connection to the Miami's Design and Architecture Senior High School (DASH), one of the country's premier public schools for design. It too draws from a significant minority population.
- 4 Our Program Director, Rachel Schade, has for the past three years sponsored senior class women attending the Philadelphia AIA Women in Architecture events.
- 5 While Drexel's full tuition is expensive, the average full-time student is offered considerable financial support. In addition to available financial aid for the full-time 2+4 students, all students pay significantly less than the posted tuition once they become part-time students. This, combined with the ability to work full-time, makes our program more affordable than most private universities, extending our reach to students who are often shut out of professional education.
- 6 We offer a two-week [Discovering Architecture](#) summer program for high school students considering architecture school. Ten percent of this years incoming class were participants in the summer program from the previous year. We offer scholarships for low-income students to attend this program, and this year offered a less expensive commuter option for local students (which was effective in attracting several minority students from Philadelphia to the program).

- 7 The University sponsors a program called Liberty Scholars that provides renewable free tuition and fees to a limited number of select graduates of Philadelphia high schools for full-time enrollment. Our program currently has one Liberty Scholar.
- 8 We currently **do not** admit international students into the Architecture Program due to the difficulty of their maintaining student status or obtaining work visas once they become part-time students. We are exploring ways of expanding our reach into the international community, believing that this is also an area of diversity that would enhance the program.

We recognize that improvement to diversity is a long-term process. It will not be enough to admit more students. It will be equally important to retain them, especially given the time and financial pressures of an architectural education. We also recognize that the number of jobs available in architecture is very small in comparison to other professions that might be of interest to academically qualified minority and female students. As a result, we know that a culture of diversity will take time and we are committed to it.

The diversity of our full-time staff is improving. In 2012, we had five full-time faculty members: one woman, and no minorities. In 2017, we have eight full-time faculty members: three women and one minority. We also regularly employ the services of approximately 40 adjunct faculty members, of whom eight are female and one is minority. This is not where we want to be. Given our large senior project and incoming class sizes, we were in a position to add 11 adjunct faculty members, eight of whom are new to the university. Of the 11, seven are female and one is African-American.

Linkages to long-range plan and self-assessment

We do not have a formal long-range plan built around achieving specific percentages of minority and female students or staff. What we do have is a high level of sensitivity to the need for our profession to be more diverse and inclusive. That sensitivity exists in a city that is blessed with a very diverse population, but nevertheless struggles at times to see evidence of that diversity in its professional ranks.

I.1.4 Defining Perspectives

A. Collaboration and Leadership

It is certainly now evident in our culture that collaboration and leadership are essential abilities required to solve increasingly complex and systemic problems faced by society. This understanding has been largely missing in architectural education even though the reality of practice demonstrates otherwise. The program's experiential learning structure is a powerful tool in developing collaborative working habits, and is a significant part of why our students are seen as strong members of professional design teams while they are still in school as well as after they graduate. Our culture and coursework complement the experience of working in teams in the professional world through several specific means:

- 1 University 101, the first course required of all Drexel students, emphasizes the importance of collaboration, mutual respect and academic integrity.
- 2 Studio courses rely heavily on teamwork. By working in teams, students can get extended critiques from faculty and guest critics within the time constraints of once-per-week classes in the evening. This approach occurs at multiple levels:
 - a. In Studios 1 and 2 (ARCH 181/182/183 and 281/281/283), students work collaboratively on research and site investigations. The studios reinforce active peer review and online discussion to foster a common design language and respectful communication method. Critics that reflect a "client perspective" are regularly invited to reviews to reinforce differing points of view in the design process.
 - b. In Studio 3 (ARCH 381/382/383), the emphasis is on architectural design in the context of land form, ecology and natural systems. The students work in teams to analyze and document sites that become the basis for individual architectural design of buildings on those sites.
 - c. In Studio 4 (ARCH 481/482/483), the emphasis is on architectural design in the context of cities and the built world. Students work in teams to analyze and document sites and

- develop urban design plans that become the basis for individual architectural design of select buildings within the plan.
- d. In Studio 5 (ARCH 487/488/489), teams of three examine a more methodical understanding of technical systems and the ways in which they integrate with and inspire design. The students analyze a variety of real-life issues (e.g., zoning and codes, program, structural systems, mechanical systems, envelope design and performance, energy consumption and other sustainability issues) through case studies as well as a unique design project.
- 3 In the cases noted above, each studio also engages the expertise of other professionals appropriate to the studio focus: landscape architects in Studio 3, planners and developers in Studio 4, and structural and mechanical engineers and specialty consultants in Studio 5.
 - 4 Our weekend design charrettes are purposefully interdisciplinary, engaging students from throughout the university as well as community stakeholders.
 - 5 All Westphal College students have access to our wood shop and digital fabrication lab. We have consistently heard from our students that these workshop areas are among the most productive places for meeting people outside of one's own discipline. Many of our 2+4 students are regularly recruited as shop TAs.
 - 6 Our lecture series has historically had speakers from different realms of design in addition to notable architects. We consciously organize this to ensure that our students understand the presence of talent in other realms that can enhance their own work.
 - 7 Our student-led [Drexel AIAS chapter](#) is long-standing and very active. Their mission statement says, "To engage Drexel Architecture students through social connection, educational experience and professional preparation". They annually organize social events like a Beaux Arts ball, portfolio reviews, exhibits, and firm crawls. They also run a very successful mentorship program between members of the second-year class and incoming freshman. In 2015, the Drexel AIAS Chapter hosted "Nourish: Designing to Feed a City," the AIAS Northeast Quad annual spring conference. In recent years, two Drexel AIAS presidents, Becky Joyce and David Golden, deepened their leadership skills as they served as AIAS Northeast Quad Directors; David Golden currently serves as the AIAS member on the NAAB Board of Directors.
 - 8 We attend [Architects Action Day](#) in our state capital, Harrisburg, and sponsor a select group of our students to join us visiting and meeting with state legislators

B. Design

The practice of architecture requires a unique skill set – creative thinking and aesthetic sensitivity balanced with technical knowledge, cultural understanding and social responsibility. Critical thinking and communications skills are needed, particularly in a society in which average people are not versed in the language of design or in spatial thinking. The Architecture Program encompasses foundation courses in the applied and social sciences, the humanities and a wide range of architecture courses in history, technology and practice to prepare students for professional careers. At the heart of the curriculum are the design studios where students are challenged to apply their gained knowledge to consequential design problems. They are exposed to increasing complexity from other disciplines as the studio projects become similarly complex, engaging broader issues of design.

- 1 Our students begin with elemental principles of design in their earliest studios. Their first projects include exercises in exploring and documenting the environment around them, followed by simple explorations of joints, material and fabrications (which requires them to work in our digital fabrication labs). These early explorations lead to a small building design on a site rich in context so that even in their first year, they are exposed to some of the complexities that await them with later projects. Full-time faculty, Jacklynn Niemiec and Ulrike Altenmüller-Lewis share responsibilities for the evolution of the first and second year design curricula. For students starting in the evening program, the pace of introduction to a design language is slower but is based on the same principles and includes coordination with skill building classes in architectural representation and history. Dr. Altenmüller-Lewis coordinates this work in the evening program.
- 2 In the Studio 2 sequence (third year of architectural education for students who started at the very beginning as part-time students), the scale, typology and site complexity of projects are increased

simultaneously. Again, design studios are carefully coordinated with parallel classes in architectural representation and technology. Students are not only exposed to more sophisticated principles of design, but are also required to demonstrate competency in baseline drawing and analytic skills as well as foundational understandings of universal design, accessibility and life-safety principles, all in preparation for their joining the workforce in the following year. Full-time faculty member Jon Coddington and Ulrike Altenmüller-Lewis teach and coordinate the Studio 2 sequence.

- 3 The Studio 3 sequence concentrates on the relationship between architectural design and the responsible stewardship of land. The land is seen as both an inspiration for design, but also an asset worthy of protection and careful management. Students spend considerable time analyzing the technical, historical and ecological narratives of the land and then, through the design of a complex building, demonstrate their own understanding of the possibilities for integration. A full-time faculty member, Jason Austin, a landscape architect, has supervised Studio 3 (Professor Austin is on leave this coming year while he and his family are living outside the region).
- 4 In the Studio 4 sequence, the concentration is on the urban context and the interplay of density, built form and social issues. Students work in teams to analyze complex urban sites. In the previous several years, those sites are all in Philadelphia so that students benefit from the richness of circumstances that the city has to offer as well as the ability to visit sites repeatedly to test observations and design ideas. Students develop comprehensive urban design plans from which they identify a particular component of the plan to develop through architectural design. Full-time faculty member, Simon Tickell, coordinates the urban design year.
- 5 The Studio 5 sequence, is devoted to a more in-depth exploration and integration of regulations, programming and building systems and how the integration of these real-life conditions can help build a narrative for design. As the students are increasingly exposed to technical matters in their work experience, this studio seeks to capitalize on that exposure by demonstrating the ways in which creative thinking about technical matters can become powerful generators of design as well as necessary supports for design. Daniel Chung, a full-time, tenure-track faculty member, oversees this studio work.
- 6 The final studio year is devoted to a single design project of the student's own invention. Overwhelmingly, our students have gravitated to projects that have profound social, cultural or ecological consequences. A substantial number of them have developed projects set in foreign countries. We are proud that so many students demonstrate an awareness of the global reach and responsibilities of architecture. By the time they are at this level, most of them have at least four years of work experience and are able to demonstrate a high level of professional sophistication in their work. Rachel Schade, the Program Director, oversees the final studio year.

The non-studio course work that supports design is available throughout the curriculum and is, in many cases, required at specified intervals in order for the student to advance to the next level of studio. Our history and theory courses are managed by a full-time faculty member, Mark Brack PhD. Dr. Brack has an expansive view of architectural history and has organized coursework to reflect a wide range of western and non-western sources. Our technology sequence is overseen by Daniel Chung (referenced above) who has dual degrees in architecture and civil/structural engineering. Jacklynn Niemiec (referenced above) is responsible for our "representation sequence" in which students develop skills in architectural drawing and graphic representation.

C. Professional Opportunity

The Architecture Program is an experiential-based learning model. Our teaching methods and our structure are oriented to the practitioner whether that person is engaged in traditional architectural practice or working in a related field. The tragedy of the Grenfell fire in London earlier this year, as well as a tragedy in our own city several years back resulting from a collapsed structure, reminds us that our profession has very real-world obligations that need to be given serious attention, regardless of how prosaic they may seem in a design education. By the time our students graduate, almost all of them have been working full-time for several years. Their understanding of the demands and opportunities of professional practice are, therefore, extensive. In addition, our students are required to take 24 credits of free electives. Many of them use the electives to pursue minors in topics like construction administration

and sustainability, taken through allied programs in the university. The program further supports their professional understanding through a number of approaches:

- 1 Because our students are working and are accumulating credits towards their eligibility for licensure through AXP, our full-time faculty members, Simon Tickell and Rachel Schade, have alternatively acted as AXP Licensing Advisor. Last year, of the 181 part-time evening students, 85% of the students who responded to our survey were actively accumulating credits through AXP.
- 2 Drexel is one of seven programs nationally that have been approved to offer students the Integrated Path to Architectural Licensure (IPAL), a program that will allow students to take the registration exam while in school. For most programs, students have to go through AXP before becoming fully licensed. For successful IPAL students from Drexel who also have AXP requirements completed, they will qualify for licensure when they graduate. Rachel Schade is in charge of overseeing the program.
- 3 The faculty, both full-time and adjunct, are largely drawn from the ranks of Philadelphia's professional community. Many of our faculty members are also employers of our students. Our students are regularly exposed to many of this city's premier practitioners. Seven of our eight full-time faculty members are registered architects.
- 4 We conduct required professional practice courses in foundational matters of practice, project economics and ethics, as well as offering electives in a variety of related matters such as programming and development. These courses are led and coordinated by Charles Capaldi AIA, a veteran architect in Philadelphia.
- 5 Our Program Director, Rachel Schade, began her tenure at Drexel in 2012 as Associate Director for Student Placement. She continues to work with firms to help ensure that our students have access to employment opportunities. Currently 90-95% of our part-time evening students are employed in architectural firms or related practices
- 6 We conduct employment surveys for our students, hold resume and portfolio workshops, visit firms (AIAS 'Firm Crawls'), and, through our University 101 class, familiarize our students with the current state of the profession both generally and locally.
- 7 Members of our faculty regularly appear before and advise state licensure boards, as well as attend NCARB Regional conferences (we will be hosting one in 2018) and appear at Architect's Day in our state capital in Harrisburg.
- 8 Several of our faculty have served as Presidents of the Philadelphia AIA: Full-time faculty Alan Greenberger; adjunct faculty Joanne Aitken, Don Jones and James Rowe.

D. Stewardship of the Environment

Like issues of accessibility before it, issues of sustainability and responsible practices involving land, energy, and natural resources are being mainstreamed into the culture of architectural design. However, appropriate outcomes in sustainability are still subject to a great deal of research, analysis and debate. Educationally, we have an obligation to make our students aware of these issues and guide them to what appear to be the best outcomes as they are currently understood. We do that by infusing all of our coursework – both studio and non-studio – with matters of sustainability and environmental stewardship, as we do with functionality, aesthetics and regulatory conformance. We do this in several ways:

- 1 In the Foundation Studio and the Studios 1 and 2 sequences, students are introduced to site and context very early. The dialogue between place and space is introduced as a core concept within the early years, reinforcing architecture's ultimate impact and permanence in the environment.
- 2 Studio 3 sequence, which focuses on architecture's relationship to the land, grew out of what started as a 'sustainability studio'. We quickly recognized that confining matters of sustainability to a single studio or specific coursework was inappropriate as issues of climate change and resource management became more clearly universal.
- 3 In the Studio 4 sequence, emphasis is placed on urban design as a tool to make cities more efficient through livable density, mixed use, proximity to transit, parks and schools, energy efficiency, and storm water management.

- 4 In the Studio 5 sequence, students engage in detailed analysis and design of high performance systems, especially involving building envelope systems and their critical role in energy efficiency.
- 5 We encourage and have approved numerous final year projects that directly engage sustainability as their primary motivators. In the current class of 40 final year students, seven have proposed projects with a sustainability focus in topics such as coral reef management, solutions to ocean-borne plastic waste, global warming, wetlands preservation and high density living. All 40 students have acknowledged sustainability as a key factor in their design work.
- 6 We offer a minor in sustainability that is taken by students largely in architecture, interiors and engineering. The minor allows students to explore issues of sustainability in greater depth.
- 7 Since 2006, the student-led [Drexel Smarthouse](#) initiative has engaged students across multiple disciplines in hands-on design and research of an historic house in the Drexel neighborhood.

Today's students come to university with a very high level of awareness and sensitivity about the environment. Despite this, and despite our own efforts to infuse the program with detailed knowledge that can be used in architectural design, there may still be a need for required sustainable-specific course work that examines current climate science, sources of energy and energy use, processes available to mitigate environmental damage, politics of how these processes are understood and at what level are they are best managed and implemented. We are considering such a course.

E. Community and Social Responsibility

We treasure our location in the heart of Philadelphia, a great urban laboratory for the way live today. Our students are educated in an environment that brings issues of community and social responsibility naturally to their doorsteps. In addition, our unique model does not isolate our students in the confines of a university campus, but rather engages them with the real world. These concerns become clear in their selections of final year projects. Nearly two-thirds of the class have identified projects that have deep roots in projects about cultural identity for indigenous people, schools and/or counseling facilities for children with impairments, housing and/or care for immigrants and refugees, urban agriculture and access to nature. We don't have to bring social consciousness to them. They bring it to us. We augment their sensitivities through required and elective programs:

- 1 In their first year, all full-time students are required to take a one-term course called CIVI 101 Civic Engagement. This University mandated course is specifically designed to make students aware of their new neighbors in West Philadelphia, engage them in a particular project of value to the neighborhood and lay the groundwork for a culture of social responsibility that we hope they will carry for the rest of their lives. The course grew out of an initiative to have our students commit to a minimum of eight hours/year of community service.
- 2 Our design charrettes allow our students to participate in a weekend long design exercise involving community betterment.
- 3 Our Tiny House Project, in which students designed and constructed a small, mobile building, worked with the urban agriculture firm [Greensgrow](#) to create a facility that they could use at their new West Philadelphia operation.
- 4 The Drexel Architecture Alumni Association is seeking to put together its own volunteer design team to take on one of the projects sponsored by the Community Design Collaborative, an arm of the Philadelphia AIA that assists non-profits with feasibility and pre-design projects.
- 5 We also lead by example. Our faculty are civically engaged. The Department Head, Alan Greenberger, was the City's Deputy Mayor for Planning and Economic Development and continues his civic activities as the Chair of the Philadelphia Art Commission. He is also a fellow of the Lindy Institute for Urban Innovation and will be an instructor its new Master of Science in Urban Strategy. Jacklynn Niemiec has led a community drawing and writing workshop at the Dornsife Center for Community Partnerships which resulted in a publication of both student and community member work. Mark Brack, a resident of neighboring Powelton Village, helped organize our design charrette along with an enthusiastic committee of colleagues in architecture, interiors and graphic design. Rachel Schade led a unit on architecture at the Russell Byers Charter School in May 2016, and in 2016 Ulrike Altenmüller-Lewis advised a freshman student

who developed designs for a community-based park for children with autism in nearby Abington Township.

A final thought on defining perspectives: Our program tends to produce highly competent individuals who are hard-working and resourceful. We recognize the value of such competence in the working world, but we also recognize the potential limitations that come from such a reputation (real or imagined), particularly related to creativity, social responsibility, and critical thinking.

We are constantly aware of these potential limitations. That is why our coursework emphasizes design in the context of broad architectural history, theory and community well-being. While formal structures and issues of composition are always part of our critiques, our greater emphasis is on the value of design as a well-reasoned, socially responsible and effective means to make people's lives better – more productive, more inspired and ultimately more delightful. We also see design as a necessary, but not sole, criterion to determine outcomes in the physical environment. We want and expect our students to understand their mastery of design in the context of any number of other influences that they must recognize and accommodate to make their design work maximally beneficial to communities and individuals. These influences include matters of energy efficiency, effective use of materials, project economics, social outcomes and community input, among many others. We have the benefit of being able to engage many different voices from throughout Philadelphia in these efforts. Our juries are populated by faculty, local and regional architects, planners, landscape architects, engineers, developers, property owners and community stakeholders.

I.1.5 Long Range Planning

Process to identify objectives for student learning

Prior to our introduction of the 2+4 option, our faculty were all adjunct. The only full-time faculty member was the Department (of Architecture) Head. Now with nearly two thirds of our students coming to the program through the 2+4 option, the number of full-time faculty has increased. Inevitably, these full-time faculty members have been able to assess the evolution of the program much more closely than adjuncts could realistically accomplish. They saw very clearly that the integration of our 2+4 students with that of our evening students needed a substantial correction.

Our full-time faculty are a relatively small group whose offices are all in the same suite in the URBN Center, which is adjacent to our full-time and evening studios. As a result of their group size and proximity to one another and the students, the full-time faculty are able to function as a single committee, though from time to time individual members assume the responsibility for researching a particular issue and reporting back to the group. Together, through repeated formal and informal contact, we were able to identify deficiencies in the program and formulate steps for change.

Their process of analysis and restructuring was guided by several Program Directors (Ulrike Altenmüller-Lewis and Rachel Schade) and Department Heads (Jon Coddington and Rena Cumby) over the past seven years. It was not a perfectly smooth process. Many different perspectives were given voice as debate ensued. But in the end, a new curriculum was born. With tremendous support from then Department Head, Rena Cumby, the new curriculum worked its way through the university's system and was ultimately approved by the Faculty Senate and the Provost in 2015.

In the same time period, the URBN Center became the home to the entirety of the Architecture Program, making unification of our two paths more seamless and intelligible to our students.

Information sources used to inform the development of these objectives

The faculty, working as a single committee, had several sources of information at its disposal:

- 1 As faculty responsible for specific studios or areas of the curriculum, they could see first hand how well students were able to absorb and process the education that was available to them. Through their working meetings, both as a whole faculty and through smaller meetings with

- participating adjunct faculty, yearly adjustments were made to course syllabi, particularly around synchronization of history/theory, technology, representation, and design studios.
- 2 Every course in the curriculum is evaluated by the students through a blind survey that allows faculty to understand the way in which the syllabi and the instructors are performing from the student's perspectives.
 - 3 The Program Directors, working in partnership with individual faculty members and Westphal's Office of Student Services and their advisors to our students, closely monitor students who are not able to keep up with the curriculum. Most times, these lapses are academic ones. Occasionally, they are tied to the individual's psychological or emotional issues. The personal nature of our program and the ability of most faculty to know most of the students is key to student's sense of access to help when it is needed.
 - 4 A series of town hall meetings was organized in this past year to give students another forum for discussing issues of importance to their time at Drexel. Volunteer alumni host these meetings and provide a written summary of issues discussed to the Program Director. Summaries are made available to the full-time faculty who use these as a basis to evaluate the success of the Program's components.
 - 5 Full-time faculty meet every two weeks, but also have an annual retreat to explore more substantive issues of curricula development and enhancement of the learning culture. Much of this is circulated back to the adjunct faculty through meetings with coordinating full-time faculty in their specific teaching areas. Philadelphia has always been a city whose architectural community is very close and collegial. Drexel, being a unique program, has always attracted some of the region's best professionals to teach adjunct as a way of extending their own intellectual development and making a contribution to our students, many of whom are, or go on to be, their employees. This has led to a high level of informal contact between our full-time faculty and our adjunct faculty. This decentralized system generally works very well for us.
 - 6 It is worth noting that many of our adjunct faculty have been teaching at Drexel for a long time. They bring outside eyes to a program that has evolved over the last ten years in which full-time faculty members are responsible for key aspects of the curriculum, including coordination of adjuncts within their sequence of courses. Despite these advantages, we realized that these methods have the potential of isolating our adjunct faculty from the program as a whole. Therefore, in addition to the extensive contact we have with our adjunct faculty at the course level, we will organize up to two all-faculty meetings during the year to more formally present the state of the program and solicit thoughts and recommendations. One such meeting will coincide with our annual "back to school" reception and exhibit of the previous year's final projects.

Role of programmatic and institutional long-range planning

The Architecture Program is currently in a seven-year process of transition to the new curriculum, the result of a faculty-driven long-range plan to coordinate and raise the academic standards for all students. We feel that the program is on an excellent trajectory as we progressively implement the approved changes. Coupled with preparing for accreditation, the arrival of the largest incoming class in our history, and a new Department Head, we find ourselves exceedingly busy. As a result, we are deferring new discussions about the next long-range plan, though we continue to refine specific course syllabi, yearly.

Integration of the new curriculum has generally gone well, though we now see places where students may not be able to advance in studios because of problems in sequentially dependent courses. For those problem areas outside of studio, especially in math and physics, we have been able to institute some remedial courses. This approach has had some success, but needs to be continuously monitored to verify that the sequencing is working well.

Role of the five perspectives in long-range planning

Our overall focus is towards practice and professional activities. As such, it is incumbent upon us to regard the five perspectives as being of equally high value to our program and to our students. This regard is communicated regularly to our students by our full-time faculty, who all have had or continue to have professional practice as part of their lives, and from adjunct faculty who are fully immersed in the profession and who see the demands being placed on architects every day. Our students also see them

in their work places and are in many ways, the most natural advocates for these perspectives. These five perspectives are regular topics of discussion in our faculty meetings, our critiques and student reviews.

I.1.6 Assessment

I.1.6.A Program Self-Assessment

The self-assessment process

The process of self-assessment is done by the full-time faculty as a whole, meeting regularly, with input from our large body of adjunct instructors and architectural professionals. The long-range plan that is currently being implemented, was the result of issues aired in these more formal meetings, but discussed informally and regularly by a small, close-knit faculty. We continue to gauge the quality of the work through the participation of all faculty. We sit on juries across the curriculum so that faculty members can see for themselves the quality of the work and the character of the students as they mature and better understand the connections between the coursework changes in the new curriculum. Our physical environment also supports our ability to understand how well our system is working by having us in immediate proximity to studios and evening review alcoves.

The university has also introduced a new initiative referred to as [Program Alignment and Review](#) (PAR). PAR is intended to give each program the opportunity to assess itself, with the assistance of an invited outside team. While there are many overlaps between PAR and the kind of assessment that any program undertakes through the NAAB accreditation, there are areas of difference. The Architecture Program is scheduled for its first PAR in 2018, after the NAAB team visit.

Use of self-assessment activities

It was through the processes identified above that the need for a new curriculum was identified and developed. The very same process is now uncovering new issues that we intend to pursue as a group:

- 1 We continue to be concerned about the research skills of our students. To compensate, we offered a short, research course this last summer for final-year students. We engaged the enthusiastic support of the college's librarian and are considering how to make the skills taught in that class available to all of our students.
- 2 We continue to discuss the possibility of offering a Bachelor of Science degree in architectural studies for students who decide that they do not want to complete their professional degree but who may wish instead to pursue a master's degree in a related field (such as the two new graduate programs in our Department) or who may simply decide to pursue another career.
- 3 We have experimented with distance learning and online course delivery. Our full-time faculty member, Jason Austin, has been in California for two years (for family obligations) and has been developing a replicable method for distance learning. He is on leave this year, but is preparing a report for us outlining his methods and approach. We believe that there is a place for distance learning, especially in a program like ours, but we are approaching the subject with caution.
- 4 We know we live in a world in which complex programs of architecture, and urban and regional growth require the active input of multiple disciplines and community members. It is imperative that our students understand this and become familiar with processes that help them work in collaborative teams of people who may be coming to a problem from different philosophies about architecture or from different disciplines. Through course work, jury composition, and special events, we are trying to inject this reality into the culture of architectural education.
- 5 Our incoming class is the largest one in our history. We do not know if our program's appeal is widespread enough to sustain this level of interest over the years, but we have serious concerns about the ability for larger and larger cohorts to become employed when they reach third year. We are looking more deeply into whether the university can cap enrollment and/or we can extend employment opportunities outside of the region.
- 6 We need to widen the sources of advice we receive about the state of the program, the performance of our students in the work place while they are still in school, and the general evaluation of our graduates as they professionally mature. To that end, we are in the process of creating an advisory council of people not currently engaged in the program. We would expect

them to come to campus twice a year and meet with students and faculty to report their observations and share ideas for improvement.

- 7 We see reasons to be concerned about the validity of reported grades from transfer students, particularly involving math and physics. As a result, we are developing a unified set of transfer guidelines that we can share with potential transfers and their faculties at other institutions.
- 8 Because our students are working full time, it is almost impossible for us to organize term-long study outside of Philadelphia. To compensate for this, we have evolved study abroad tours that generally last two weeks and are conducted at times when our students can take vacations from work. Though elective only, we think that these trips are vital to our students' worldliness. We have initiated a discussion among the faculty as to whether we can make them required and if so, what the logistics and impact on the curriculum might be.

Procedures for program self-assessment

The following procedures are in use for self-assessment:

- 1 We meet every two weeks as full-time faculty to discuss both operations and goals.
- 2 We conduct an annual retreat among full-time faculty to review topics of particular importance.
- 3 Our full-time faculty meet regularly with adjunct faculty to review goals and progress.
- 4 We organize town hall meetings among the students to solicit their feedback.
- 5 We communicate course syllabi, objectives, resource availability and evaluation procedures for every course through the online use of Blackboard Learn (BBL).
- 6 We then conduct course evaluations of each class to help us understand how those objectives are being received and integrated into the students' education.
- 7 We will participate in the university's PAR after our NAAB accreditation visit in 2018
- 8 We meet with the Drexel Architecture Alumni Association to solicit their feedback, reflections on the program and advice for the future.
- 9 We are planning to visit several of the employers in our area who have regularly employed our students and graduates to solicit their feedback on the quality and character of our students.
- 10 We regularly attend ASCA meetings and conferences to understand what other programs are doing and how we might use best practices.
- 11 We are setting up an advisory council consisting of people not currently engaged in the program.

I.1.6 B. Curriculum Assessment and Development

Parties involved in curriculum assessment

All of our full-time faculty are involved in curriculum assessment, as has been noted above. The list below summarizes areas of responsibility:

Alan Greenberger, Department Head:	All department operations and active studio faculty
Rachel Schade, Assoc. Teaching Professor:	Program Director and director of final-year studio
Jon Coddington, Professor:	Former Department Head and active studio faculty
Jacklynn Niemiec, Asst. Teaching Professor:	Coordinator of first year studio, representation courses
Ulrike Altenmüller-Lewis, Assoc. Professor:	Coordinator of second year and initial evening studios
Jason Austin, Asst. Teaching Professor:	Coordinator of third year studio and online instruction
Simon Tickell, Assoc. Teaching Professor:	Coordinator of fourth year studio and transfer reviews
Daniel Chung, Asst. Professor:	Coordinator of fifth year studio and technology courses
Mark Brack, Assoc. Professor:	Coordinator of history and theory courses
Charles Capaldi, Adjunct Assoc. Professor:	Coordinator of professional practice courses

Result of faculty, student and graduates' assessments of the program

We have elaborated much of the assessments of the curriculum in other sections of this report. We base these understandings on the numerous means of feedback at our disposal – some through formal structures and some through informal means. We can summarize what we believe to be a general perspective on our program:

- 1 The program provides a rigorous education that is oriented to professional practice. It equally engages matters of design, technology, representation, history/theory and practice.
- 2 The experiential basis for the program places rigorous time demands on students. The program requires stamina, but produces graduates who are skilled, hard-working and competent.
- 3 When programs are thought to produce “highly competent” professionals, they are often assumed to not produce design or creative leaders. Our students hear this and see a disconnect with what they experience in school, which is very oriented to design, but in the context of practice.
- 4 Increasingly, students see themselves and their colleagues as a unified cohort with shared learning and social experiences. The disconnect between 2+4 students and evening students still exists, but is diminishing as the curricula changes take hold.

Institutional requirements for self-assessment

The university has instituted a self-assessment program referred to as PAR (see above, p.22). We will be first-time participants in it in 2018.

Section 2. Progress since the Previous Visit

Visiting Team Report [2012]:I.1.3.
Causes of Concern

- A. Visiting Team Report [2012] Compensation for adjunct faculty – Compensation for adjunct faculty is below market rated and may present a risk to the program when economic forces reduce the number of willing practitioners available for services.

Program Activities in Response: In 2012, salaries for adjunct faculty ranged between \$650/credit to \$900/credit, based on academic rank and seniority. Two years ago, the university changed its rate policy and instituted a program in which all adjunct faculty, regardless of rank or seniority, were to be paid \$1000/credit. It should be further noted that because Drexel operates on a quarter system, the duration of our courses is approximately 10 weeks. Our typical academic year includes three quarters for a total of 30 weeks of instruction. This is roughly equivalent to many university's semester system of two terms at 15 weeks each. Therefore, a three-credit course at Drexel, which pays adjunct faculty \$3000, when prorated to a three-credit semester long class, would be \$4500.

This salary structure appears to be competitive with other architectural programs in Philadelphia, particularly at Philadelphia University and Temple University. Compensation for adjunct faculty at the University of Pennsylvania (commonly referred to there as 'Visiting Lecturers') is higher.

As a result of changes in university policy, and given the wealth of professionals in the Philadelphia metropolitan area and our long-standing relationship to the professional community, we have had few difficulties finding and retaining adjunct faculty members in our program.

- B. Visiting Team Report [2012]: New technology, staffing and maintenance – Update information technology infrastructure, equipment, availability to students and appropriate maintenance by technical staff to adequately support the program and meet Drexel's high standards.

Program Activities in Response: With the move to newly renovated facilities in the URBN Center, the Architecture Program now has the benefit of technology, technical staffing and maintenance supplied by the Westphal College of Media Arts & Design, of which the program is a part.

The head of Westphal IT is Jason Rappaport, an Associate Dean, whose office is in the building and whose support staff number four full-time technicians, also in the building. As a result of the much closer coordination and attention now available to the program, the following improvements have been made or are in the implementation phase:

All presentation alcoves are equipped with either portable or fixed monitors that are always available for use by students or faculty.

Presentation alcoves are equipped with pull-down power to assure the convenient availability of power.

Several presentation alcoves are equipped with digital projectors and pull-down screens for large-format imaging.

A dedicated computer lab is available 24/7 to all students and includes normal work stations, printers and scanners.

A full print shop is available in the building so that students can print out material for wall display or presentations. Students pay on line, slightly above cost for these services and can pick up their prints even after the Print Office is closed.

A digital fabrication lab is available in the building that allows students to access sophisticated tools such as laser cutters for construction of models and 3D objects.

A traditional wood shop is available in a nearby building for more traditional woodworking and model buildings.

An experimental computer lab is available 24/7 to all students. In addition to normal work stations, this lab also features a new “Microsoft Studio” work surface and table top projection for both digital critiques on screen and pencil/trace critiques over digital imagery on table top. In addition, the lab features a new digital white board that is internet connected and capable of supporting two people working simultaneously.

During 2017, the Department’s programs (architecture and interiors) are migrating to VDI (virtual desktop information). VDI will allow each student to access a suite of software from their laptops, whether they are in the building or remote from the building. This will allow all of our students to acquire less costly and bulky laptops that in the past were required to carry their own software. Additional monitors are also being installed in the students’ studio to enhance their ability to work on larger scale monitors in addition to the screens on their laptops (note that all students in the architecture program are required to own a laptop).

- C. Visiting Team Report [2012]: Ratio of full-time to part-time faculty members – Improve the ratio of full-time and parttime faculty to meet the program’s mission and goals, and equitably provide for services to students.

Program Activities in Response: Studio courses throughout the Westphal College are generally capped at 14-15 students. Our Department has successfully argued that studio courses in architecture require review that encompasses many more subjects, particularly those involving public safety, health and welfare. As a result, we generally cap our studio courses at 12 students so that in an evening, four-hour studio per week, each student can get a 15- to 20-minute personalized review or in the case of teams, longer, more in-depth reviews.

In addition, the program has increased its usage of Blackboard Learn (BBL). This online communications tool allows faculty to post course materials, assignments, and syllabi and notices and allows students to digitally submit regularly scheduled assignments that can be reviewed and commented on by faculty. Some of our faculty aggressively use BBL for weekly or bi-weekly assignments and feedback, including uploads from students through blog posts that can be shared with the entire class and reviewed online by faculty. This model of on line contact has been widely adopted by our faculty and is used as a way to establish further contact time throughout the week with students who, when they are working full-time, are limited in the amount of time they can spend at the university or in studio.

Though it is not a requirement that all students be working full time when they go into their Studio 3 (fourth year of architectural studies for those who started in ‘Foundation’ in the evening program), most of our students are working in architecture or architecture-

related firms by the time they become evening students or reach their 3rd or 4th year of architectural studies. We do not grant credit for practice experience and we do not assume that such experience can substitute for any educational component that the university is required to provide in order to be accredited. However, we do believe that our students gain enormous proficiency in many matters of practice while they are in school. Their experiences are ultimately shared with their colleagues who also gain a certain amount of accumulated learning on the back of exposure to each other's experiences.

- D. Visiting Team Report [2012]: Architecture Program exposure – The Architecture Program deserves to be celebrated in the university and given exposure worthy of a very unique, professional degree program, which is one of few comparable programs in the country.

Program Activities in Response: When the accrediting team last visited the university, the 2+4 option of the program was administratively under the Westphal College. The part-time evening option was still administratively under the Goodwin (Evening) College. The two tracks were housed in two different places: the 2+4 option was housed in its own space at 32nd & Race Streets; the evening option was housed in shared studio space on the top floor of the Main Building at 32nd and Chestnut Streets – 3 blocks apart. This separation made it almost impossible for each group of students to get to know one another and further, made it very difficult for the Architecture Program to have visibility within the University.

With the consolidation of both tracks into the Westphal College of Media Art & Design, and the move of the entire program to the URBN Center, the program gets exposure within the University comparable to any other full-time program. Consolidation has allowed the Architecture Program to resume its place among legacy disciplines.

As the program has relied more heavily on the 2+4 option, and the curricula for both full-time and evening tracks has been coordinated and merged in Studio 3, the number of full-time faculty has also increased. Now numbering eight full-time faculty (inclusive of the department head who teaches in the Architecture Program), the Architecture Program also achieves a much higher profile in the ranks of the university faculty. Our faculty serve on normal university committees, including those for tenure, sabbaticals, curricula and the Faculty Senate. This exposure, previously limited to a department head and perhaps one or two other full-time faculty, allows the Architecture Program to gain further recognition and standing within the University.

The effects of these changes are now noticeable in recruitment and the demographics of our students. We are seeing increasing number of students who are interested in our program who are coming from further away. Understandably, most our students are still coming to Drexel from the Mid-Atlantic region. But each year we get more and more interest from across the country, an indication that our program is attractive because of its structure and unique methods.

At a personal level, our new Department Head, Alan Greenberger, comes to us after decades in practice with Mitchell/Giurgola and its successor MGA Partners, and after eight years as Philadelphia's Deputy Mayor for Planning and Economic Development. He sees that a significant part of his work at Drexel is to promote the programs in the Department and create more recognition for all of them. His stature as the 2017 recipient of the Thomas Jefferson Award for Public Architecture and his participation on the AIA national jury for the 2018 Gold Medal and Firm Award, further enhances Drexel's national profile.

- E. Visiting Team Report [2012]: Studio Culture – Improve the studio culture across both program tracks to more accurately reflect the intent of the studio culture policy.

Program Activities in Response: The critical job of our studio culture policy is to enable the students in the 2+4 option to successfully merge with those in the evening option by their 3rd year (4th year for those evening students who started in the Foundation Year). It is a stated goal of the program that when the tracks merge, all students will have received the same or equivalent fundamental education, based on the belief that the curricula in their early years ultimately covers the same material and that they are equally prepared at the time when all students become part-time students.

The merging of the cultures of the two tracks is fraught with challenges. There are often age and maturity differences, differences of life circumstances, different schedules and, previously, no opportunity for casual contact due to being housed in different buildings.

Now that the program operates in a single place and the curriculum has been retooled to ensure that both tracks merge with equivalent education, our ability to merge studio cultures has increased.

We are also conducting several workshops over the course of the year specifically to address issues of importance to our students that relate directly to their studio time: mutual respect among students of different backgrounds, mutual respect between faculty and students, recognition of each students' unique abilities and approach, time management as part-time students and, hopefully, the evolution of a single, unified cohort over the final four years of their education.

- F. Visiting Team Report [2012]: Diversity of the faculty – The diversity of the faculty does not necessarily reflect regional demographics. As faculty transition occurs, the visiting team encourages the program to implement a long-term plan to sustain the program and improve diversity.

Program Activities in Response: It is valuable to understand the diversity of the faculty in the context of the diversity of the region, the city and the Architecture Program itself. The region consists of 10 counties in four states: Pennsylvania, New Jersey, Delaware and Maryland. In those 10 counties inhabited by 6 million people, the population is;

70.0% white/non-Hispanic
18.0% black/African-American
5.3% Hispanic
3.6% Asian
1.0% other.

The County of Philadelphia and the City of Philadelphia are contiguous. In the City and County of Philadelphia, inhabited by 1.57 million people, the population is:

43.0% black/African-American
35.0% white/non-Hispanic
14.0% Hispanic
7.0% Asian
1.0% other.

In academic year 2016-2017, the Architecture Program had 236 students. Of those, there were:

68.0% white/non-Hispanic
11.0% Hispanic
10.0% Asian
6.0% black/African-American
5.0% other.

58.0% male
42.0% female.

The ability of the Architecture Program to achieve greater diversity in its faculty is vested in two distinct paths: full-time faculty and adjunct faculty. The number of full-time faculty, absent a multi-year trend of significantly increased enrolment, is likely to remain stable at eight. Faculty do come and go as they would at any institution, but the pace of such moves is limited, making the ability to achieve different demographics also limited.

Currently, our full-time faculty of eight includes three women and one male minority. Of these four, one is tenured, one is tenure-track and one is the Program Director – a credible connection to leadership within the program. These numbers are better than what the accrediting team saw in 2012. If the program is in a position to add new full-time faculty, matters of diversity are always considered in the context of the requirements of the specific search.

With regard to adjunct faculty, the Architecture Program employs approximately 40 different adjunct faculty members, of which 77% are male and 23% are female. Racially, they are 95% white/non-Hispanic, and 5% Asian. This demographic reflects many long-standing engagements at Drexel within our local professional community. That acknowledged, the make-up of our adjunct faculty is not sufficiently diverse and is something we are actively correcting in the current academic year. Ideally, our adjunct faculty should reflect, in general, the demographics of our program, which itself is always subject to improved diversity.

Of note, the Architecture Program is embedded in the Department of Architecture, Design & Urbanism which includes undergraduate and graduate programs in interior design, research and urban strategy. The programs in interior design are long established, nationally-ranked programs whose full-time faculty of eight include six women and two men. Four of the faculty are trained architects. The faculty in Interiors participate regularly in the Architecture Program's reviews and juries, thereby increasing our students' exposure to a broader range of voices.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

I.2.1.A Faculty

The Architecture Program's faculty and staff are its most valuable resource. Managing and nurturing this precious asset properly over time is critical to the long-term health of the program since it is inextricably tied to quality student learning and achievement. The following analysis provides a snapshot of the policies and initiatives currently in place. Similar to the curriculum, these policies are under constant assessment to assure the program meets its short-term commitments and its long-term aspirations.

The faculty of the Architecture Program is composed of highly dedicated and experienced teachers. Eight full-time faculty members teach alongside with a large adjunct faculty of approximately 40. Almost all adjunct faculty members are practicing in their professional fields. They are either principals in their own firms or associates and staff architects in a variety of outstanding firms that exist in the Philadelphia architectural community. The faculty members represent diverse attitudes toward the practice of architecture, and varied educational backgrounds. They are highly committed to the practice of architecture and are also motivated to teach. Most of our instructors have made a long-term commitment to teaching at Drexel, and are uniformly generous in their support of the Program and of their students.

Over the past five years, the Architecture Program undertook four nation-wide searches for new faculty hires for both full-time teaching and tenure-track positions. The full-time faculty grew from six to eight. In fact, five of our eight full-time faculty members only began working with us since the last accreditation in 2012. The most recent hire was that our Department Head Alan Greenberger, who joined the faculty as Distinguished Teaching Professor prior to being appointed to his current position on March 1, 2017. The influx of so much new talent into our program has energized the program and lead to a variety of new initiatives and changes in the curriculum.

Please refer to the Supplement Material in Section 4 for the following:

Human Resources Guides and Handbooks

Other Policies Regarding Employment and Working at Drexel:

The Office of Equality & Diversity

The Office of Equality and Diversity (OED) is committed to promoting, supporting, and providing resources to sustain a living, learning, and working environment of diversity, equality, fairness, inclusion, and respect where all members of the University community are valued. OED is responsible for ensuring that the University complies with its own policies and with federal, state, and local laws prohibiting discrimination and harassment based upon race; color; religion; gender; pregnancy; national origin; age; disability; sexual orientation, identity, and expression; and veteran status. In addition to investigating complaints, OED utilizes various conflict resolution processes to address complaints of discrimination, harassment, and retaliation. See also Sections I.1.2. Learning Culture and Social Equity and I.1.4. Long-Range Planning for the Architecture Program's diversity initiatives.

General Policies and Procedures

Drexel University, with support from the Office of Equality and Diversity, Human Resources, and the Office of the Provost, enforces fair and equal treatment of the entire University community through strict adherence to its policies and procedures.

Policies, Procedures, and Criteria for Faculty Appointment, Promotion and Tenure

There are currently three tenured faculty members in the architecture program: Jon Coddington (full professor); Mark Brack (associate professor) and Ulrike Altenmüller-Lewis who successfully completed

her tenure review in 2014 and was promoted to associate professor. Daniel Chung was hired in 2014 as assistant professor on tenure track. He successfully completed his mid-tenure review in 2017.

The Department of Architecture, Design & Urbanism observes the AWCoMAD's Tenure and Promotion [Policy](#), which was revised and adopted March 1, 2012. The College requirements and procedures are in accordance with general University policies on Tenure and Promotion.

Faculty Resumes

The following pages contain resumes for Architecture full-time faculty. Please refer to the Dropbox [Folder](#) (Section I.2.1.A Faculty/Faculty Resumes. It contains the resumes of all full-time and adjunct faculty who taught in Drexel's Architecture Program in the academic years 2015-2016 and 2016-2017 and are teaching in fall 2017.

Name: Ulrike Altenmüller-Lewis, Dr.-Ing., AIA

Courses Taught (Two academic years prior to current visit):

ARCH 181	Studio 1-A
ARCH 105/106	Studio 3-A/3-B
UNIV A101	The Drexel Experience

Educational Credentials:

Diplom-Ingenieur (Arch.), Bauhaus-Universität Weimar, Germany 1999
Doktor-Ingenieur (Arch.), Bauhaus-Universität Weimar, Germany 2008

Teaching Experience:

Associate Professor, Drexel University, since 2014
Assistant Professor, Drexel University, Philadelphia, 2008-2014
Visiting Researcher and Visiting Critic, WAAC, Virginia Tech, 2007
Adjunct Professor, WAAC, Virginia Tech, 2006
Visiting Assistant Professor, WAAC, Virginia Tech, 2005
Assistant Professor, Bauhaus Universität Weimar, Germany, 2002- 2008
Student Researcher and Teaching Assistant, Bauhaus Universität Weimar, Germany, 1996-1998

Professional Experience:

Associate Professor, Department of Architecture, Design & Urbanism 2014-present
Architect, Sunder-Plassmann Architekten, Greifenberg, Germany, 4-7/2017
Provost Fellow, Office of Faculty Affairs, Drexel University, 1/2016-8/2017
Co-Director, Drexel Smart Initiatives Program, Drexel University, 9/2015-8/2017
Program Director, Architecture, Drexel University, 7/2011-12/2013
Associate Program Director, Architecture, Drexel University, 2008-8/2011
Associate/Project Architect, RTKL Associates, Washington DC, 2006-2008
Principal, Ulrike Altenmüller Studio, Weimar, Germany, 2002-2008
Designer, Alfredo De Vido Architects, New York, 1999-2001

Licenses/Registration:

New York State (since 2010)
Baden-Württemberg, Germany (since 2006)
Thüringen, Germany (2002-2008)

Select Publications and Recent Research/Awards:

"Expanding Inclusiveness: Integrating Students with ASD" in *Architecture of Complexity: Design, Systems, Society and Environment*. 2017 ARCC Proceedings, University of Utah, College of Architecture & Planning 2017
"The City Crown by Bruno Taut, Translated and edited by Matthew Mindrup and Ulrike Altenmüller-Lewis", *Ashgate Studies in Architecture Series*; Ashgate Publishing, Farnham Surrey, UK 2015.
"School Buildings as Three-Dimensional Textbooks: Contributions of Sustainable Learning Environments to Educating the Next Generation." in: *The International Journal of Environmental, Cultural, Economic and Social Sustainability*, Volume 9, 2014 Common Grounds Publishers.
"Schools as Catalysts for the Urban Environment." In: *Cities in Trans-formation—Research & Design. "Ideas, Methods, Techniques, Tools, Case Studies"*. 2012 EAAE Proceedings, Politecnico di Milano, Italy 2012
Westphal College Research/Creativity Award (\$ 13,500), 2013
Allen Rothwarf Award for Teaching Excellence, Drexel University, 2011
Drexel Career Development Award 2010-2011 (\$ 7,500)

Professional Memberships:

The American Institute of Architects, AIA Philadelphia
Architektenkammer Baden-Württemberg, Germany

Name: Jason T. Austin

Courses Taught (Two academic years prior to current visit):

ARCH 241/242/243 Studio 4-1 / 4-2 / 4-3
ARCH 493/494/495 Senior Project I/II/III
ARCH 496 Thesis I

Educational Credentials:

Bachelor of Architecture, Cornell University 2000
Masters of Landscape Architecture (MLA), University of Pennsylvania 2005

Teaching Experience:

Assistant Teaching Professor, Department of Architecture, Design & Urbanism, Drexel University
2013-2017 (currently "on-leave" for AY 2017-2018)
Adjunct Professor, Tyler School of Art, Temple University, 2007-2013
Lecturer, Department of Landscape Architecture, University of Pennsylvania, 2008-2009

Professional Experience:

Principal, Austin + Mergold LLC, Philadelphia, PA / Ithaca, NY, 2007-present
Key Projects: Calistoga Residence Addition, Yang Residence Addition, Lancaster Gateway Public Art Installation, CHAINWORKS District Master Plan, Private Residence and Tennis Facility, Colchester Farm Dormitory, Parkview Housing Development
Project Designer, Atkin Olshin Schade Architects, Philadelphia, PA, 2005-2007
Key Projects: Underground Parking Facility and Sculpture Garden for Philadelphia Museum of Art, University of Denver's Institute for Sino-American International Dialogue, Private Residence in Santa Fe, NM
Project Designer, Lettermen, Incorporated, Carlisle, PA 2001-2005
Key Projects: Rich Valley Golf Course Complex (Golf Course, Clubhouse, Assembly Pavilion, Private Residence)
Project Designer, Skidmore, Owings & Merrill, New York, NY
Key Projects: AIG Hong Kong Office Tower, World Trade Center Plaza Re-design, Brooklyn Commercial Office Tower

Selected Publications and Recent Research/Awards:

"Citing Site", #33 National Conference Beginning Design Student, with J. Niemiec 2017
"Presenting Incomplete(ness)", #32 National Conference Beginning Design Student, with J. Niemiec 2016
ACSA Health & Well-being Fall Conference, "Retro-fitting the Built Environment, 2016
Architectural Record, Austin+Mergold featured as Firm to Watch, 2015
"Scandalous", Thresholds 43, 2015
Best Urban BMP in the Bay Award for Lancaster Public Art Installation, 2014
"Presenting Architecture in Reverse", Edge Condition, Co-author J. Niemiec, 2014
Community Design Collaborative Award, Philadelphia, 2012
AIA Philadelphia Emerging Architecture Award, 2012
Gowanus Lowline Exhibition, Brooklyn, NY – Competition Honorable Mention, 2011
The Architectural League Prize for Young Architects and Designers, 2010
PHFA Design Excellence Award, Parkview Housing Development, 2007

Name: Dr. Mark L. Brack

Recent Courses Taught (Two academic years prior to current visit):

ARCH 141/142/143 Architecture and Society I-III
ARCH 340 History of American Architecture and Urbanism
ARCH 344 Modern Architecture I
ARCH T380/580 Study Tour- Netherlands

Educational Credentials:

Bachelor of Art, Environmental Planning, University of California, Santa Cruz, 1977
Master of Science, Historic Preservation, University of Vermont, 1981
Ph.D. Architecture, University of California, Berkeley, 1999

Teaching Experience:

Adjunct Professor, University of California, Davis, 1990-1994
Assistant Professor, Drexel University, 1994-2001
Associate Professor, Drexel University, 2001-present

Professional Experience:

Associate Professor, Department of Architecture, Design & Urbanism
and the Department of Art and Art History Member of numerous College and University committees
including:

- University Faculty Senate
- University Library Committee
- Westphal Rankin Scholar Committee
- University Sabbatical Committee

Juror on numerous student critiques within the Architecture and Interiors programs

Chair of two recent tenure committees

Proposed and co-chaired Departmental charrette featuring Craig Dykers and Elaine Molinar of Snøhetta, 2017

Licenses/Registrations: N/A

Selected Publications and Recent Research/Awards:

Authored eleven entries ("Baroque," "Chinoiserie," "Dada," "École des Beaux-Arts," "Enlightenment," "Functionalism," "Grotesque," "International Style," "Mannerism," "Orders," "Surrealism"), published in the Bloomsbury Encyclopedia of Design, edited by Clive Edwards, London, 2016.

"Afterword: The City Crown in the Context of Bruno Taut's Oeuvre" in *The City Crown* by Bruno Taut, Ashgate Studies in Architecture Series. Surrey, Ashgate Publishing Ltd. 2015. Pp. 149-176, with Ulrike Altenmüller-Lewis, 2015.

"It Takes a Powelton Village." Invited paper delivered at the symposium "Drexel at 125: Finding the Past, Building the Future." March 2017, Drexel University.

"Back to the Future: New Historic Architecture in Datong, Shanxi, China." 4th Annual International Conference on Architecture sponsored by the Athens Institute; Athens, Greece. July 2014.

Professional Memberships:

Society of Architectural Historians

Name: Daniel Chung

Courses Taught (Two academic years prior to current visit):

ARCH 106	Studio 3-B
ARCH 170/172/173	Architectural Technology I/II/III
ARCH 361/362/363	Studio 6-1/6-2/6-3
ARCH I499	Thesis Technical Support

Educational Credentials:

University of Pennsylvania, Philadelphia, PA, Civil Engineering, B.S.E., 1998
University of Pennsylvania, Philadelphia, PA, Design of the Environment, B.A., 1998
Princeton University, Princeton, NJ, Structural Engineering, M.S.E., 2000
Yale University, New Haven, CT, Architecture, M.Arch, 2006
Drexel University, Philadelphia, PA, Architectural Engineering, Ph.D., 2017

Teaching Experience:

Assistant Professor, Architecture, Drexel University 2014-current
Assistant Professor, Architecture, Philadelphia University 2011-2014
Adjunct Professor, Engineering & Architecture, Philadelphia University 2010-2011

Professional Experience:

Project Architect. MGA Partners, Architects, Philadelphia, PA 2006-2011
Structural Engineer. Dewhurst Macfarlane & Partners, New York, NY 2005
Structural Engineer. BVH Integrated Services, Bloomfield, CT 2002-2003
Structural Engineer. Keast & Hood Co., Philadelphia, PA 1997-2002

Licenses/Registration:

Professional Engineer & Registered Architect: Pennsylvania
LEED Accredited Professional

Selected Publications and Recent Research:

"Improving Energy Modeling Techniques for Historic Buildings Using Preliminary Verifications Methods." Proceedings of the ARCC 2017: Architectural Research Centers Consortium, College of Architecture and Planning, University of Utah, Salt Lake City, Utah, pp. 336-343, 2017.
"Energy Modeling of Historic Buildings, Improving Simulation and Verification Techniques." Final report for the National Center for Preservation Technology and Training, 2016.
"Digitally-driven Fabrication of Fiber-reinforced Composite Panels for Complex Shaped Envelopes." 2016 AIA/ACSA Intersections Proceedings, ACSA Press, Washington, D.C., pp. 9 -14. With K. Ku, 2016.
"Historic Building Facades: Simulation, Testing and Verification for Improved Energy Modeling." Journal of the National Institute of Building Sciences (JNIBS), Washington, D.C. Vol. 3, No. 1, pp. 16-21, 2015.
"Modeling the Effectiveness of Flush-out Procedures in Reducing Formaldehyde in New Building Construction." Proceedings of the ARCC 2017: Architectural Research Centers Consortium, College of Architecture and Planning, University of Utah, Salt Lake City, Utah, pp. 510-516. 2017.

Professional Memberships: IBPSA-USA (International Building Performance Simulation Association)

Name: Jon Coddington, AIA

Courses Taught (Two academic years prior to current visit):

ARCH 241/242/243 Studio 4-1/4-2/4-3
ARCH 282/283 Studio 2B/2C
ARCH 493/494/495 Senior Project I/II/III
ARCH 496/497/498 Thesis I/II/III
ARCH 441/ T580 Urban Design Seminar

Educational Credentials:

Master of Architecture, University of Pennsylvania
Bachelor of Architecture, University of Tennessee
Bachelor of Arts, Earlham College

Teaching Experience:

Professor, Drexel University 2010-Present
Head, Department of Architecture + Interiors, Drexel University 2010-2014
Visiting Professor, University of Tennessee, Chattanooga 2007-2010
Chair, Department of Architecture, Ball State University 2004-2007
Professor, Ball State University 2004-2007
Graduate Program Head, University of Tennessee, Knoxville 1993-2004
Associate Professor, University of Tennessee, Knoxville 1992-2004
Assistant Professor, University of Tennessee, Knoxville 1985-1992

Professional Experience:

Presidential Award of Merit for Distinguished Service: American Institute of Architects, Tennessee
Leadership Award: U.T. Battelle, Oak Ridge National Laboratory Master Plan
Design Award, East Tennessee A.I.A. (Unitarian Sanctuary)
Honor Award, Gulf States A.I.A. Regional Awards Program (Bicentennial Mall)
Merit Award, Tennessee Society of Architects (Beckner House)
Tau Sigma Delta Teaching Award, University of Tennessee
First Place, 4th International Biennale of Architecture, Krakow, Poland
National Alumni Distinguished Teaching Award, University of Tennessee

Licenses/Registration:

Tennessee

Selected Publications and Recent Research/Awards:

"On Renovations: For Architectures of Adjustment and Affirmation" (current monograph under work)
"Cultural Properties: Ownership, Stewardship and Responsibility", Joint Conference Drexel University and University of Geneva
"Context, Culture, and Craft: Urban Design and the Architecture of Randall Stout", *Randall Stout*, Peak Design, Seoul, South Korea 2010
"The Architecture of the Big Project," Yale University
"The Craft of Architectural Education," E.A.A.E. Forum, Weimer, Germany
"The Tectonics of Planning," University of Michigan
"Current Work", Auburn University lecture series

Professional Memberships:

American Institute of Architects
American Association of University Professors

Name: Alan J. Greenberger, FAIA

Courses Taught (Two academic years prior to current visit):

ARCH 351/352/353	Studio5-1/ 5-2/ 5-3
ARCH 493/494/495	Senior Project I/II/III
ARCH 496/497/498	Thesis I/II/III
ARCH T280	How is a City Built?
ARCH T380	Senior Research Seminar

Educational Credentials:

Bachelor of Science, Rensselaer Polytechnic Institute 1973
Bachelor of Architecture, Rensselaer Polytechnic Institute 1974

Teaching Experience:

Department Head, Department of Architecture, Design & Urbanism, Distinguished Teaching Professor,
Fellow, Lindy Institute for Urban Innovation, Drexel University 2016-present
Adjunct Associate Professor, Drexel University 1978-2008
Visiting Professor, University of Pennsylvania 2003-2016

Professional Experience:

Chairman, Philadelphia Art Commission, 2016-present
Deputy Mayor for Economic Development, City of Philadelphia, 2009 - 2016

Key Accomplishments:

New Philadelphia Zoning Code, Philadelphia 2035 - The Comprehensive Plan, StartUpPHL - A public-private investment program for startups, Philadelphia - First US World Heritage City

Chairman, Philadelphia City Planning Commission, 2010-2016
Executive Director, Philadelphia City Planning Commission, 2008 - 2010
Principal, MGA Partners Architects, 1974 – 2008

Key Projects: Australia Parliament House, West Chester University School of Music and Performing Arts Center, Lehigh University Linderman Library, Fairmount Park/Centennial District Master Plan, Mann Center for the Performing Arts Master Plan and Pavilions, Temple University Master Plan, Salvation Army Kroc Corps Community Center

Licenses/Registration:

Pennsylvania, 1978

Selected Publications and Recent Research/Awards:

AIA National, Thomas Jefferson Award for Public Architecture, 2017
APA National, Planning Agency Excellence Award, 2016
Philadelphia Business Journal, 'The Man Who Made Philadelphia Go Boom', 2016
AIA Philadelphia, Harbeson Award for Lifetime Achievement, 2015
AIA Pennsylvania, Government Award, 2014
Wyck-Strickland Award, Philadelphia, 2012
AIA National, Fellow, 2009

Professional Memberships:

AIA Philadelphia, Pennsylvania, National
Design Advocacy Group of Philadelphia
Carpenters' Company of the City and County of Philadelphia

Name: Jacklynn Niemiec

Courses Taught (Two academic years prior to current visit):

ARCH 182/183 Studio 1B/1C
ARCH 281 Studio 2-A
ARCH 134/224 Architectural Representation IV
ARCH 225 Architectural Representation V
ARCH 226 Architectural Representation VI
ARCH T480 Thesis Representation Workshop
UNIV A101 The Drexel Experience

Educational Credentials:

B Arch, Pennsylvania State University
M Arch, University of Pennsylvania

Teaching Experience:

Assistant Teaching Professor, Drexel University
Adjunct Professor of Architecture, Temple University, 2008-2010
Director, Discovering Architecture

Professional Experience:

Niemiec & Company, Design + Build, 2012-Present
Qb3 | Project Designer, 2007-2010
Key Projects:
Split Level House | Philadelphia, PA
Ceramist Studio | Philadelphia, PA
URBN, Inc. | Store Designer, 2010-2012

Licenses/Registration:

Registered Architect, Pennsylvania
LEED

Select Publications, and Recent Research/Awards:

"Drawing the Known and the Imagined", Proceedings NCBDS 2017
"Citing Site: Utilizing the process of mapping to answer Why..."; With J. Austin; Proceedings NCBDS 2017
"Presenting Incomplete(ness)"; With J. Austin; Proceedings NCBDS 2016
"Variable Space; Seeking Space for Movement in Beginning Design Education"; Proceedings, NCBDS 2015
"Presenting Architecture in Reverse"; With J. Austin; Edge Condition, Vol. 2
Westphal College Mini Grant Recipient, 2016
ExCITe Center Seed Grant Project Recipient, 2014
Finalist; 21st Century Rowhouse Design Competition, 2016
John Stewardson Competition, First Place-Alternate, 2005

Professional Memberships: N/A

Name: Rachel S. Schade, AIA

Courses Taught (Two academic years prior to current visit):

ARCH 104	Studio 2-B
ARCH T380	Florence Study Tour
ARCH T380	Senior Research Seminar
ARCH 451	Advanced Drawing
ARCH 493/494/495	Senior Project/Thesis Coordinator
ARCH I499	Advanced Drawing Workshop
ARCH I399	Architecture Independent Research
ARCH I399	Advanced Sketching Workshop
UNIV A101	The Drexel Experience
INTR 897	Graduate Interior Architecture Thesis

Educational Credentials:

Bachelor of Arts, Design of the Environment, Minor in Italian Studies, *cum laude*, U Penn 1978
Master of Architecture, U Penn 1983

Teaching Experience:

Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Drexel University 1986-2012
Associate Teaching Professor, Drexel University 2012-present

Professional Experience:

Owner, Rachel Simmons Schade, Architect Philadelphia, PA 1987-1997, 2012-present
Partner, Schade and Bolender Architects, LLP Philadelphia, PA 1997-2012
Project Architect, Curtis Cox Kennerly, Philadelphia, PA 1986-1987
Intern Architect, O'Brien/Atkins Architects, Chapel Hill, NC 1984-1986

Licenses/Registration:

Pennsylvania since 1986, New Jersey since 2004
NCARB certificate holder since 1986

Selected Publications and Recent Research/Awards:

Context, quarterly magazine of AIA Philadelphia, member of editorial board; guest co-editor. *Imagining Industry* Sp/Su 2011, guest editor. *Exploring Habitat* Sp 2008
"Philadelphia Rowhouse Manual", 2008
"Working with Architects and Contractors", 2006
AIA Philadelphia Young Architect Award, 1994

Professional Memberships:

AIA Philadelphia, Pennsylvania, National
NCARB
Community Design Collaborative, Mentor since 2003
Shareholder, Athenaeum of Philadelphia
Carpenters' Company of the City and County of Philadelphia
Urban Sketchers, Philadelphia
Greater Philadelphia Preservation Alliance
National Trust for Historic Preservation

Name: Simon J. Tickell

Courses Taught (Two academic years prior to current visit):

ARCH 161	Architectural Construction
ARCH 170/172/173 –	Architectural Technology I/II/III
ARCH 351/352/353	Studio 5-1/5-2/5-3
ARCH 493/494/495	Senior Project I/II/III
ARCH 498/497/498	Thesis I/II/III
ARCH T480	<i>The Architectural Detail</i>

Educational Credentials:

BA, Lehigh University 1978, Urban Studies, Fine Arts
M. Arch, University of Pennsylvania 1984
Attingham Summer School – 1987, 3-week tour of English Country Houses
Passive House Institute, PHIUS Workshop – Wash. DC, 2012

Teaching Experience:

Adjunct Associate Professor of Architecture, 1987 – 2011
Associate Director of the Evening Program, 2012 – 2014
Associate Teaching Professor, Drexel University, 2012 – Present

Professional Experience:

Principal, Simon J. Tickell, Architect, 1988 – present

Key Projects::

Swarthmore Town Center West, 2017

Highlights with other architects:

Williams Tsien/ Maki & Associates/ Ballinger Associate Architect
Barnes Foundation, New Education Center
University of Pennsylvania, The Annenberg Public Policy Center

Bohlin Cywinski Jackson, Architects:

Key Projects:

Princeton University - Wallace Social Sciences Building
Lehigh University - Campus Square Dorms/Mixed Use
Haverford College - Gardiner Athletic facility
Germantown Friends School – Field House

Tony Atkin & Associates, Architects:

Key Projects:

Deerfield Academy, Reed Arts Center
Rhode Island School of Design, Museum Addition
King Residence, Farm House Addition & Renovation

Venturi, Rauch & Scott Brown:

Key Projects:

Princeton University, Molecular Biology Building Team
Philadelphia Zoo, Primate Center Team
Khulafa Street Commercial/Residence Block, Baghdad, Iraq

Licenses/Registration:

Pennsylvania
American Institute of Architects, LEED AP

Select Publications and Recent Research /Awards:

Willard Rouse, Urban Land Institute Award 2017 for Swarthmore Town Center West
ACE Mentor Program Award for 2017 Best Suburban Project – Swarthmore Town Center West

Professional Memberships: N/A

Matrices of Faculty Credentials

Please refer to Dropbox [Folder](#). It contains the requested Matrix of Faculty Credentials showing all faculty names, their credentials, experience, and research to support their teaching and courses assigned during the past two academic years.

Resources for Faculty

The Drexel Architecture faculty is atypical of U.S. architecture programs given its unusual mix of a small full-time faculty with a large adjunct faculty. Balancing the workload with this atypical mix is at times challenging, especially in regard to creating a balanced workload for the full-time faculty. This is particularly true regarding assigned teaching loads and extensive program, departmental, college and university service requirements the adjunct faculty cannot be expected to shoulder. Historically, what had suffered is the ability of the full-time professors to conduct sustained research/creative activity over time.

- Adjunct faculty: The Program hires 30-40 adjunct faculty members each term (except for just 9-10 in the summer), with each faculty typically teaching one course per term. On average, only two or three adjunct faculty members teach more than one course in each term.
- Full-time faculty: The full-time faculty consists of teaching faculty and tenure/tenure-track faculty. In the 2016-2017 academic year, the Architecture Program had eight full-time faculty members: three tenured faculty, one tenure-track faculty and four full-time teaching faculty. Two of the full-time teaching faculty currently also hold administrative appointments

Teaching Faculty

At Drexel University, a full-time teaching load is defined as 12 hrs/term or 36 hours/year. In Westphal College, teaching faculty are usually assigned a 27-hour teaching load with 9 hours devoted to service. For the Architecture Program's four full-time teaching faculty, the teaching load is as follows:

Jason Austin (on leave): 18 credits
Jacklynn Niemiec: 16-18 credits
Rachel Schade: 15-18 credits
Simon Tickell: 24 credits

Tenured and Tenure-Track Faculty

Tenured faculty with an active research agenda are usually assigned a 21-hour teaching load, tenure track faculty an 18- to 21-hour teaching load. Load reductions through buyouts through teaching grants are possible. For the Architecture Programs's tenured and tenure-track faculty, the teaching load is as follows:

Ulrike Altenmüller-Lewis: 21 credits
Mark Brack: 27 credits
Daniel Chung: 18 credits
Jon Coddington: 8-9 credits
Alan Greenberger: 9-12 credits

The Department Head is committed to creating a reasonable workload for the Program's talented faculty so they can meet their teaching, research and service obligations with the distinction they can achieve. Furthermore, additional credit is provided to faculty who teach sections of excessive enrollment.

Staff

The Department of Architecture, Design & Urbanism currently employs two full-time staff members: the Assistant to the Department Head (Janice Lyons) who assists on departmental matters and the Administrative Assistant (Susan Hahn), who works most directly with the Architecture Program Director and faculty. Both positions have a 40-hours per week workload and have their offices in the respective office suites of the Department.

Opportunities for Faculty and Staff to Pursue Professional Development

Within Drexel University, Westphal College requires a greater average teaching load than is found in the other colleges of the institution. The full-time architecture faculty's heavy teaching loads and myriad of administrative and service tasks have traditionally resulted in a reduced opportunity for them to pursue research. Since 2011 the new Department Heads have each made a commitment to rectify this condition through a combination of additional hires of full-time faculty and a corresponding lessening of teaching and administrative duties. Please also refer to Section I.2.1.A. Resources/Faculty.

Nevertheless, Drexel offers a wide variety of opportunities for both faculty and staff to pursue professional development. One of Drexel University's core benefits, tuition remission, provides faculty and staff free tuition for most University programs. Drexel Human Resources offers a with Career Pathways a comprehensive employee development series that was designed to develop and enhance the professional skills of the University's professional staff. This initiative provides opportunities for improving performance within client-dedicated areas while reinforcing the core values of the University. A number seminars focus on business services, computer literacy and women leadership skills. The Provost's Office and the Office for Faculty Affairs offer a number of services for career development available to faculty. The Drexel Office of Faculty Affairs has taken on an increasingly active role since 2016 in consolidating the numerous resources available for faculty at university-level. University benefits for adjunct faculty with two years of uninterrupted service include 100% tuition remission for enrollment in evening courses.

Drexel faculty and staff have free access to coursework to supplement their knowledge:

- Rachel Schade took three quarters of Italian Language and Renaissance Art History in preparation for the trips she organized to Florence, Italy in 2014 and 2016.
- Simon Tickell was partially funded for attending a Passive House training course in 2012 in Washington DC.
- Administrative Assistant Susan Hahn is currently enrolled in the Drexel Library and Information Science program
- Daniel Chung is currently pursuing a Doctorate in Architectural Engineering and was able to complete his coursework since 2014 as part of the tuition remission program.

Another valuable resource Drexel offer's its' faculty is time. The Department and Westphal College attempt to allow faculty to pursue their research and professional development both in formal and informal ways.

- Professor Altenmüller-Lewis received a load reduction for spring 2016 and fall 2016 while pursuing the Provost Fellowship.
- Jon Coddington received a leave when he stepped down as Department Head, and negotiated a half salary/half load starting in 2017.
- When Assistant Teaching Professor Jason Austin's family had to relocate to California for his wife's work on the Apple Headquarter, we developed a method for him to teach remotely and supported his return to campus six times per year for two years. This provided the program with an opportunity to develop an online studio section format, which was very successful and is being implemented incrementally for other instructors who sometimes have a need to meet with their students virtually.

Sabbatical Leaves

Drexel University offers sabbatical for tenured faculty with a minimum of six consecutive years of service. Faculty on sabbatical leave receives one-half pay for a three-term leave, and three-quarter pay for a two-term leave. Proposals must be based on scholarly pursuit and are awarded by the Provost on the basis of recommendations made by the University Sabbatical Leave Committee.

- Professor Altenmüller-Lewis was granted a sabbatical (2 quarters paid leave) for research and professional development in winter and spring of 2017.

Provost Fellowship Program

Associate Professor Ulrike Altenmüller-Lewis participated in the inaugural Provost Fellowship Program (Feb. 2016 – June 2017) as fellow in the Office of Faculty Affairs, developing a mentoring program for mid-career faculty. The goal of the Provost Fellowship Program is to provide exceptional faculty with a more expansive range of leadership experiences at the University level.

Faculty Currency

Almost all adjunct faculty members are involved in professional practice where exposure to the changing demands of practice and licensure is inevitable. Indeed, their active and productive practices can be considered a definition of currency. As registered architects, all are obliged to participate in continuing education programs to maintain licensure. A significant number of our adjunct faculty are either principals in their own firms or associates and staff architects in a variety of outstanding firms. The work of faculty in their firms is consistently recognized by the profession at all levels in the form of design awards. Drexel faculty members are well represented in annual local chapter and state AIA awards submissions, and they frequently receive commendation for their efforts.

We were further able to support individual training sessions for teaching faculty in order to support their efforts to include new software and technology into their teaching.

Drexel Center for Academic Excellence

Until July 2016, the Drexel Center for Academic Excellence (DCAE) was a subdivision of the Provost's Office dedicated to improving the quality of teaching and learning. The DCAE offered Faculty Workshops and online seminars on pedagogical topics and innovative classroom techniques. Many of the former DCAE's offerings are housed within the Office of Faculty Affairs. Every fall this office hosts a New Full-Time Faculty Orientation as well as an Adjunct and Part-Time Faculty Resource Fair and Reception to help new instructors to a smooth transition to their new responsibilities and familiarize them with available resources. The DCAE also offered teaching and academic portfolio workshops that support faculty in their preparation for tenure and promotion. Three of our full-time faculty participated in these workshops [since 2012](#).

Westphal College Research/Creativity Fund

This grant was established to support maximum impact for faculty to achieve their research goals, and advancing the College's and University's RS&CW enterprises. It is focused on tenure-track and tenured faculty preparing for promotion. During her pre-tenure period, Dr. Altenmüller-Lewis received \$ 13,500 funding to support research and publication of findings on contemporary school architecture in Finland in 2013.

Career Development Award

One especially generous program is the Career Development Award for tenure-track faculty. This \$7,500 grant was jointly awarded to two assistant professors of our Department, Dr. Ulrike Altenmüller-Lewis (Architecture) and Debra Ruben (Interiors), to support their research and scholarship.

International Travel Award

The Office of International Programs (<http://www.drexel.edu/international/>) awards the International Travel Award. These scholarships of up to \$ 1,000 are specifically granted to support the faculty with funds for travel to international conferences. Professor Altenmüller-Lewis was awarded funds from this source twice since 2012.

Mini Grants

Drexel University offers Mini Grants under which full-time faculty can receive up to \$5,000 for projects which can enhance the quality of undergraduate teaching.

- Jacklynn Niemiec was awarded \$2,000 to support “Portraits Through Time”, a workshop at the Dornsife Center for Community Partnerships.

Departmental Travel Support

The Department of Architecture & Interiors also attempts to support all faculty, full-time or part-time, to attend regional and national academic conferences, seminars, and meetings at which they are making formal presentations. When funds are available, the program will support full-time faculty and staff for one conference attendance (conference fee, travel and accommodation) per year. Tenure-track faculty receive supplemental funding to travel to multiple conferences for paper presentations. Full Time faculty attend conferences around the world, frequently presenting at them:

Conference Attendance, 2012-2017

- Department Heads and Program Directors annually attend the ACSA Administrators' Conferences and Annual Meetings
- Rachel Schade attended the NCARB Licensure Task Force Meeting in San Francisco in March 2014
- Jason Austin and Jacklynn Niemiec attended the National Conference on the Beginning Design Student in 2014, 2015 and 2016
- Rachel Schade attended the AIA Women's Leadership Summit in Seattle, September 2015
- Jacklynn Niemiec attended the ACSA Administrators Conference in Chicago, 2016
- Rachel Schade attended the AIAS Grassroots Leadership Conference in Washington, DC in July 2016
- Jacklynn Niemiec attended the AIAS Forum Conference in San Francisco, 2016
- Jacklynn Niemiec attended the 21st Century Learners Conference in 2016

2012-2013

- Ulrike Altenmüller-Lewis presented "Schools as Catalysts for the Urban Environment." Cities in Transformation – Research & Design. EAAE/ARCC 2012, June 7-10, 2012 in Milan, Italy (Read by Judith Bing)
- Ulrike Altenmüller-Lewis presented "School Buildings as Three-Dimensional Textbooks: Contributions of Sustainable Learning Environments to Education the Next Generation" (Virtual Presentation) 8th International Conference on Environmental, Cultural, Economic and Social Sustainability, January 10-12, 2012, Vancouver, Canada.
- Mark Brack presented “Henry Mercer’s Fonthill in Historical Context” at the 100th Anniversary of Fonthill in Doylestown, PA July 2012
- Mark Brack presented “A Solitary Utopia: The Hermitage in the 18th-century Picturesque Garden.” at the annual conference for both the Society for Utopian Studies, Toronto, ON and the Southeast Chapter of the Society of Architectural Historians, Athens, GA, July 2013

2013-2014

- Mark Brack presented “Back to the Future: New Historic Architecture in Datong, Shanxi, China” at the 4th Annual International Conference on Architecture sponsored by the Athens Institute, Athens, Greece, July 2014

2014-2015

- Jacklynn Niemiec presented “Variable Space; Seeking Space for Movement in Beginning Design Education”, Proceedings, NCBDS 2015.
- Rachel Schade attended the Design Futures Council Meeting in Atlanta prior to participating in the AIA National Convention, May 2015.

2015-2016

- Mark Brack presented “La Sagrada Familia: Antoni Gaudi’s Enduring Spiritual Gift to Humanity” at St. Thomas Episcopal Church, Fort Washington, PA, May 2016.
- Daniel Chung participated as a panelist at the AIA National Convention in Philadelphia. He and his co-author Kihong Ku of Philadelphia University presented their paper “Digitally-driven Fabrication of Fiber-Reinforced Composite Panels for Complex Shaped Envelopes, as part of the AIA/ACSA Intersections Symposium, May 2016.
- Daniel Chung participated on a panel for the Living Building Challenge chapter at the Philadelphia Center for Architecture, June 2016.
- Rachel Schade participated on a panel at the NCARB Region 2 Educator and Practitioner Symposium in New York City, NY, April 2016

2016-2017

- Ulrike Altenmüller-Lewis presented "Autism Spectrum Disorder as a Design Challenge", Design for Next 12th European Academy of Design Conference, April 12 - 14, 2017 in Rome, Italy (proceedings forthcoming).
- Ulrike Altenmüller-Lewis presented “Including the Spectrum: Design Considerations for Educational Environments Supporting Students with Autism Spectrum Disorder” at the 11th Design Principles & Practices conference, Design for the Global Village, Toronto, Canada, March 2017
- Ulrike Altenmüller-Lewis presented “Expanding Inclusiveness — Integrating Students with ASD” at the ARCC 2017 Architecture of Complexity – Design, Systems and Environment, University of Utah, Salt Lake City, Utah, June 14-17, 2017
- Mark Brack presented “It Takes a *Powelton* Village”, at the Drexel at 125: Finding the Past, Building the Future symposium in March 2017.
- Daniel Chung presented “Improving Energy Modeling Techniques for Historic Buildings Using the Preliminary Verification Methods” and “Modeling the Effectiveness of Flush-Out Procedures in Reducing Formaldehyde in new Building Construction” at the ARCC 2017 Architecture of Complexity – Design, Systems and Environment, University of Utah, Salt Lake City, Utah, June 14-17, 2017
- Jacklynn Niemiec and Jason Austin presented “Citing Site: Utilizing the Process of Mapping to Answer Why” at the NCBDS in Salt Lake City, March 2017.
- Jacklynn Niemiec presented “Drawing the Known and the Imagined”, NCBDS, March 2017
- Daniel Chung received a \$25,000 grant to research methods to improve simulation and verification techniques in energy modeling of historic buildings. 2013-2015.
- Jacklynn Niemiec received a \$5,000 grant from the ExCITE Center in 2014.

Faculty occasionally self-fund research trips to supplement their knowledge;

- Rachel Schade attended Craft Thinking: Ideas on Making, Materials and Creative Process at Haystack Mountain School of Crafts at Deer Isle, Maine in July 2014.
- Rachel Schade spent four days in Florence In May 2014 prior to leading the first trip with 22 students in September 2014
- Simon Tickell went to Dublin and rural County Mayo In 2016 and 2017 to prepare for an upcoming Intensive Study Abroad trip
- Each year Mark Brack travels abroad, his recent trips have taken him to South America, China, and Australia. Students benefit from his spectacular collection of slides from these excursions.

Faculty Research, Scholarship, and Creative Activities

Full Time Faculty

Publications:

Ulrike Altenmüller-Lewis:

- Mindrup, Matthew & Altenmüller-Lewis, Ulrike (editors & translators): The City Crown by Bruno Taut, Ashgate Studies in Architecture Series. Surrey, Ashgate, 2015.
- "School Buildings as Three-Dimensional Textbooks: Contributions of Sustainable Learning Environments to Educating the Next Generation." In: The International Journal of Environmental, Cultural, Economic and Social Sustainability, Volume 9, 2014 Common Grounds Publishers
- "Schools as Catalysts for the Urban Environment." In: Cities in Transformation—Research & Design. Ideas, Methods, Techniques, Tools, Case Studies. 2012 EAAE Research Conference Proceedings, Politecnico di Milano, Italy 2012.

Mark Brack & Ulrike Altenmüller-Lewis;

- "Afterword: The City Crown in the Context of Bruno Taut's Oeuvre" In: The City Crown by Bruno Taut, Translated and edited by Matthew Mindrup and Ulrike Altenmüller-Lewis

Daniel Chung;

- "Digital Fabrication Methods of Composite Architectural Panels for Complex Shaped Buildings", Proceedings of the 20th International Conference of the Association for Computer-Aided Architectural Design Research in Asia, with K. Ku, 2015
- "Historic Building Facades: Simulation, Testing and Verification for Improved Energy Modeling" Journal of the National Institute of Building Sciences, Vol. 3, No. 1, 2015
- "Developing Building Performance in the Comprehensive Design Studio" Proceedings of the Architectural Research Centers 2014 Conference.
- "Developing Architectural Tools and Curricula for Meaningful Energy Analysis" Association of Collegiate Schools of Architecture, 102nd Annual Meeting Conference, March 2014

Jacklynn Niemiec;

- "Presenting Architecture in Reverse", co-authored with J. Austin, Edge Condition, Vol. 2

Simon Tickell;

- Barnes Foundation, Drexel Alumni Association sponsored event with Derek Gilman, former Barnes Director, 2017 (Tickell was the Project Manager for Ballinger, associated architects with design architects Tod Williams and Billie Tsien.

Creative Work:

Jacklynn Niemiec with Niemiec & CoMPANY;

- Top Ten Finalist 21st Century Rowhouse Design Competition, 2016, sponsored by the Design Advocacy Group and Philadelphia Emerging Architects.
- 2520 Naudain Street
- 2526 Brown Street
- 2126 Fitzwater Street
- 2524 Naudain Street

Rachel Schade;

- Renovations to three residences at Rittenhouse Square, PA 2012-2014
- Renovations to Mid-Century Modern House, Washington Crossing, PA 2016
- Renovations and Additions to Shotgun House, Narberth, PA 2015-2016
- 515 McClellan Street, Philadelphia, PA 2016

Simon Tickell;

- Swarthmore College- Town Center West Development, Swarthmore, PA 2012-2016
- Residential Planning/Design Documentation, Chestnut Hill and Devon, PA 2014-present
- Masterplan for new gallery, education and art storage facilities, Ballinglen Arts Foundation, Ballycastle, Ireland. June 2017-present

Adjunct Faculty

The Drexel Architecture Program is dependent upon its dedicated Adjunct Faculty and we appreciate that the University has taken recent steps to distinguish themselves in an area that has been overlooked in upper education for far too long. In 2015 the Office of Faculty Affairs established the Adjunct Faculty Initiative, which lobbied for a significant pay increase as well as opportunities for benefits and educational opportunities. Additional information regarding resources for Adjunct faculty is found on the Drexel Faculty Affairs [site](#).

- Adjunct Assistant Professor Jeremy Voorhees was awarded an Adjunct Faculty Development Award to attend the ACSA Annual Meeting in Detroit where he delivered his paper "When I Hear the Word Service I Look for a Crisis".

I.2.1.B Student Support Services

Academic Advising

The position of the Academic Advisor for architecture and interiors students is housed within the Westphal Office for Student Services team. After a period without a dedicated advisor to our program and department, the Architecture Program is fortunate to have Kate Walbert as the designated Academic Advisor who came to the position in the fall of 2016. In the past, it was difficult for evening students to get to campus in time to meet with Advisors as the [Office of Student Services](#) at the first floor of the URBN Center closes at 5PM. Since the fall of 2016, Ms. Walbert has extended her day to see students on a walk-in or pre-scheduled basis on Tuesday and Thursday nights from 5-6PM in the 4A administrative suite. Students have commented that they appreciate this new level of accessibility that accommodates their schedule. The University has also identified "gateway" courses which they monitor closely to determine if students are struggling during their freshman year.

Each student is provided with a detailed Plan of Study ([2+4 Option](#)) ([Evening Option](#)) that lays out each quarter what required and elective courses they need to register for in order to complete the requirements for the degree. Historically evening students have not been inclined to register at the earliest opportunity, which sometime creates issues with under-enrollment of classes. Another hindrance to the process is the self-registration workflow which frequently prevents students from enrolling in courses they are required to take due to pre- or co-requisite coding from the curriculum prior to 2015. Our Administrative Assistant Susan Hahn handles these requests for overrides for our students, and has developed an easier digital methodology for this. Registration periods, roughly at week 7 of the prior quarter, can be stressful.

Advising Guidelines, developed by the Architecture Program for the students, are an overlay of the university guidelines. They were last updated in 2011, and are still in effect for students who enrolled prior to 2012. New Advising Guidelines are being developed, and have been implemented via the current Drexel Course Catalog. Transfer guidelines have been completed, and comprehensive draft for both 2+4 and Part-Time options, about to be voted on by the FT Faculty, can be found in the Supplemental Materials. (NEW ADVISING GUIDELINES ARE FORTHCOMING)

In the fall of 2015, Drexel introduced the first [Welcome Week](#) program for incoming full-time freshmen. This event has successfully evolved since then and offers students the opportunity to get to know their classmates, roommates and to explore both the campus and the city through a series of activities. Westphal College has supported the Architecture program by providing an introductory session for transfers into the Part Time Evening program with our Academic Advisor for the past two years.

Student Counseling

At the request of the Dean's Office all Westphal programs initiated a process in which full time faculty are assigned to a specific cohort of students as mentors. Distinct from the Academic Advisor role, this affords students access to faculty often other than their instructors for guidance. As in any architecture program, students are vulnerable to falling behind in some coursework due to the demands of the design studios. The Program Director tracks students at risk at the mid-quarter and coordinates advising efforts with the Instructors. In addition, the Office of Counseling and Health Services provides confidential and free

services for students needing emotional and behavioral support. For the past four years, the faculty of the UNIV 101 programs have brought in counselors to discuss stress and time management with students. OCHS provides counselors as needed for working with students through periodic issues that arise from working intensively in close quarters. OCHS also staffs a 24-hour emergency hotline and peer counseling services;

Career Guidance and Internship Placement

The unique nature of Drexel's program demands that students be prepared to enter the workforce by their third year of enrollment, although many transfer students come into the program having already worked in the architecture and design fields. In prior years, this placement was organized by the previous Department Head. In the Spring of 2012, the Department Head requested a new position for the program; Associate Director for Student Placement. After a formal search, Rachel Schade joined the full-time faculty in this role and initiated a number of means for organizing and tracking students preparing, entering and navigating the internship process. This included the development of dedicated page on the Program website titled [Opportunities](#) which has a secure database of jobs with firms who have contacted the program directly, links to other job boards, and a listing of students looking for employment with links to their resumes and web portfolios. The University provides career counseling services through the [Steinbright Career Development Center](#), but these services are primarily oriented to full time students and coordination of the co-op programs. The Associate Director for Student Placement has met periodically with this group as well as the Alumni to discuss mutually beneficial services and opportunities, specifically for jobs beyond the commuting distance students after graduation.

AIAS organizes two workshops per year and invites young architects from local firms to critique student portfolios. All freshmen and transfer students not working in the industry are required to attend the Winter quarter of UNIV 101 which addresses preparation for the work. In the past year Jacklynn Niemiec has incorporated resume and portfolio design into the curriculum of ARCH 226, the last of the six representation courses. In May 2017, the fourth annual Architecture and Interior Design Open House was attended by which showcases student work and provides networking opportunities for students to discuss their skills with regional firms. See the invitations and attendance records for these successful events in the Supplemental Information file [here](#).

IDP/AXP

Advisors for students seeking credit in the Intern Development Program now known as the Architectural Experience Program since the last accreditation are:

Paul Schultz 2011-2012
Rachel Schade 2012-2015
Simon Tickell 2016-present

Each year the Licensing Advisor attends the Summit offered by NCARB which is an extremely useful conference for learning about best practices in mentoring and managing intern development. Periodically representatives from NCARB will visit campus to discuss the AXP program, and the Licensing Advisor offers workshops and counseling each year.

Integrated Path to Architectural Licensure (IPAL)

In August of 2015, Drexel was selected by NCARB as one of the first 17 schools to offer students the opportunity to start taking the Architectural Registration Exam while enrolled in a NAAB accredited program. The Fall of 2017 will see the first cohort of students identified to participate in this exciting new initiative. In November 2017 a meeting has been scheduled for enrolled students and recent alumni who have offered to partner with students for mentoring and exam preparation. Students will begin to take their first exams in the summer of 2018. The Program Director, who wrote the proposal for the IPAL Program, will work with local firms to build a library of study materials and will facilitate study sessions.

I.2.2 Physical Resources

In September 2012, the URBN Center renovations were completed and staff and faculty for roughly half of the Westphal College of Media Arts & Design as well as all the senior administration moved into the building. The building includes, classrooms, studios, labs, faculty offices, conference rooms and plenty of open space for informal interaction. The following departments and programs are found at 3501 Market Street:

Academic Units:

Animation & Visual Effects

Architecture, Design and Urbanism:

B. Architecture, B.S. Interior Design,

M.S. Design Research, M.S. Interior

Architecture & Design, M.S. Urban

Strategy

Arts Administration

Entertainment & Arts Management

Design & Merchandising

Digital Media

Fashion Design

Game Design & Production

Graphic Design

Interactive Digital Media

Museum Leadership

Music Industry

Product Design

Retail & Merchandising

Web Development & Interaction Design

Administration:

Dean's Office

Institutional Advancement

Office of Student Services (Advising)

Recruitment and Retention

Research

[Lindy Institute for Urban Innovation](#)

[Westphal IT](#)

[Westphal Print Center](#)

[Business Enterprises at Westphal:](#)

[D&M Shop](#)

[DUTV - Drexel University's Television Station](#)

[Mad Dragon Records](#)

[WKDU 91.7 FM Radio](#)

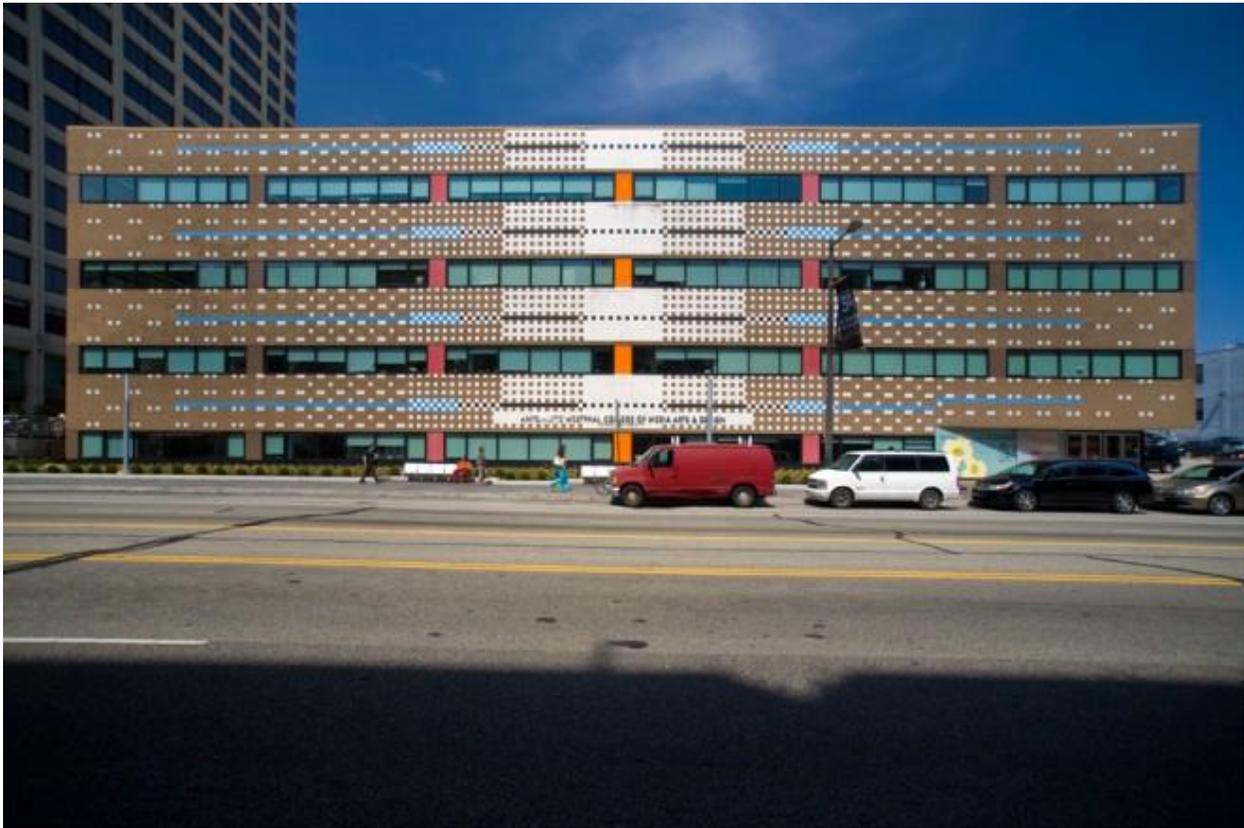
[DesignFutures Lab](#)

[Historic Costume Collection](#)

[Hybrid Making Lab](#)

Shortly after the building opened, Philadelphia Inquirer Architecture Critic Inga Saffron published an [article](#) regarding the innovative adaptive re-use of the 1978 building. It was also featured in the online design blog [Hidden Philadelphia](#). To the north of the URBN Center is the URBN Annex which houses a 125-seat screening room, a black box theater, and the Leonard Pearlstein Gallery.

As with any new building, particularly one subject to value engineering during construction, there have been a few issues that have impacted the use of the URBN Center. Of greatest concerns has been a leaking roof (fixed in 2016) and a poorly engineered mechanical system. This was particularly problematic this past summer when three of the four rooftop units were out of service; just in time for 35 high school students arriving for the Summer Discovery Programs in Architecture and Urban Design. It seems that the promised replacement of the system was eliminated from the FY16 budget. We hope that as the University's financial situation stabilizes that this can be addressed. The faculty and students continue to be appreciative for the state of the art building in all other ways.



URBN Center, 3501 Market Street. Former Institute for Scientific Information (ISI), designed by Venturi, Rauch and Scott Brown in 1978 for the University City Science Center, the first and largest urban research park in the US.



URBN Atrium



URBN First Floor lobby/gallery



URBN Room 105/106 Hybrid Making Lab



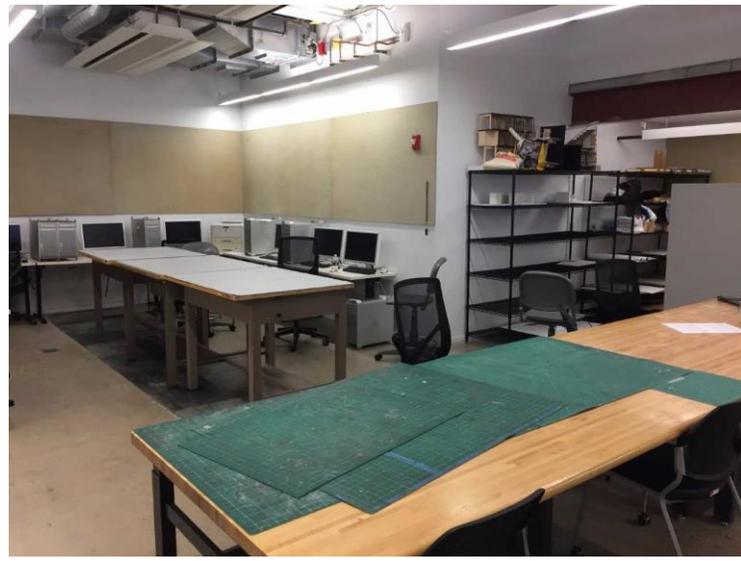
URBN 420 Full-time Architecture Studio



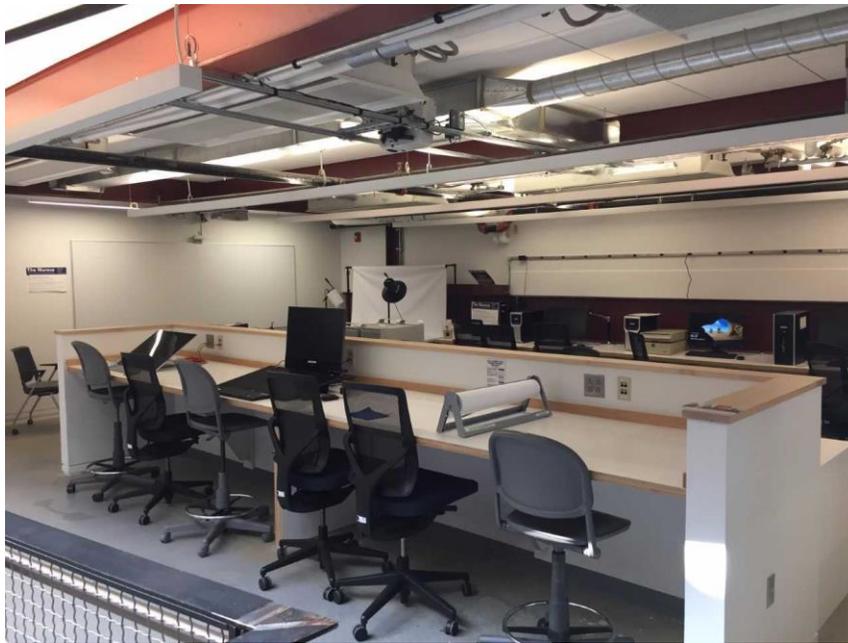
URBN 427C During ARCH 181 Architecture Studio 1A class



URBN Room 348, Seminar Room



URBN 343 Evening Student Lab



URBN 3A Open Lab

Use of Facilities

Facilities for Students

Most Architecture courses are taught in the URBN Center. General Education classes are taught in various buildings around campus, as are large lecture classes, typically the Architecture and Society courses which are too large to fit in classrooms at URBN. Full-time students in the first two years of the 2 + 4 program have dedicated desks in URBN 420 and 426. Each student has a desk, lockable drawer pedestal, upholstered chair, flat file drawer, and access to storage for models during the quarter. A significant increase in freshman enrollment for Fall of 2017 requires additional resources in the form of

extension of the studio space into the adjacent URBN 426, as well as 24 new work stations (desk, chair, pedestal base)

In contrast to facilities visited by the last time, the URBN Center provides our Part Time Evening students spaces not only for class meetings, but for Individual making, meeting with peers, and access to desktop computers. This represents a significant improvement and has resulted in a marked Increase In the use of the facilities by evening students during weekends and evenings when they are not required to be on campus.

One of the most important developments in the Program since the consolidation at the URBN Center is the ability for day and evening students to work side by side, and for the students, formerly working in isolation from other University programs, to share facilities and have the opportunity to learn from those in other programs.

The [Hybrid Making Lab](#) on the first floor of the URBN Center is approximately 2500 sqft and provides flexible making space for both students and faculty. It has the following equipment:

7 Computer work stations	1 Shop bot Desk Top CNC router
3 Universal Laser Cutters- all ULS660	3 Soldering Stations
2 MakerBot FDM 3D Printers	1 9" Wen band saw
2 Type A 3D Printers	1 4" Micro Mark band saw
1 Objet Alaris 24 3D printer	1 8" rotary sander
1 MakerBot table top 3D scanner	1 column sander
1 3D Systems hand help 3D scanner	

The 'Visual Studies Arts Annex Woodshop' is located within walking-distance about four blocks to the northeast of the URBN Center. The following equipment is available for student use:

1 SawStop 10" table Saw	1 Delta 6" jointer – currently unused
2 12" disc sanders	2 Millermatic 210 MIG welders
1 full sized Jet spindle sander	Abrasive chop saw
2 compound angle miter saws	Jet Slip roller (for forming metal)
3 Laguna 1214 band saws	Grizzly compact floor bender (for forming metal)
3 Jet 14" band saws	NextEngine 3D scanner
1 Powermatic 16" band saw	
1 Powermatic drill press	

There is a wide selection of hand tools, battery powered and not, and many many clamps, as well as measuring and drafting devices. The shop is further serviced by a major dust collection system connected to all stationary tools and complemented with 2 ceiling mounted ambient air filters. We also have a fume-exhaust system for welding and grinding processes installed in the welding area. A selection of hand tools is available in the sculpture resource room, including cordless drills and angle grinders.

Facilities for Faculty

With two exceptions, full-time architecture faculty have individual offices. Most are located In the URBN 4A/20 suite, which house the Department copier, office supplies, and kitchenette with microwave, refrigerator/freezer, sink, and coffee/tea making supplies. The Interior Design faculty and the Department Head have offices in suite 410, with a small conference room. We do not have adequate workspace for our adjunct faculty, who occasionally need a space to land between classes.

Technology

Interconnectivity

Each faculty office and all teaching spaces are equipped with phone and ethernet ports. Free secure Wi-Fi is available through the DragonNet system.

Hardware/Display

A former full-time faculty member wrote a grant request to Sony and received 8 large LCD monitors to encourage students and faculty to transition from paper to more digital presentations. This past spring most of these have been transferred from the fixed wall-mount positions in the teaching alcoves to mobile carts for more flexibility. Two of the main teaching alcoves on the third floor have ceiling mounted projectors, speakers, and pull-down screens similar to those in each of the seminar rooms.

Hardware/Computing/Software

Students

In 1983 Drexel University was one of the first colleges in the nation to require Incoming students have a personal computer. Each spring, the Architecture faculty evaluates and forecasts the needs for future students and works with the Westphal IT staff to develop recommendations for the [required laptop](#). Working with the distributors, 2 - 4 options are available for purchase at a discount. In an effort to move away from providing and maintaining over 800 desktop computers for the Westphal Collage, the IT staff has been working with Engineering program to develop a Virtual Desktop Environment. Ideally this will allow students to purchase less robust (read expensive) laptops and have greater computing and storage capacity in the cloud. The 2017-2018 academic year will see the roll-out of a Beta program. In this with free access to most required software through University provided subscriptions. All students will be required to subscribe to Adobe Creative Suite. In the future, we hope to provide large monitors at the full-time student workstations, with additional monitors rather than desktop units throughout. We recently purchased three portable photoshoot booths with lights, and one large photo backdrop so students can photograph their models.

Equipment provided to students

URBN 343 (Dedicated Evening Option Architecture Lab),

- 8 x MacPros 5,1, 8 GB of RAM, 2 x QuadCore Intel Xeon 2.4GHz CPU, Nvidia Quadro 4000 CPU (2GB of GPU RAM)
- Windows 10 64-bit Enterprise Edition.
- Running the latest versions of Adobe Creative Cloud, Autodesk Suite 2018 (3DsMax, Autocad, MEP, Revit, etc.), Sketchup 2017, CityEngine, Maxwell Render, Office 2016, Rhino, RhinoCam, and Solidworks
- 256GB Solid State hard drives for the operating system
- 1TB, 7200 RPM hard drive for local data storage
- Apple Cinema Display LCDs

URBN 3A11

- 18 x Dell Precision T1600, 12GB of RAM, 1 x QuadCore Intel Xeon 3.1GHz CPU,
- Windows 10 64-bit Enterprise Edition, Nvidia Quadro 4000 (2GB of GPU RAM)
- 512GB Solid State hard drive
- Running the latest versions of Adobe Creative Cloud, Autodesk Suite 2018 (3DsMax, Autocad, MEP, Revit, etc.), Sketchup 2017, CityEngine, Maxwell Render, Office 2016, Rhino, RhinoCam, and Solidworks
- 1080 HP LV241 LCDs

URBN 3A Open Lab

- 4 x Dell Precision T1600, 12GB of RAM, 1 x QuadCore Intel Xeon 3.1GHz, Nvidia Quadro 4000 (2GB of GPU RAM), 512GB Solid State hard drive
- Windows 10 64-bit Enterprise Edition
- Running the latest versions of Adobe Creative Cloud, Autodesk Suite 2018 (3DsMax, Autocad, MEP, Revit, etc.), Sketchup 2017, CityEngine, Maxwell Render, Office 2016, Rhino, RhinoCam, and Solidworks
- .1 x HP 8100 Elite, 12GB of RAM, 1 x QuadCore Intel i7 2.93GHz CPU, AMD FirePro W5100 GPU (4GB of GPU RAM)
- 1080 LCDs
- Nureva wide format touch projector

- Microsoft Surface Studio
- Coming soon: Dell Precision 5720 all in one, 27 inch 4K LCD, 1 x Quad Core 3.8GHz CPU, AMD Pro WX 7100 (8GB of GPU RAM), 512GB SSD, 16GB of RAM, married to a Dell Canvas 27 inch drawing surface
- Coming soon: Canon C65 Digital Printing Press, production quality up to 13x19 inches, self service
- Downward facing projector with Creston AirMedia wireless connectivity, cross platform and cross mobile device.
- Scanners: Colortrac SmartLF SC36, Documate 4700, context xd2490, Epson gt-15000
- Printers: HP LJ M806
- 1080 HP LV241 LCDs
- Plans are being developed to add more workstations on the low wall, just don't have the details yet

URBN 420 (2 + 4 Option Day Studios)

- 17 x HP Elite 7100, 12GB of RAM, 1 x QuadCore i7 CPU 2.8GHz, AMD FirePro W5100 GPU (4GB of GPU RAM), 512GB Solid State hard drive
- Windows 10 64-bit Enterprise Edition
- Running the latest versions of Adobe Creative Cloud, Autodesk Suite 2018 (3DsMax, Autocad, MEP, Revit, etc.), Sketchup 2017, CityEngine, Maxwell Render, Office 2016, Rhino, RhinoCam, and Solidworks
- Scanners: documate 4700 wide format scanner, and some other 8.5x11 inch scanners
- Printers: HP LJ M806, HP LJ 5200, 1080 HP LV241 LCDs

Faculty

Each faculty member is supplied with a personal computer (choice of desktop or laptop, PC or Mac) which updated every 5-7 years. A robust list of free [software](#) is available for download for full-time and part-time faculty. The University recently migrated all faculty email (Outlook) to Office 365, and has encouraged faculty and staff to work and store their documents remotely. Each user has 5TB of storage. The Department has four shared 2016 Microsoft Surface Pros for use by faculty, one 2012 Dell Laptop, three portable projectors, a digital camcorder, a digital point-and-shoot camera, and a tripod. Also of considerable use are two Epson digital document cameras, particularly for teaching hand drafting/drawing and remote critiques.

General college infrastructure:

Digital Infrastructure

- 47TB of network attached storage for faculty, staff, and students
- 26 Virtual Machines, 20 for virtual lab, 6 are DB, WEB, Print, and license servers
- 28 hosted website projects
- 60 shared renderfarm nodes for 3D animation and modeling rendering
- 6 license servers (MAC, Windows, and Linux) serving up licenses for 20+ products; combination of physical and virtual
- 4 Websites using Sitecore V2

Westphal Print Center

- Provides color wide format printing services to undergraduate and graduate students, as well as faculty and staff
- Supports remote electronic print submission and expense recovery
- Processes 470 wide format prints per month, ~5,700 per year
- Processes 500 8.5x11 or 11x17 color prints per month, 6,000 per year
~10 work-study students work within the Westphal College Print Center and Westphal IT

Access to facilities

The URBN Center is open 24/7 to enrolled students. The building is open to the public from 8AM to 4PM on weekdays. Access after 4PM and on weekends is via the Market Street entrance where valid student identification must be presented to the Public Safety Officer. All non-enrolled students and visitors must vacate the building after 10PM.

I.2.3 Financial Resources

Institutional Financial Challenges

Drexel University is a private, modestly-endowed tuition-driven University. Budgets for each College at Drexel are established through the Office of Budget and Financial Planning. A timeline for FY 2017 can be found on their [website](#). While students have access to federal and state financial aid, the University receives no such support.

The University has been going through belt-tightening motions since overall low enrollment dropped academic year AY1516 and AY1617 due primarily to [policy changes](#) to enrollment and admission in 2015. However, the incoming class for 2017 represents a 43% increase from 2016, for a total of roughly 3,100 students. Westphal College enrollment grew from 414 freshmen in 2016 to 556 students in September 2017; a remarkable 25% yield on offers. The 2+4 Option in Architecture has blossomed from 28 Freshmen last year, to 53 students submitting their deposits as of June 2017. While enrollment for AY1718 has increased significantly, operating budgets for next year have not been restored to their AY1415 levels. However, Dean Sabinson has approved a request for \$92,000 to purchase additional furniture to accommodate the large class. Reserves from the Program's Discovering Architecture program, along with a contribution from the College are being used to cover this expense.

Drexel is in the process of transitioning from a legacy budgeting system to Responsibility Centered Management, which includes incentives for units (Colleges, Departments, Programs) to increase revenues — through greater enrollment, auxiliary enterprise, etc. — and monitor expense efficiency. In order to avoid drastic swings in budgets our implementation has been gradual, and the RCM budget model uses metrics such as Student Credit Hours averaged over 3 trailing years. As of FY18, our actual budget was built on legacy funding levels, but we will be assessing financial performance based on RCM metrics to prepare for full RCM implementation. Within the College, the Dean will consider each program's revenue/expense margin, along with other factors such as reputation; alumni placement and success; faculty research, scholarship, professional, and creative work; to make strategic decisions regarding enrollment targets, faculty size, operating budgets, etc.

Program Budget

Salaries and Wages

The full-time Architecture program faculty has grown and evolved considerably since the last NAAB visit as described in section I.2.1 Human Resources and Human Resource Development.

Salaries of the full-time employees, faculty and staff, are established by the University administration, which distributes funds to the colleges. Annual performance evaluations aid the Department Head in making recommendations to the Dean who makes the final decisions. For the past five years, these adjustments have been in the 2-4% range, with the exception of 2016/2017, when no general merit increases were given due to the financial constraints of the University. Every year, special consideration being given to some individuals who may request and receive a "compression" bonus. The process for establishing the salaries and criteria for determining these decisions for the bonuses is the responsibility of the Dean. [Policies](#) for promoting tenure and tenure-track faculty in 2010 and those for teaching faculty were updated by the Faculty Senate in 2011. Since the last NAAB visit, one Architecture faculty member has been awarded tenure (Altenmüller-Lewis) and one tenure-track appointment was made (Chung).

Adjunct faculty members at the lower end of the pay scale have seen a significant raise in pay due to the Adjunct Faculty Initiative of 2015 which raised all Adjunct salaries to \$1000/credit for all ranks, except those that were higher previously. This is an increase from the 2014-2015 of the following rates:

Rank	Prior to 2015	After 2015
Adjunct Instructor	\$650/cr	\$1,000/cr
Adjunct Assistant Professor	\$700/cr	\$1,000/cr
Adjunct Associate Professor	\$750/cr	\$1,000/cr
Adjunct Professor	\$900/cr	\$1,000/cr

There are a few circumstances where Adjunct Faculty receive a higher rate that is protected, or "grandfather-ed". While the Provost Office stated that they would make efforts to raise the adjunct rates in the future, no discussion of that timeline has been shared with the Faculty Senate.

The Department has access to two full-time administrative staff who serve all five programs in the Department of Architecture, Design & Urbanism. See I.2.1 Human Resources for this information.

Operating Budget

The Department submits an operating budget to the Dean of Westphal College who evaluates the request and submits the College's budget to the Provost. The Office of the Provost reviews the annual requests for operating budgets from colleges and schools based on total matriculated students, student credit-hour generation, and the number of full-time, tenure-track faculty in each unit. Funds are allocated to the colleges on that basis, although they may be modified in special circumstances. It is important to note that Westphal adjunct faculty salaries are not funded by the College itself, but by the Provost's Office. The following revenue categories are either controlled or influenced by the Architecture Program:

- Undergraduate enrollment
- Graduate enrollment
- Sponsored Research
- Grants and Contracts
- Auxiliary enterprise and other income, e.g. High School Workshops
- Private Gifts

ARCHITECTURE PROGRAM BUDGET SINCE LAST ACCREDITATION VISIT

	2017-2018 REVISED BUDGET AS OF 10/04/17	2016-2017 YTD ACTIVITY AS OF 6/22/17	2015-2016 YTD ACTIVITY AS OF 6/30/2016	2014-2015 YTD ACTIVITY AS OF 6/30/2015	2013-2014 YTD ACTIVITY AS OF 6/30/2014	2012-2013 YTD ACTIVITY AS OF 6/30/2013
Salaries and wages						
Regular Full Time Teaching Salaries	\$ 354,885.47	\$ 411,727.96	\$ 407,623.29	\$ 291,934.44	\$ 286,492.23	\$ 404,059.63
Department Head Supplement						\$ 4,130.08
Auxiliary Teaching Sal Full Time	\$ 484,347.06	\$ 432,091.33	\$ 342,437.67	\$ 343,954.16	\$ 281,695.41	\$ 171,026.71
Teaching Extra Compensation	\$ -	\$ 17,169.01	\$ 3,600.00	\$ 6,752.01		
Adjunct / Part Time Teaching Salary	\$ 312,088.61	\$ 304,175.01	\$ 276,565.08	\$ 366,915.21	\$ 140,775.00	\$ 78,995.01
Regular Admin Salaries Full Time						
Administrative Supplement	\$ 11,199.00	\$ 16,291.38	\$ 16,200.00	\$ 16,230.00	\$ 9,545.82	\$ 8,499.96
Supplemental One Time Pays					\$ 1,600.00	\$ 2,580.14
P/T Supplemental One Time Pays				\$ 1,950.00	\$ 250.00	
Support Staff Salaries Full Time						
Temporary A Salaries		\$ 150.00		\$ 2,500.00	\$ 10,016.66	\$ 3,360.00
Student Salaries		\$ 2,807.50	\$ 5,773.00	\$ 2,100.00	\$ 1,560.00	\$ 22,847.50
Fringe Benefit Allocation	\$ 316,972.58	\$ 324,499.91	\$ 285,859.38	\$ 260,134.97	\$ 208,549.96	\$ 158,030.23
"Pooled Budget"	\$ 20,000.00					
TOTAL	\$ 1,499,492.72	\$ 1,508,912.10	\$ 1,338,058.42	\$ 1,292,470.79	\$ 940,485.08	\$ 853,529.26
ARCH LAB FEE	\$ 20,000.00	\$ 23,288.74	\$ 19,129.28	\$ 23,979.79	\$ 26,220.82	\$ 22,399.76
GENERAL EXPENSES	\$ 20,000.00	\$ 27,802.67	\$ 27,916.95	\$ 12,551.97	\$ 34,350.76	\$ 60,145.53
ENDOWMENT INCOME						

INFORMATION EXPECTED AT END OF OCTOBER 2017

Teaching Fellowships and Awards

The Provost's Awards to Faculty and Professional Staff allow Drexel University to honor full-time and part-time faculty and professional staff for their demonstrated excellence in serving the educational and scholarly missions of the University. These awards recognize individuals and/or teams for their outstanding contributions to the University and their scholarly fields.

Awards received:

Ulrike Altenmüller-Lewis (2011): [Allen Rothwarf Award for Teaching Excellence](#)

Rachel Schade (2012-2013): Stanley J. Gwiazda Professorship in the Goodwin Evening College

Nominations:

Mark Brack (2014) Lindback Award for Distinguished Teaching

Ulrike Altenmüller-Lewis (2016) Lindback Award for Distinguished Teaching

Scholarships and Awards for Students

The Architecture Program is unique within Westphal College in the number and value of a variety of scholarships that have been established, particularly for the Study Abroad Tours. These are described for students on the Program website.

Competition Prizes

- *The Michael Pearson Thesis Prize* honors a 1988 graduate of the Architecture Program whose life was tragically cut short in 1989. The Pearson Prize is presented annually to the architecture student who "produces the best thesis project, and who, in the course of the thesis year, shows exceptional spirit in pursuing the work." The winner, chosen by faculty vote, receives a gold medal and a stipend for extended travel for the study of architecture (\$7,500 for the past five years). Second and third place awardees receive silver and bronze medals respectively. In June of 2016 the Architecture Program sponsored an exhibit to celebrate 25 years of awarding this prize. A booklet was created, and a reception was held and attended by many prior winners as well as Mr. Pearson's twin sister and many of his friends.
- *The Izenour Prize* honors the memory of Steven Izenour, AIA, a member of the Architecture adjunct faculty at various times between 1973 and 2001, and a dynamic force in the lives of Drexel students and faculty alike. The Izenour Prize is awarded through a two-week design competition held in the Comprehensive Design Studio (now ARCH 361/362/363, soon to be ARCH

487/488/489 In the new curriculum). The competition prompt, developed by the Izenour Committee, focuses on issues with which Steve Izenour was identified; the American architectural vernacular, commercial architecture, signs and graphic imagery. The prize is credited toward the winner's tuition in the following year.

- *The Joe Jordan Prize* honors Joe Jordan, EFAIA, member of the Architecture faculty for eighteen years and Department Head from 1965-1977. The prize is awarded to the winner, selected by the faculty, of a two-week design competition to be held for all students in the Urban Design Studio (ARCH 381/382/383), or in lieu of a competition in some years, by selection of the Studio faculty and Program Director. The prize is credited toward the winner's tuition in the following year.
- *The John Stewardson Memorial Scholarship in Architecture* is the most prestigious competition/scholarship open to students and young architects in Pennsylvania. It was founded to honor [John Stewardson](#) (1858-1896), a prolific designer and partner in the well-known Philadelphia firm of Cope & Stewardson. Established by fellow architects following his death, the competition is limited to students in their final year of an accredited architecture school in Pennsylvania (now there are seven schools: Carnegie Mellon University, Drexel University, Marywood University, Penn State University, Temple University, Thomas Jefferson University (formerly Philadelphia University) and the University of Pennsylvania. Most students and more recently young Drexel alumni participate in this competition. The winner receives a \$10,000 prize for foreign travel.

Drexel Architecture Program Prizes, Awards and Scholarships

- *The Leonard B. Bureau Prize* was created in memory of Leonard Bureau to recognize a graduating senior for excellence in research.
- *The Hassan Ali Award* honors the memory of an Architecture alumnus whose illness prevented the completion of his degree. It provides a scholarship for a promising and financially-deserving minority student in the Evening Program. The award is credited toward the winner's tuition during the following school year.
- *The Charles Broudy Scholarship* was created through the generosity of Charles E. Broudy, FAIA, a 1949 Drexel Architecture graduate and supports one talented and financially-deserving student whose career had been successfully launched in the first two years of the 2+4 Program. The scholarship is credited toward the winner's tuition in their first year of the Part-Time Evening program.
- *The John Sabatino Scholarship* honors the memory of John S. Sabatino, AIA, a 1950 Drexel Architecture graduate and supports talented and financially deserving students in the Part-Time Evening program in the third year or later. The scholarship is credited toward the winner's tuition during the following year.
- *The David Slott Award*, established by a graduate of the former Evening College, has for many years provided a tuition stipend for a student in the fifth year of study who has the highest GPA in their design studios during their first four or five years in college. The scholarship is credited toward the winner's tuition during the following year.
- *The Joseph Wilson Award* was established in 2012 by former faculty member Judith Bing. Each year three students who have conducted excellent research in a non-studio course are awarded a book.
- Plans are underway to establish a Sketching Prize which will comprise of a small cash award, a book, and a certificate for the student who submits the best free-hand sketch.

Drexel Architecture Travel Scholarships

- *The Anthony & Louis Marzullo Travel Scholarship* honors two men known for their love of classical art and architecture and assists one or two talented and financially deserving students to join a Summer Study Tour in Italy.
- *The Otto Sperr Travel Scholarship* honors a distinguished Philadelphia architect who had been a member of the Program faculty for twenty-six years. This scholarship assists one or two talented and financially-deserving students per year to join a Summer Study Tour.

- *The William Steele Company Travel Scholarship* provides \$1,000 per year for ten years to assist academically-accomplished and financially-deserving students to join a Summer Study Tour in Rome.
- *The Robert B. Ennis Traveling Scholarship* honors the memory of the professor who served as the Program's architectural historian for twenty-five years. Based on academic achievement and financial need, the scholarship assists a matriculated Architecture student to join one of the Summer Study Abroad trips.
- Reserve funds from the Summer Study Abroad Account are used to award additional scholarships to students who wish to participate in the trips and who are in need of financial assistance.
- Two other funds, *The Mark Ueland Travel Scholarship* and *The Paul M. Hirshorn Travel Scholarship* will be awarded once each endowment reaches \$25,000.

Graduation Awards

- *The Henry Adams Prize*. Each year the American Institute of Architects provides two engraved medals to the graduating students with the best academic record, and certificates of merit to the third and fourth ranked graduating students in each accredited architecture program in North America. Beginning in 2014, Drexel has also awarded the winners with vintage copies of Henry Adams' *Mont Saint Michel and Chartres*, the book published by the AIA to raise funds for the award.
- *The Alpha Rho Chi Medal* is presented annually to a student "who has shown an ability for leadership, performed willing service for school and department, and gives a promise of real professional merit through attitude and personality".
- *The ARCC King Research Medal* is awarded annually to the student who the faculty determines has demonstrated "innovation, integrity, and scholarship in architectural and/or environmental design research".

In addition to the above, the Architecture program maintains a list on the program website of many [available scholarships for architecture students](#), as well as of [student design competitions](#). The [Drexel Fellowship Office](#) provides support to students interested in seeking advanced research grants such as Fulbright and Marshall programs. Members of our faculty have served on campus interviews for these candidates. Our industrious students have been very successful at seeking and obtaining scholarships and awards from a wide variety of sources to supplement the cost of their education.

I.2.4 Information Resources

Institutional Context

“Drexel University Libraries is a learning enterprise dedicated to providing access to authoritative information regardless of format, to building learning environments, to making connections across disciplines to connect individuals with scholarship and to modeling an entrepreneurial organization.”

[About the Libraries](#)

The Library has four physical locations and a dynamic website, providing access to over 700,000 resource items. The Libraries continues to grow, adding new databases and online tools, renovating and refurbishing facilities, and re-envisioning staff organization and promoting professional development. In 2016, the Libraries had over 790,000 physical site visits and over 745,000 website visits. Over two million online full-text articles were accessed and there were over 22,000 general circulation transactions. Librarians held almost 9,000 research consultations and 49% of the Libraries budget was spent on collections. ([2016 Annual Report](#))

“Libraries' staff advances the University's academic mission through:

- Serving as educators. Librarians coach students and other learners to become confident and expert in their information literacy skills and they build partnerships with faculty and other campus experts to support discipline-based teaching and learning.
- Supporting education and research through services that provide convenient, reliable, efficient and cost effective access to information resources.
- Collaborating with researchers on informatics and data curation issues.
- Fostering intentional learning outside of the classroom, in both physical and virtual spaces.

In all of their work to advance the University's mission, library staff employ purposeful design, thoughtful assessment and continuous quality improvement.” ([Library Mission Statement](#))

The Westphal College of Media Arts & Design is fortunate to work with [Shannon Marie Robinson](#) as our Liaison Librarian for Media Arts & Design. Since joining the Drexel University Libraries in December 2015, she has been an integral member of our team by her proactive approach to supporting faculty and students.

Collections

The Liaison Librarian for Media Arts & Design routinely reviews resources and acquisition selection to maintain currency and relevancy, and to provide quality resources in a variety of formats to support curricular work and research of the College. As a part of the University's efforts to create lifelong learners, the Libraries maintains consistently high levels of communication with the Architecture program to ensure that the Libraries' resources and services are in accord with program's goals and requirements.

The Libraries' collections support the mission and goals of both the Architecture program and that of the entire University by continuously building the print collection while, at the same time, staying current with electronic resources as they become available. The collections not only support the Architecture curriculum, but a whole spectrum of related disciplines including art, interior design, architectural engineering, construction, archaeology, anthropology, history, design, historic preservation, philosophy, urban planning and landscape architecture. The collections specific to the Architecture program include monographs, periodicals, reference sources and directories, and media and electronic databases, all of which are overseen by the Liaison Librarian.

Drexel's liaison librarians are responsible for maintaining, monitoring, weeding and developing his/her collection and has authority to approve purchases for the collection. The Liaison Librarian welcomes collection requests and recommendations from faculty members and often acquires these suggested resources. Books, media and most other library materials are classified using the Library of Congress Classification Scheme. Most new print materials are cataloged and available for borrowing within two weeks of arrival in the library.

Collecting in architecture is maintained at the "study" level. (According to David L. Perkins, "study" level is defined as "a collection which is adequate to support undergraduate or graduate course work, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, selections from the works of secondary writers, a selection of representative journals, and the fundamental reference and bibliographical tools pertaining to the subject.")

As of August 2017, the collection includes 11,243 NA items and 17,600 non-NA items related to architecture (including archaeology, urban planning, landscape architecture, and engineering). The Visual Arts collection (Classification N) includes 29,196 items; NA is the largest portion of this collection. The collection's variety and depth enable students to access information required for studio and other research needs. On average, \$25,000 is spent annually on print books in art and architecture. Access to ebook packages including JSTOR eBooks and ProQuest Ebook Central have supplemented this print collection in architecture and architecture-related disciplines.

The Libraries holds 38 DVDs classified NA. DVDs circulate and there are screening rooms available in the library. The Libraries also subscribes to Alexander Street Press' Academic Video Online: Premium, a streaming video database with over 1,200 videos on Art & Architecture.

The Libraries has 60% current, full-text access and 96% selective coverage and indexing for core titles on the Association of Architecture School Librarians' (AASL) Core List of Periodicals. The Libraries provides access to 27 of the 53 AASL titles in print and 29 titles electronically. There are over 200 journals scoped to Architecture and more than 800 within the related scope Visual Art and Applied Arts. Periodicals are not assigned call numbers, but their titles, subjects and holdings are listed in the catalog. Additionally, the Libraries subscribes to 463 databases, including the Avery Index to Architectural Periodicals, Art & Architecture Complete, Art Full Text, Art Index Retrospective, Oxford Art Online, Arts: Search, Design and Applied Arts Index, ARTstor, JSTOR, JSTOR eBooks, MadCad, and Material ConneXion. Approximately \$42,000 is spent annually on recurring architecture subscriptions including databases and journals.

The Libraries makes use of conservation binding and purchases archival boxes for materials that are old, fragile or otherwise imperiled. Most fragile materials are available in the Archives, located on the ground floor of the Hagerty Library. The Library is climate controlled and provides appropriate and adequate housing for all materials. Stacks are regularly scanned for items needing repair, which are then brought to the appropriate subject librarian for rebinding assessment. Oversized materials are stored in a separate area of the stacks.

Services

The Liaison Librarian for Media Arts & Design provides information services through several avenues to support faculty and students. Individual and group consultations as well as invited in-class presentations help develop research, evaluative, and critical thinking skills necessary to lifelong learners and successful professionals. The Liaison Librarian is also available via chat/IM, email, telephone, Skype, and invites drop-by inquiries and schedules formal research consultation appointments. Ms. Robinson has been actively involved in the research and learning of architecture students from library instruction for first-year students to intense, one-on-one consultations with seniors beginning their capstone projects.

The Hagerty Library, which houses the print Architecture collection and Ms. Robinson's office, is open an average of 112.5 hours/week during the academic year. Normal hours are Monday to Thursday: 7:30 am to 2:00 am; Friday: 7:30 am to 8:00 pm; Saturday: 10:00 am to 8:00 pm; and Sunday: 10:00 am to 2:00 am. The Bookmark Café in Hagerty Library provides 24/7 study space and the Library's hours are expanded to 24/7 during exams.

Reference assistance is available 52 hours per week, including in-person service at Hagerty Library and via chat/IM, phone and email. These reference services are available from Monday through Thursday between 9:00 am and 7:00 pm, Fridays from 9:00 am to 5:00 pm, and Sundays from 3:00 pm to 7:00 pm. At least one professional librarian with specific subject expertise and a broad knowledge of general

research is available to assist patrons during these hours. All liaison librarians are on call during their working hours to answer in-depth questions that require their specific subject expertise.

In addition, research guides and video tutorials are also available to assist students with their research needs. The [Research Guide for Architecture](#) is maintained by the Liaison Librarian for Media Arts & Design and includes her contact information. This guide averages 43 visits per month and is in the top five most used resource guides for Media Arts & Design.

Access Services include course reserves, electronic resource access, and interlibrary loan. Course reserve materials are available in print and electronically, including streaming video and audio. Remote access is available for all databases and the Libraries has an Electronic Resources Librarian to assist with any access problems. The Libraries' technological infrastructure is sufficient to handle the traffic, which is significant due to the number of online programs and off-campus students. Usage statistics for electronic resources are updated monthly, including turn-away numbers.

The Libraries also participates in a formal interlibrary loan program, providing Drexel users with access to books and articles from sources all over the world. The Libraries is a member of the Pennsylvania Academic Library Consortium, Inc. (PALCI). This is a consortium of nearly 70 academic and research libraries including Carnegie Mellon University, Pennsylvania State University, New York University, and The New School. This service provides an online catalog that allows patrons to simultaneously search print holdings of each of the participating libraries and directly request and borrow books not available at the Libraries. Requested books usually arrive within 4 to 5 business days. This quick turnaround has made the interlibrary loan process a realistic and popular option for acquiring books not available at the Libraries. For both PALCI and traditional interlibrary loan items, users submit their requests electronically through the Libraries' website and then pick up the requested print material at the Libraries or are emailed electronic files.

The Libraries' electronic newsletter is published monthly and is linked on the Libraries' website. Access to all Libraries' collections is fully automated and the catalog is accessible through computers stationed on all floors of the Hagerty Library with twenty-four-hour access provided through the Libraries' website. The website is accessible by screen readers and other technologies including mobile devices.

Drexel's undergraduate students enjoy the privilege of full visiting access to the University of Pennsylvania's collection located only three blocks from Drexel's main campus, although borrowing must be approached through interlibrary loan procedures. Drexel faculty and graduate students can borrow directly from the University of Pennsylvania Libraries.

Staff

Drexel University Libraries is staffed by 59 full time employees, 24 who are librarians who hold an M.S. in Librarianship and/or Information Science. Librarians at Drexel University do not have faculty status. They have discipline-specific assignments to the University's colleges, schools and programs, and are responsible for building and maintaining the Libraries' collections as well as offering reference and instructional services in support of these programs. All of the liaison librarians share their subject expertise with the rest of the Libraries' staff to ensure consistent reference and instructional service. The Liaison Librarian for Media Arts & Design is considered the educational liaison for all of the College's programs, including Architecture.

There are written position descriptions for every position in the University Libraries, including student workers and library assistants. A minimum of a Bachelor's degree is required for most support positions (the exception would have to have significant job experience in the library field). Salaries of library staff are commensurate with others in the institution with similar training and experience. Tuition reimbursement is available to all full-time staff. All professional librarians are supported and encouraged to attend one major conference a year. Each librarian is given a separate budget to use at their discretion to attend conferences and workshops. Ms. Robinson is a member of the Association of Architecture School Librarians and the Art Libraries Society of North America.

Facilities & Equipment

The University's main library is the W. W. Hagerty Library on the University City campus, less than three blocks from the Architecture program's offices and classrooms. All four library locations (Hagerty Library, Hahnemann Library, and Queen Lane Library, and Library Learning Terrace) are administered by a Dean of Libraries, with offices in Hagerty Library.

Hagerty Library is ADA compliant and has sufficient shelving to house its architecture and related collections, but only limited room for expansion. Twenty-one group study rooms are available in the library, as well as many individual study carrels. The heating and ventilation within Hagerty Library is adequate, and it is well lit. The Library is secure from theft, fire and natural hazards and has a guard on duty whenever the building is open. It is equipped with a sprinkler system on all floors.

There are photocopiers, printers, and scanning stations within Hagerty Library. The Library also a viewing room complete with a TV/VCR/DVD player to watch videos and 100 public computer workstations (a mix of PCs and Macs) available, providing access to the catalog, the Internet, all of the Library's electronic resources and specific software applications (such as word processing and spreadsheets). The Libraries also provide laptops, PC and Mac, for loan to patrons for in-library use.

Hagerty Library has two classrooms and one meeting room on the lower level. Two of these are "smart" classrooms with digital projectors, SmartBoards, one instructor computer, and 28-32 student computers. Librarians and faculty primarily use these classrooms for instructional purposes, however students can utilize them as computer labs when no sessions are scheduled. All Libraries full-time staff members have their own workstations or laptops.

Drexel University Libraries are also home to the University Archives, which contain materials pertaining to Drexel and Philadelphia history and architecture. A full-time archivist is available to assist in student and faculty research, including providing a scanning service for collection drawings and photographs. The Archives, in conjunction with the Libraries' discovery systems team, also administers Drexel's institutional repository. All dissertations are required to be submitted both electronically and in print form, and electronic copies of Master theses are encouraged.

Information Resources maintained by the Architecture Program

The Architecture Program's excellent slide collection stands at approximately 27,000 slides and continues to be the basic resource that Professor Brack uses for his architectural history survey classes and seminars. Given academia's wholesale abandonment of slides in favor of digital projection, the Program stopped adding new slides over two years ago. The digital scanning of the existing slide collection as well as new images started in 2012 and is roughly 55% complete. The department recently purchased a high quality slide scanner and \$6,000 of the department's operating budget has been earmarked to edit and catalogue slides that are scanned by work-study students. Many adjunct faculty members have assembled lectures and even entire classes by personally scanning slides from the collection and gathering other images from the internet. The University Library subscribes to image banks including ARTstor and the Society of Architectural Historians that provide an excellent selection of architectural photographs. These collections, however, will not completely satisfy the needs of the Department and it is expected that the total digitization and cataloging of the slide collection and the provision of a new computer server must be accomplished quickly before photographic slide projection becomes unavailable.

I.2.5 Administrative Structure & Governance

Administrative Structure

Since 1986 the Department of Architecture has been part of the College of Media Arts & Design, now the Antoinette Westphal College of Media Arts & Design. AWCoMAD is one of nine colleges and four schools at Drexel University. In 2007, the two professional design programs in the College combined to become the Department of Architecture & Interiors, which was re-named in 2017 Department of Architecture, Design & Urbanism to reflect the addition of new programs. All degrees in the Department are granted through AWCoMAD and all full-time faculty are hired through AWCoMAD.

The Architecture Program retained operating links with the Goodwin College of Professional Studies (formerly Evening College) until 2012, which provided administrative services for all evening programs at the University, hired adjunct faculty to teach evening courses, and supported Drexel AIAS. The Architecture Program operated in this dual relationship for 25 years, with each college having a defined role in the operation of the B.Arch. program. Since 2012, the part time evening option has been part of the AWCoMAD. Today, the Architecture Program is part of the Department of Architecture, Design, & Urbanism in the Antoinette Westphal School of Media Arts & Design. All degrees are granted through AWCoMAD and all faculty are hired through the College.

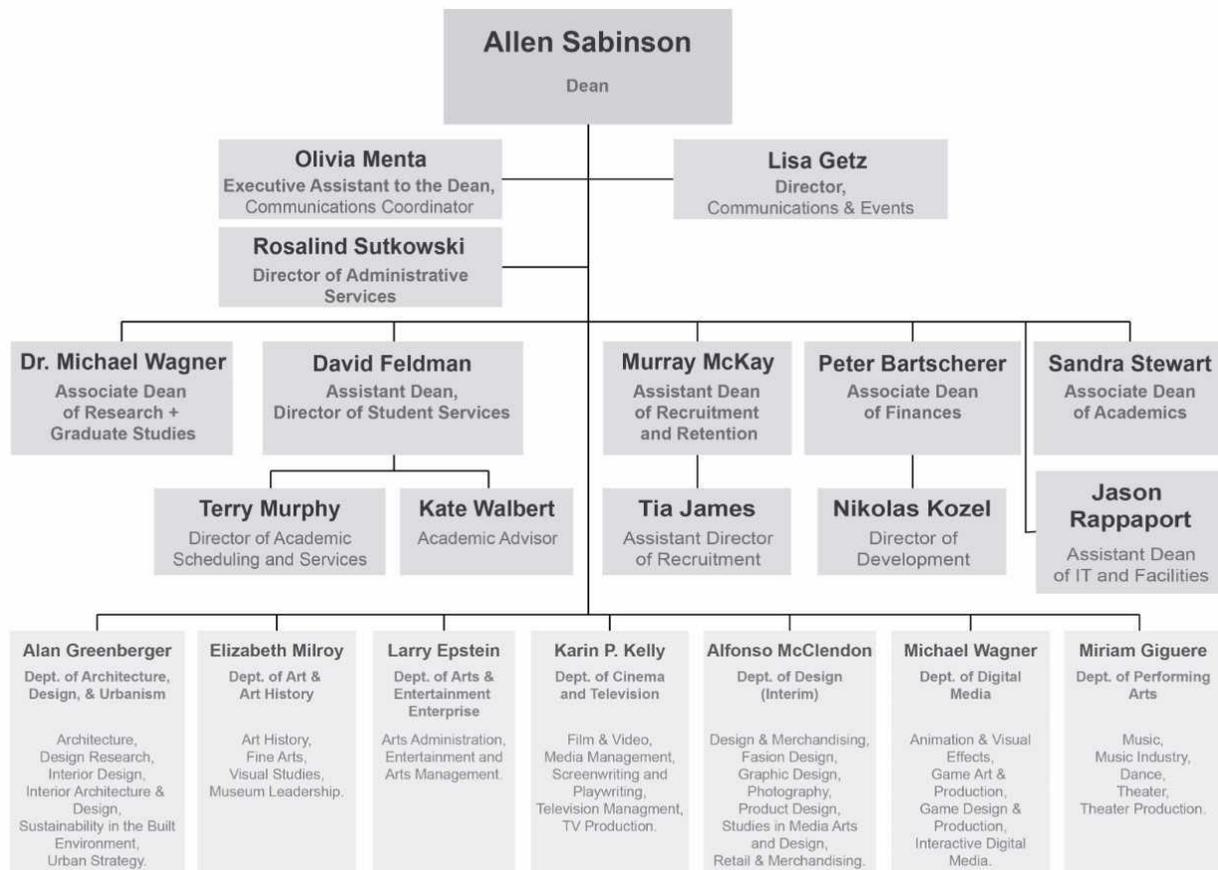
Westphal College Administrative Structure

The Department of Architecture, Design & Urbanism is one of seven departments in the AWCoMAD. These departments offer 19 undergraduate majors, 18 undergraduate minors, nine graduate programs and one PhD program. Three programs are exclusively taught online. [Westphal Academic Overview](#).

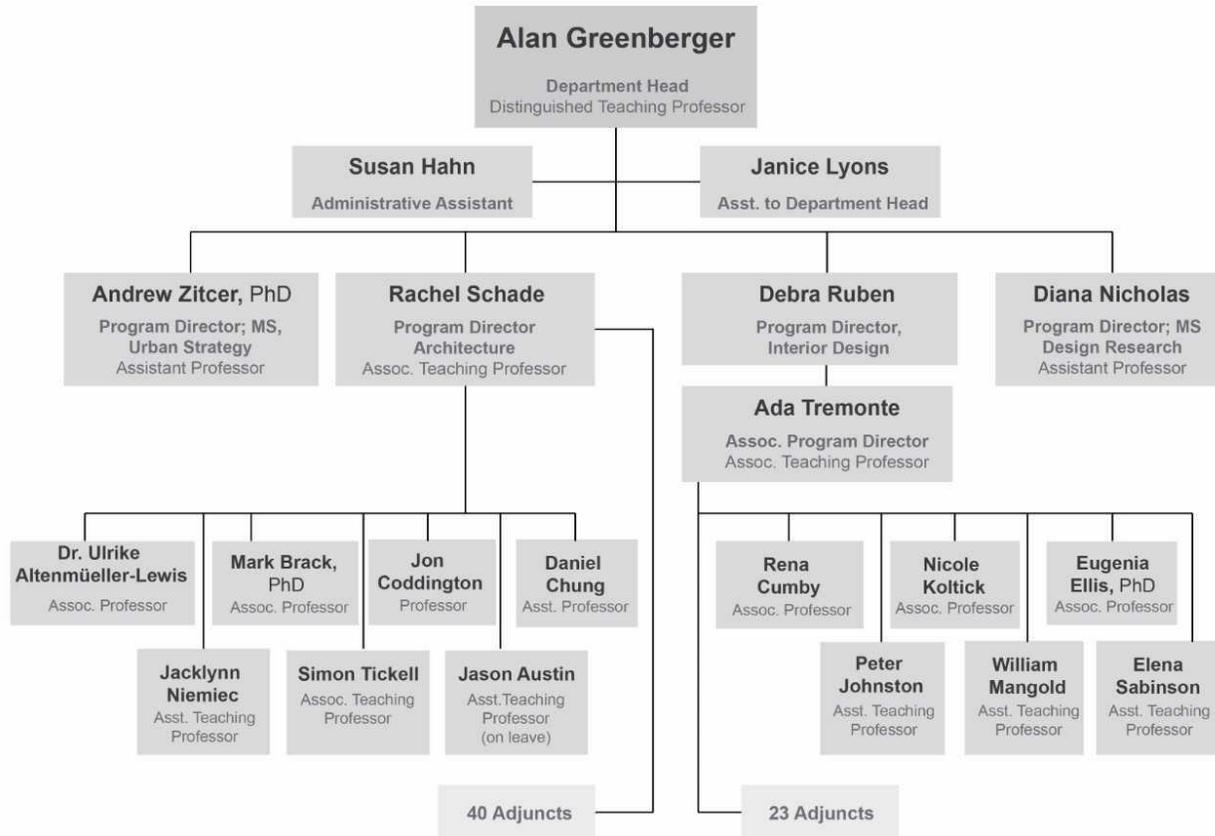
The Department of Architecture, Design & Urbanism offers one architecture degree, the B.Arch. with two paths or options to achieve it; as well as an undergraduate-degree program in Interior Design, a graduate program in Interior Architecture & Design, a graduate program in Design Research and one in Urban Strategy. The Architecture Program also offers an undergraduate minor in architecture.

The Architecture Program Director and the Department Head collaborate closely with the faculty to assure the program conforms to the conditions for accreditation. Curricular decisions as well as budgetary priorities are similarly collaborative and coordinated with College and University processes and procedures.

Organizational Chart--Antoinette Westphal College of Media Arts & Design



Organizational Chart—Department of Architecture, Design & Urbanism



Description of the Program’s Administrative Positions

Administrative position descriptions and responsibilities are available and can be furnished to the team upon request.

Governance

As stated in section I.2.1.A. Faculty, the Drexel Architecture faculty is atypical of American architecture programs given its unusual mix of a few full-time faculty members with a large number of adjuncts. The University recognizes that adjunct faculty cannot be expected to shoulder a significant share of the governance responsibilities that full-time faculty usually assume. Consequently, creating an inclusive program-governance structure is challenging, especially when service/administration demands on the full-time faculty are already excessive. The new Department Head and faculty are committed to creating an effective protocol (the College does not set policy for program governance) for shared decision-making that will consider the unique characteristics of the program while providing ample opportunities for faculty participation.

Since 2011 the full-time faculty of the department began meeting together once or twice per term. These meetings typically address a range of issues affecting the University, the College and the Department. They are both informational and substantive, with all curricular changes and proposals (such as the new majors or programs and any curriculum changes) requiring a majority faculty approval.

In 2010, two departmental committees were formed: The Curriculum Committee and the Lecture Committee. In addition to faculty representatives, the Lecture Committee originally also included a student member. As a result, the 2011-2012 Arfaa Lecture Series for the first time, hosted a lecturer specifically chosen to consider interior design. A practice since then continued. Since the last accreditation: a Study Abroad Committee has been formed to develop additional two week intensive trips as well as explore the possibility of longer term opportunities for our students.

In the winter quarter of 2009, the new Associate Program Director (Dr. Altenmüller-Lewis) initiated bi-weekly meetings for the Architecture full-time faculty and staff. These continue to this day. Because of the small number of full-time faculty, much of the Architecture Program's business is often handled informally, making some scheduled meetings unnecessary.

The adjunct faculty's interests and concerns were until 2014 represented by an Evening Program Committee that included a representative from each studio year of the seven-year program. Historically this group met three times a year or even less. During the process of curriculum reviews leading up to the extensive curriculum changes that we have been implementing since 2015, however, Professor Altenmüller-Lewis began convening the committee 2-3 times per term, to solicit debate and ideas on reevaluating the curriculum. These Evening Program faculty members, in combination with the Program's full-time faculty, constituted the Architecture Program's Curriculum Committee and all architecture curriculum changes must first be passed by this group prior to being considered by the Department, College, and the University. This practice was shifted to include only full-time faculty with leadership changes in 2014. Since then full-time faculty inform adjunct-faculty of major changes or curriculum revisions and are usually held once or twice per academic year. Intensive informal conversation about the curriculum however have continued through the full-time studio coordinators that work hand-in-hand with the adjuncts teaching studios and classes in representation, technology, history/theory and professional practice.

Ad hoc committees, such as search committees, are created by the Department Head and Program Director in consultation with the faculty. Full-time Architecture faculty serve on the following University and College Committees:

- Faculty Development Committee – Jon Coddington
- Rankin Scholar in Residence Committee – Mark Brack
- Westphal Studies Committee - Ulrike Altenmüller-Lewis
- Research Council – Daniel Chung
- Swift Fund Committee – Rachel Schade
- Dean's Advisory Committee – Jon Coddington
- Strategic Planning Committee – Ulrike Altenmüller-Lewis
- By Laws Committee – Jon Coddington
- Library Advisory Committee – Mark Brack
- University Emeritus Committee – Jon Coddington

Currently students are not a significant part of the modest committee structure of the program. The Department Heads, Program Director and all full-time faculty maintain an open-door policy for students to provide constructive input. The administration and faculty have attempted to inform students of impending program changes, particularly through Drexel AIAS and through e-mail. The effectiveness of this communication is evidenced by change from 3-hour evening studios to 4-hour studios in years 4-6 in 2011. The Department received only two e-mails from students, both from students in the 2+4 program and none from the evening students.

During the search for a new Department Head in 2010, the students formed the Student Voice Committee, an ad hoc group that met and evaluated the candidates. This student committee also presented their analysis of the candidates to the Search Committee (which happily concurred with the students' recommendation). Since that search, a student representative has served on each search the Architecture Program has conducted.

II.1.1 Student Performance Criteria

Pedagogical Focus

As discussed in Section 1, the Drexel program is currently in year three of a major curricular revision, with another four years to go until it is fully implemented. Discussions regarding this revision date back to 2010, prior to our last accreditation visit. It is worth repeating the goals established by the Program administration at that time:

“...three major educational themes ... emerged as the faculty, students and administration reshape the Architecture Program to respond to current and future challenges...:

Issue-Based Learning

- Address some of society’s most difficult problems with an educational model that uses our nation, our cities, and our neighborhoods as our classrooms.

Evidence-Based Scholarship

- Provide architectural research that is evidence-based, measurable, relevant, and actionable to serve the academy, the profession and society.

Educating Design Leaders

- Establish one of the nation’s most collaborative, pragmatic, and rigorous architectural programs.
- Over the next several years, the Program will aggressively develop these three major educational themes in more detail, to identify specific competencies related to each of these broad program goals, and to fold these goals into the curriculum”

One of the recent changes in the NAAB criteria is the restructuring of Realm C, Integrated Architectural Solutions. ARCH 361, 362, 363 are the comprehensive design studio and focus specifically on the practice of integrated architectural solutions. Understanding of criteria C.1 and ability in criteria C.2 and C.3 are demonstrated through weekly analysis and design exercises. During the fall term (ARCH 361) students start by identifying the fundamental design concepts within a selected competition entry from the 2014 Philadelphia Athenaeum “Looking Forward” Competition. Using this as a launching point, student work in teams to integrate technical solutions to enable a holistic building design through iterative exercises. These exercises include (1) precedent analysis, (2) climate analysis for impact on site and massing, (3) code review and program analysis for the impacts on circulation and layout, (4) zoning and daylighting analysis including view studies, (5) structural layouts and envelope materials, (6) schematic cost analysis, (7) wall sections, and (8) thermal analysis including balance point temperatures. These exercises are used to help test and flesh out the original design concept. Although the final designs of the term may look different than their original competition entries each student project attempts to carry forward the main architectural ideas and concepts that they identified at the beginning of the term while also integrating technical solutions for each of the required exercises.

The fall term (ARCH 361) is often the first experience for students in integrating multiple technical analyses into studio design and as such the use of an existing design concept from the competition entries allows for a rapid yet structured exercise for technical integration. During the winter and spring terms (ARCH 362 and 363), student teams work on a single project that spans both terms and they generate their own design concepts. The winter-spring project is the design of a net-zero-energy, mixed-use (academic, commercial, and retail) building located on Drexel’s campus. All of the technical exercises from the fall term are re-employed and are also augmented by new exercises including (1) structural element sizing for the impact on structural grid spacing and massing, (2) heating and cooling degree days for their impact on overall energy consumption, (3) water demand and collection analysis for water conservation opportunities, (4) net zero energy and solar power analysis, and (5) envelope detailing.

To augment the feedback given during their Wednesday studios, students participate in graded weekly studio blog assignments. Teams post image and text updates to the blog every Sunday and peer review their classmates work every Monday. In this way this way students across teams and sections can view and engage in the studio work as a whole, while also receiving critique that help them further develop their projects. Most assignments ask the students to develop at least two possible solutions so that the pros and cons of each can be evaluated within the decision-making design process. Most technical exercises are performed at least twice during the project to incorporate feedback, make improvements and work iteratively in the design process. Each week students are given written assignments that explain, the deliverables expected, the learning objectives that are to be demonstrated and the working methods that will help them complete their assignments. By the end of the year, students gain substantial experience in research, iterative integrated evaluations and integrative design and demonstrate the ability to synthesize design variables from multiple systems.

Collection and evaluation of work for the Student Performance Criteria

The full-time faculty, in planning for the accreditation visit, has worked diligently to collect, assess, collate and curate both student work and course information. Jacklynn Niemiec has worked particularly closely with Drexel's Information Technology staff to develop a digital platform for the Visiting Team. The full-time faculty has each taken on courses for which they are responsible and proposed specific assignments and work product that best represent the Student Performance Criteria. Between the time this APR is submitted, and the visit in mid-February, each faculty member will be responsible for reviewing work they did not select to ensure that the work both represents what it is being claimed, and that the work represents both "high" and "low" pass quality. We have taken the NAAB's recommendations seriously in accumulating this evidence, and will have reviewed the work for compliance with the criteria not based on the grades that were given to the students, but for content and competency.

II.2.1 Institutional Accreditation

The Architecture Program offering the accredited degree within the Department of Architecture, Design & Urbanism is part of Drexel University. Drexel University is an institution accredited by the Middle States Commission on Higher Education (MSCHE), one of the recognized regional Institutional accrediting agencies for higher education. Drexel was first accredited in 1927, and most recently re-accredited in 2012.

The most recent statement of accreditation status can be accessed [here](#).

Drexel University is scheduled for a Self-Study Review in 2021-2022. More information about Drexel and the Middle State Commission is available on the Provost's [website](#).

II.2.2 Professional Degrees & Curriculum

Professional Degrees Offered

B. Arch. (2 + 4 Option)	Minimum total quarter credit hours for graduation: 227
B. Arch. (Part-Time Evening Option)	Minimum total quarter credit hours for graduation: 227

Minimum Credit Distribution

Minimum Total Credits for Graduation 227 Quarter-Credit Hours	
General Studies	Professional Studies
(Non-architectural content) 77 Quarter-Credit Hours Minimum	(Architectural content) 150 Quarter-Credit Hours Minimum
Required courses with other than architectural content (47 Quarter-Credit Hours)	Courses with architectural content required of all students (132 Quarter-Credit Hours)
Elective courses with other than architectural content (30 Quarter-Credit Hours)	Elective courses with architectural content (18 Quarter-Credit Hours)

Minors or concentrations students elect to pursue:

- Art History
- Construction Management
- French
- Greek Studies
- Photography
- Sustainability in the Built Environment
- Theatre

The following Major Sheets for the entering class of 2015 give an overview about the curriculum for each of the two tracks. The Sequence Sheets for the entering class of 2015 will show the recommended plan of studies/sequencing of the curriculum. Please note that while the required classes should be taken in the order described on the Sequence Sheets due to pre-requisite requirements, professional, history/theory and free electives can be taken whenever the student wishes. It is also possible that some students take some classes earlier than the typical course of study if they have received AP credit or transfer credit.

Architecture Major Sheet - (ARCH) 2+4 Option
 Department of Architecture & Interiors

Enrolling 2015

Minimum total credits for graduation: 227 cr

Name _____
 ID# _____

Architecture Requirements 150 cr

General Education Requirements 77 cr

Studies (must be taken in order) 60 cr			
ARCH 181	Architecture Studio 1A	4 cr	_____
ARCH 182	Architecture Studio 1B	4 cr	_____
ARCH 183	Architecture Studio 1C	4 cr	_____
ARCH 281	Architecture Studio 2A	4 cr	_____
ARCH 282	Architecture Studio 2B	4 cr	_____
ARCH 283	Architecture Studio 2C	4 cr	_____
ARCH 381	Architecture Studio 3A	4 cr	_____
ARCH 382	Architecture Studio 3B	4 cr	_____
ARCH 383	Architecture Studio 3C	4 cr	_____
ARCH 481	Architecture Studio 4A	4 cr	_____
ARCH 482	Architecture Studio 4B	4 cr	_____
ARCH 483	Architecture Studio 4C	4 cr	_____
ARCH 487	Architecture Studio 5A	4 cr	_____
ARCH 488	Architecture Studio 5B	4 cr	_____
ARCH 489	Architecture Studio 5C	4 cr	_____

Required Professional Courses 60 cr

ARCH 211	Arch. Representation I	2 cr	_____
ARCH 212	Arch. Representation II	2 cr	_____
ARCH 213	Arch. Representation III	2 cr	_____
ARCH 224	Arch. Representation IV	2 cr	_____
ARCH 225	Arch. Representation V	2 cr	_____
ARCH 226	Arch. Representation VI	2 cr	_____
ARCH 141	Architecture & Society I	3 cr	_____
ARCH 142	Architecture & Society II	3 cr	_____
ARCH 143	Architecture & Society III	3 cr	_____
ARCH 144	Architecture & Society IV	3 cr	_____
ARCH 170	Architectural Technology I	3 cr	_____
ARCH 172	Architectural Technology II	3 cr	_____
ARCH 173	Architectural Technology III	3 cr	_____
ARCH 274	Architectural Technology IV	3 cr	_____
ARCH 275	Architectural Technology V	3 cr	_____
ARCH 276	Architectural Technology VI	3 cr	_____
ARCH 377	Architectural Technology VII	3 cr	_____
ARCH 378	Architectural Technology VIII	3 cr	_____
ARCH 379	Architectural Technology IX	3 cr	_____
ARCH 335	Professional Practice I	3 cr	_____
ARCH 336	Professional Practice II	3 cr	_____
ARCH 431	Architectural Programming (WI)	3 cr	_____

Senior Project Sequence 12 cr

ARCH 493	Senior Project I	4 cr	_____
ARCH 494	Senior Project II	4 cr	_____
ARCH 495	Senior Project III	4 cr	_____

Architecture Elective Requirements

History/ Theory Electives * 9 cr

* Select three (3) of the following			
ARCH 340	American Arch. & Urbanism (WI)	3 cr	_____
ARCH 341	Theories of Architecture I (WI)	3 cr	_____
ARCH 342	Theories of Architecture II (WI)	3 cr	_____
ARCH 343	Theories of Architecture III	3 cr	_____
ARCH 346	Hst Philadelphia Arch (WI)	3 cr	_____
ARCH 348	Vernacular Architecture (WI)	3 cr	_____
ARCH 350	Contemporary Architecture (WI)	3 cr	_____
ARCH 421	Environm. Psych. & Des. Theory (WI)	3 cr	_____
ARCH 441	Urban Design Seminar (WI)	3 cr	_____
ARCH T380	Special Topics (H/T only)	var cr	_____
ARCH I480	Independent Study	var cr	_____
ARCH XXX	Architecture Study Tour (WI)	var cr	_____

Written Analysis and Communication 9 cr

ENGL 101	Expository Reading & Writing	3 cr	_____
ENGL 102	Persuasive Reading & Writing	3 cr	_____
ENGL 103	Analytical Reading & Writing	3 cr	_____

Mathematics and Natural Science 17 cr

MATH 101	Introduction to Analysis I	4 cr	_____
MATH 102	Introduction to Analysis II	4 cr	_____
PHYS 182	Applied Physics I	3 cr	_____
PHYS 183	Applied Physics II	3 cr	_____
_____	Choice of Natural Science	3 cr	_____

Arts and Humanities 9 cr

PHIL 317	Ethics & the Design Professions	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____

Social Sciences 9 cr

_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____

University Requirements 3 cr

UNIV 101	The Drexel Experience	1 cr	_____
UNIV 101	The Drexel Experience	1 cr	_____
CVC 101	Civic Engagement	1 cr	_____

Electives* 30 cr

_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____

Professional Electives ** 9 cr

** Select three (3) of the following			
ARCH 432	Development Process	3 cr	_____
ARCH 451	Adv Drawing	3 cr	_____
ARCH 455	Comp Applications Arch I	3 cr	_____
ARCH 456	Comp Applications Arch II	3 cr	_____
ARCH 463	Emerging Technologies	3 cr	_____
ARCH 464	Building Enclosure Design	3 cr	_____
ARCH 465	Energy and Architecture	3 cr	_____
ARCH T480	Special Topics (Pro Only)	var cr	_____
ARCH I480	Independent Study	var cr	_____
ARCH XXX	Architecture Study Tour	var cr	_____
OMGT _____	Approved Const Mgmt Crs	_____	_____



Architecture Major Sheet – (ARCH) 2+4 Option
Department of Architecture & Interiors

Entering Class of 2015

1st term ARCH 181 Architecture Studio 1A 4 ARCH 211 Arch. Representation I 2 ARCH 141 Architecture & Society I 3 ENGL 101 Expository Read. & Writ. 3 MATH 101 Introduction to Analysis I 4 UNIV 101 The Drexel Experience 1 Term credits 17.0 Total credits 17.0	2nd term ARCH 182 Architecture Studio 1B 4 ARCH 212 Arch. Representation II 2 ARCH 142 Architecture & Society II 3 ENGL 102 Persuasive Read. & Writ. 3 MATH 102 Introduction to Analysis II 4 UNIV 101 The Drexel Experience 1 Term credits 17.0 Total credits 34	3rd term ARCH 183 Architecture Studio 1C 4 ARCH 213 Arch. Representation III 2 ARCH 143 Architecture & Society III 3 ENGL 103 Analytic Read. & Writ. 3 CIVC 101 Civic Engagement 1 Arts & Humanities Elective 3 Term credits 16.0 Total credits 50.0	Vacation
4th term ARCH 281 Architecture Studio 2A 4 ARCH 224 Arch. Representation IV 2 ARCH 170 Arch. Technology I 3 ARCH 144 Architecture & Society IV 3 Social Science Elective 3 Free Elective 3 Term credits 18.0 Total credits 68	5th term ARCH 282 Architecture Studio 2B 4 ARCH 225 Arch. Representation V 2 ARCH 172 Arch. Technology II 3 PHYS 182 Applied Physics I 3 Arts & Humanities Elective 3 Free Elective 3 Term credits 18.0 Total credits 86.0	6th term ARCH 283 Architecture Studio 2C 4 ARCH 226 Arch. Representation VI 2 ARCH 173 Arch. Technology III 3 PHYS 183 Applied Physics II 3 Natural Sciences Elective 3 Free Elective 3 Term credits 18.0 Total credits 104	Vacation (Students may opt to begin evening classes this term)
7th term ARCH 381 Architecture Studio 3A 4 ARCH 274 Arch. Technology IV 3 History/Theory Elect 3 Term credits 10 Total credits 114	8th term ARCH 382 Architecture Studio 3B 4 ARCH 275 Arch. Technology V 3 Free Elective 3 Term credits 10 Total credits 124	9th term ARCH 383 Architecture Studio 3C 4 ARCH 276 Arch. Technology VI 3 Social Science Elective 3 Term credits 10 Total credits 134	10th term Social Science Elective 3 Free Elective 3 Free Elective 3 Term credits 9 Total credits 143
11th term ARCH 481 Architecture Studio 4A 4 ARCH 377 Arch. Technology VII 3 Term credits 7 Total credits 150	12th term ARCH 482 Architecture Studio 4B 4 ARCH 378 Arch. Technology VIII 3 Free Elective 3 Term credits 10 Total credits 160	13th term ARCH 483 Architecture Studio 4C 4 ARCH 379 Arch. Technology IX 3 Term credits 7 Total credits 167	14th term History/Theory Elect 3 Professional Elective 3 Free Elective 3 Term credits 9 Total credits 176
15th term ARCH 487 Architecture Studio 5A 4 ARCH 335 Professional Practice I 3 Term credits 7 Total credits 183	16th term ARCH 488 Architecture Studio 5B 4 ARCH 336 Professional Practice II 3 Term credits 7 Total credits 190	17th term ARCH 489 Architecture Studio 5C 4 PHIL 317 Ethics & the Design Prof 3 Term credits 7 Total credits 197	18th term History/Theory Elective 3 Professional Elective 3 Free Elective 3 Term credits 9 Total credits 206
19th term ARCH 493 Senior Project I 4 ARCH 431 Architectural Programming 3 Term credits 7 Total credits 213	20th term ARCH 494 Senior Project II 4 Professional Elective 3 Term credits 7 Total credits 220	21st term ARCH 495 Senior Project III 4 Free Elective 3 Term credits 7 Total credits 227	Minimum credits required for graduation: 227

Revised 8/10/2015

Architecture Major Sheet – (ARCH) Evening Part-Time Option
 Department of Architecture & Interiors

Enrolling 2015

Minimum total credits for graduation: 227 cr

Name _____
 ID# _____

Architecture Requirements 156 cr

Studios (must be taken in order) 66 cr			
ARCH 107	Foundation Design I	2 cr	_____
ARCH 108	Foundation Design II	2 cr	_____
ARCH 109	Foundation Design III	2 cr	_____
ARCH 181	Architecture Studio 1A	4 cr	_____
ARCH 182	Architecture Studio 1B	4 cr	_____
ARCH 183	Architecture Studio 1C	4 cr	_____
ARCH 281	Architecture Studio 2A	4 cr	_____
ARCH 282	Architecture Studio 2B	4 cr	_____
ARCH 283	Architecture Studio 2C	4 cr	_____
ARCH 381	Architecture Studio 3A	4 cr	_____
ARCH 382	Architecture Studio 3B	4 cr	_____
ARCH 383	Architecture Studio 3C	4 cr	_____
ARCH 481	Architecture Studio 4A	4 cr	_____
ARCH 482	Architecture Studio 4B	4 cr	_____
ARCH 483	Architecture Studio 4C	4 cr	_____
ARCH 487	Architecture Studio 5A	4 cr	_____
ARCH 488	Architecture Studio 5B	4 cr	_____
ARCH 489	Architecture Studio 5C	4 cr	_____

Required Professional Courses 60 cr

ARCH 211	Arch. Representation I	2 cr	_____
ARCH 212	Arch. Representation II	2 cr	_____
ARCH 213	Arch. Representation III	2 cr	_____
ARCH 224	Arch. Representation IV	2 cr	_____
ARCH 225	Arch. Representation V	2 cr	_____
ARCH 226	Arch. Representation VI	2 cr	_____
ARCH 141	Architecture & Society I	3 cr	_____
ARCH 142	Architecture & Society II	3 cr	_____
ARCH 143	Architecture & Society III	3 cr	_____
ARCH 144	Architecture & Society IV	3 cr	_____
ARCH 170	Architectural Technology I	3 cr	_____
ARCH 172	Architectural Technology II	3 cr	_____
ARCH 173	Architectural Technology III	3 cr	_____
ARCH 274	Architectural Technology IV	3 cr	_____
ARCH 275	Architectural Technology V	3 cr	_____
ARCH 276	Architectural Technology VI	3 cr	_____
ARCH 377	Architectural Technology VII	3 cr	_____
ARCH 378	Architectural Technology VIII	3 cr	_____
ARCH 379	Architectural Technology IX	3 cr	_____
ARCH 335	Professional Practice I	3 cr	_____
ARCH 336	Professional Practice II	3 cr	_____
ARCH 431	Architectural Programming (WI)	3 cr	_____

Senior Project Sequence 12 cr

ARCH 493	Senior Project I	4 cr	_____
ARCH 494	Senior Project II	4 cr	_____
ARCH 495	Senior Project III	4 cr	_____

Architecture Elective Requirements

History/ Theory Electives * 9 cr

* Select three (3) of the following			
ARCH 340	American Arch. & Urbanism (WI)	3 cr	_____
ARCH 341	Theories of Architecture I (WI)	3 cr	_____
ARCH 342	Theories of Architecture II (WI)	3 cr	_____
ARCH 343	Theories of Architecture III	3 cr	_____
ARCH 346	Hist Philadelphia Arch (WI)	3 cr	_____
ARCH 347	Architectural Study Tour (WI)	1-6 cr	_____
ARCH 348	Vernacular Architecture (WI)	3 cr	_____
ARCH 350	Contemporary Architecture (WI)	3 cr	_____
ARCH 421	Environm. Psych. & Des. Theory (WI)	3 cr	_____
ARCH 441	Urban Design Seminar (WI)	3 cr	_____
ARCH T380	Special Topics (H/T Only)	var cr	_____
ARCH I480	Independent Study	var cr	_____
ARCH XXX	Architectural Study Tour	var cr	_____

revised 8/11/15

General Education Requirements 71 cr

Written Analysis and Communication 9 cr			
ENGL 101	Expository Reading & Writing	3 cr	_____
ENGL 102	Persuasive Reading & Writing	3 cr	_____
ENGL 103	Analytical Reading & Writing	3 cr	_____

Mathematics and Natural Science 18 cr

MATH 181	Math Analysis I	3 cr	_____
MATH 182	Math Analysis II	3 cr	_____
MATH 183	Math Analysis III	3 cr	_____
PHYS 182	Applied Physics I	3 cr	_____
PHYS 183	Applied Physics II	3 cr	_____
_____	Choice of Natural Science	3 cr	_____

Arts and Humanities 9 cr

PHIL 317	Ethics & the Design Professions	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____

Social Sciences 9 cr

_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____

University Requirements 2 cr

UNIV 101	The Drexel Experience	1 cr	_____
UNIV 101	The Drexel Experience	1 cr	_____

Electives* 24 cr

_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____
_____	_____	3 cr	_____

Professional Electives ** 9 cr

** Select three (3) of the following			
ARCH 432	Development Process	3 cr	_____
ARCH 451	Adv Drawing	3 cr	_____
ARCH 455	Comp Applications Arch I	3 cr	_____
ARCH 456	Comp Applications Arch II	3 cr	_____
ARCH 463	Emerging Technologies	3 cr	_____
ARCH 464	Building Enclosure Design	3 cr	_____
ARCH 465	Energy and Architecture	3 cr	_____
ARCH T480	Special Topics (Pro Only)	var cr	_____
ARCH I480	Independent Study	var cr	_____
ARCH XXX	Architectural Study Tour	var cr	_____
CMGT _____	Approved Const Mgmt Crs	_____	_____



Architecture Sequence Sheet – (ARCH) Evening Part-Time Option
Department of Architecture & Interiors

Entering Class of 2015

Fall		Winter		Spring		Summer	
1st term		2nd term		3rd term		4th term	
ARCH 107 Foundation Design I	2	ARCH 108 Foundation Design II	2	ARCH 109 Foundation Design III	2	MATH 183 Math Analysis III	3
ARCH 141 Architecture & Society I	3	ARCH 142 Architecture & Society II	3	ARCH 143 Architecture & Society III	3	ENGL 102 Persuasive Write & Read	3
ENGL 101 Expository Read. & Writ.	3	MATH 181 Math Analysis I	3	MATH 182 Math Analysis II	3	Natural Science Elective	3
UNIV 101 The Drexel Experience	1	UNIV 101 The Drexel Experience	1				
Term credits	9	Term credits	9	Term credits	8	Term credits	9
Total credits	9	Total credits	18	Total credits	26	Total credits	35
5th term		6th term		7th term		8th term	
ARCH 181 Architecture Studio 1A	4	ARCH 182 Studio 1B	4	ARCH 183 Architecture Studio 1C	4	ENGL 103 Analytic Write & Read	3
ARCH 211 Arch. Representation I	2	ARCH 132 Arch. Representation II	2	ARCH 213 Arch. Representation III	2	Arts & Humanities Elective	3
ARCH 144 Architecture & Society IV	3	PHYS 182 Applied Physics I	3	PHYS 183 Applied Physics II	3	Social Science Elective	3
Term credits	9	Term credits	9	Term credits	9	Term credits	9
Total credits	44	Total credits	53	Total credits	62	Total credits	71
9th term		10th term		11th term		12th term	
ARCH 281 Architecture Studio 2A	4	ARCH 282 Architecture Studio 2B	4	ARCH 283 Architecture Studio 2C	4	Arts & Humanities Elective	3
ARCH 224 Arch. Representation IV	2	ARCH 225 Arch. Representation V	2	ARCH 226 Arch. Representation VI	2	Free Elective	3
ARCH 170 Arch. Technology I	3	ARCH 172 Architectural Tech. II	3	ARCH 173 Arch. Technology III	3	Free Elective	3
Term credits	9	Term credits	9	Term credits	9	Term credits	9
Total credits	80	Total credits	89	Total credits	98	Total credits	107
13th term		14th term		15th term		16th term	
ARCH 381 Architecture Studio 3A	4	ARCH 382 Architecture Studio 3B	4	ARCH 383 Architecture Studio 3C	4	Social Science Elective	3
ARCH 274 Arch. Technology IV	3	ARCH 275 Arch. Technology V	3	ARCH 276 Arch. Technology VI	3	Free Elective	3
History/Theory Elect	3	Free Elective	3	Social Science Elective	3	Free Elective	3
Term credits	10	Term credits	10	Term credits	10	Term credits	9
Total credits	117	Total credits	127	Total credits	137	Total credits	146
17th term		18th term		19th term		20th term	
ARCH 481 Architecture Studio 4A	4	ARCH 482 Architecture Studio 4B	4	ARCH 483 Architecture Studio 4C	4	History/Theory Elect	3
ARCH 377 Arch. Technology VII	3	ARCH 378 Arch. Technology VIII	3	ARCH 379 Arch. Technology IX	3	Professional Elective	3
Term credits	7	Term credits	7	Term credits	7	Free Elective	3
Total credits	153	Total credits	160	Total credits	167	Term credits	9
						Total credits	176
21st term		22nd term		23rd term		24th term	
ARCH 487 Architecture Studio 5A	4	ARCH 488 Architecture Studio 5B	4	ARCH 489 Architecture Studio 5C	4	History/Theory Elective	3
ARCH 335 Professional Practice I	3	ARCH 336 Professional Practice II	3	PHIL 317 Ethics & the Design Prof	3	Professional Elective	3
Term credits	7	Term credits	7	Term credits	7	Free Elective	3
Total credits	183	Total credits	190	Total credits	197	Term credits	9
						Total credits	206
25th term		26th term		27th term			
ARCH 493 Senior Project I	4	ARCH 494 Senior Project II	4	ARCH 495 Senior Project III	4	Minimum credits required for graduation: 227	
ARCH 431 Arch. Programming	3	Professional Elective	3	Free Elective	3		
Term credits	7	Term credits	7	Term credits	7		
Total credits	213	Total credits	220	Total credits	227		

revised 8/10/2015

List of Courses

General Studies—Required Courses

ENGL 101/ENGL 102/ENGL 103 Expository/Persuasive/Analytical Reading & Writing I, II & III: to be taken successively in the three quarters of the first year.

MATH 101/MATH 102 Intro to Analysis I & II (2+4 Option) OR

MATH 181/MATH 182/MATH 183 Math Analysis I, II & III (Part-Time Evening Option):

Math Analysis III (MATH 183) is a prerequisite for Applied Physics I (PHYS 182), which is a prerequisite for Architectural Technology I (ARCH 170).

To remain on track within the prescribed courses of study, the math and physics sequences must be completed before entering the Studio 3 sequence of the Part-Time Evening Program.

PHYS 182/PHYS 183 Applied Physics I, II

PHYS 182 Applied Physics I is a pre-requisite for Architectural Technology I (ARCH 170) and PHYS 184. These courses in Physics also fulfill part of the University's Science requirement. To remain on track within the prescribed courses of study, the physics sequence must be completed before entering the Studio 3 sequence of the Part-Time Evening Program.

PHIL 317 Ethics & the Design Profession:

Students must register for this ethics course as 3 credits of the required 9 credits to satisfy their humanities electives. The course should be taken before entering the Thesis sequence.

UNIV A101 University Seminar

These seminars are required of all full-time, first-year students. Starting in 2015 the Architecture program made the first quarter of UNIV A101 required for all new transfer students.

• *CIVC 101 Civic Engagement I*

Since AY 2015-2016 this seminar is required of all full-time, first-year students. In 2017, the Architecture program worked with the Dornsife Center on a project in the Mantua neighborhood. The People's Emergency Center owns a small building near campus that is planned for major renovations. A small-scale intervention was planned and executed by first year Architecture and Interior Design students.

General Studies—Elective Courses

Humanities:

Every student is required to take 9 credits of humanities, including the required 3 credit course PHIL 317 Ethics & the Design Profession. Students are encouraged to choose subjects based upon their general interests from Humanities offerings in the online University Catalog. Note that Architecture and Society sequence are Humanities courses, but are required by the Architecture Curriculum, so they may not be used to fulfill this requirement. For scheduling purposes the Humanities & Social Sciences Electives are interchangeable with the Free Electives described below.

Social Sciences:

Every student is required to take 9 credits of Social Sciences. Students are encouraged to choose subjects based upon their general interests from Social Science offerings in the online University Catalog.

Free Electives:

These include any course for which students have completed prerequisites other than Architecture courses. A minimum of 24 quarter credits is required. These can range from foreign languages and psychology to engineering and construction management. Students with advanced credit should attempt to complete most of these Free Elective courses during their first three years of studio.

Professional Studies—Required Courses & Studios

Studios and Senior Project:

All Studios and Senior Project must be taken in sequence.

ARCH 141/ARCH 142/ARCH 143/ARCH 144 Architecture & Society I, II, III & IV

Should be scheduled in the 2nd Year and must be completed before the 3rd Year Studio for which it is a prerequisite. Passing this sequence with a minimum letter grade C- or higher is also a prerequisite for enrolling in all History/Theory electives.

ARCH 211/ARCH 212/ARCH 213/ARCH 224/ARCH 225/ARCH 226 Architectural Representation I, II, III, IV, V and VI

These required professional courses in analog and digital architectural representation must be taken in sequence during the first and second year of the Part-Time Evening Program as specified in the schedule. Studio and representation classes are closely connected and one course builds upon the skills the student acquires in the other. These courses are pre-requisites for advanced studios and advanced drawing or computer classes.

ARCH 170/172/173/274/275/276 Architectural Technology I, II, III, IV, V, VI, VII, VIII & IX

Must be completed before the Studio 5 Sequence is scheduled. It is a prerequisite for entering Studio 5.

ARCH 335/ARCH 336 Professional Practice I & II:

Must be completed before entering Senior Project (ARCH 493/494/495).

Professional Studies—Elective Courses from Prescribed Areas

History/Theory Electives (9 credits):

Subject matter related to the history and theory of architecture. The electives should be scheduled over the later years, but may be taken concurrently with Studio 3 and Studio 4 if the student has an open schedule and has met the pre-requisites. Most of these elective courses are writing intensive and enable students to fulfill Drexel University's writing requirements.

Courses offered as History/Theory Electives are:

- *ARCH 340 American Architecture & Urbanism*
- *ARCH 341, 342, & 343 Theories of Architecture I, II, and III*
- *ARCH 346 History of Philadelphia Architecture*
- *ARCH 348 Studies in Vernacular Architecture*
- *ARCH T380 Summer Study Abroad*
- *ARCH 421 Environmental Psychology & Design Theory*
- *ARCH 441 & 442 Urban Design I and II*
- *ARCH T480 Special Topics offering or any other course designated as a History/Theory Elective*

Professional Electives (9 credits):

The Professional Electives are explorations of specific professional subjects. Subject matter is related to architectural technology, professional practice and advanced presentation techniques (see full list of Professional Electives below). Generally, they should be carried in the later years of a student's architectural studies. However, if there is a gap in a student's schedule, it might be beneficial to take several of these a little earlier. It is recommended that students take at least two of the technology-based classes.

Courses offered as Professional Electives are:

- *ARCH 171 Design Build*
- *ARCH 431 Architectural Programming*
- *ARCH 432 The Development Process*
- *ARCH 463 Emerging Technologies*
- *ARCH 464 Building Enclosure Design*
- *ARCH 491 Advanced Topics in Architecture*
- *Pre-approved Construction Management Courses*

The following computer and graphic representation classes also count towards the required Professional Electives.

- *ARCH 451 Advanced Drawing*
- *ARCH 455 & 456 Computer Applications in Architecture I & II*

A non-studio course in the Architecture Program, which has not been taken to complete some previous departmental requirement, may be scheduled as a Professional Elective with prior pre-approval only. Those courses designated as Professional Electives should be given primary consideration (see the Drexel University online Undergraduate Catalog for the most current listings). These courses cannot be substituted for any other departmental requirements.

II.3 Evaluation of Preparatory Education

This section is specifically focused on how transfer students into the Part-Time Evening Option are evaluated and advised. For information about admissions policies for all other students interested in the Architecture program, please refer to II.4.6 Admissions and Advising in the Public Information section on page 82.

The Architecture Program thoroughly reviews work of transfer students seeking advanced standing in Architecture courses used to comply with the Student Performance Criteria. Once admitted to the University with an intent to study Architecture, students have an initial meeting with the Westphal Academic Advisor who will determine the extent to which any General Education credits may be applied to the Drexel degree. Unlike the prior accreditation visit, students applying to the Part-Time Evening Option must have completed a minimum of 24 semester college credits (36 quarter credits) from a regionally accredited institution. Applicants with less than this amount are required to submit a high school transcript and SAT or ACT scores. A maximum of 90 quarter credits from another accredited institution are allowed by the University, although the Architecture program rarely sees students with this many credits applying.

Prospective transfer students for the Architecture Program begin the process of applying for admission through the main [Admissions Office portal](#) and are directed to the [Part-Time Undergraduate Admissions website](#). Here the applicant will find information about the required Portfolio and Writing Supplement. Additionally, the Architecture Program has recently updated our own website for a more direct link to information about how to enter the program.

Most of the students who transfer into the Part-Time Evening Option have attended a pre-architecture program at a community college or other university. In the past, the Architecture Program had a number of transfer or “articulation” agreements with specific regional community college programs. The University has not supported these agreements in recent years, therefore the Architecture Program evaluates all prior non-General Education coursework to determine if it meets the standards of the Drexel Architecture curriculum. This process has been conducted in the past by the Assistant Program Director, by the Program Director, and by other Architecture faculty members. We are in the process of creating a Transfer review committee, consisting of full-time faculty representatives to evaluate studio, representation, history/theory and technical courses. No advanced standing is given to students for professional practice courses, or for prior work experience.

Students must present syllabi, work product, and a transcript indicating that they receive a 2.0 minimum (C or higher) in the class for which transfer credit is requested. If approved, the credit is entered into the student’s transcript by the Westphal Academic Advisor and posted as a “T” for transfer credit. Transfer credits do not affect the student’s overall G.P.A.

In 2011-2012, the Architecture Program instituted a one-year probation period for transfer students to allow for monitoring of individual skills and knowledge levels. If instructors determine that students have significant weaknesses, the Program Director is notified and a meeting is scheduled with the student. Under the University Advising Guidelines, students are allowed to repeat a course once for which they receive a failing grade, and the newly earned grade will replace the original grade.

New Advising guidelines for transfer students have recently been completed which align more closely with changes implemented in the 2015 Curriculum Revision. Because of significant changes to the representation and technical sequences, our coursework no longer aligns neatly with the prior curriculum, and a significant amount of scrutiny has been added to the process of evaluating transfer students. The net result is that transfer students are currently no longer able to be placed beyond the Studio 2 (ARCH 281/282/283) level, unless they are transferring in from another NAAB accredited program.

II.4 Public Information

- II.4.1 [Statement of NAAB-Accredited Degrees](#)
- II.4.2 [Access to NAAB Conditions and Procedures](#)
- II.4.3 [Access to Career Development Information](#)

II.4.4 Public Access to APRs and VTRs

Interim Progress Reports (N.A.)

[2011 APR](#)

[2012 Visiting Team Report](#)

[Decision Letter from last Accreditation](#)

II.4.5 ARE Pass Rates

[ARE 4.0 Pass Rates](#)

[ARE 5.0 Pass Rates](#)

II.4.6 Admissions and Advising

Admissions

The Architecture Program is somewhat unique in the University Admissions process in that each application is reviewed individually within the program after being vetted by the Admissions Office for completion. Since the last accreditation visit in 2012, this process has been administered by the Program Director.

Drexel University accepts only the Common Application for admissions, having abandoned the V.I.P. application process in 2015. In 2015 the Architecture Program also started requiring a digital portfolio, which is reviewed through the SlideRoom platform. In 2017, Drexel was accepted as a participant in National Portfolio Review days, which we hope will increase the exposure of our unique program and introduce us to students from a broader geographical base. See Section II.2.3 for information specific to the Transfer process.

[Freshman Admissions Application Forms and Instructions](#)

[Transfer Admissions Application Forms and Instructions](#)

These sites also include information regarding admissions requirements, admissions decisions procedure, policies and processes for evaluation of transcripts and portfolios, and decisions regarding remediation and advanced standing. Students will also find information about Financial Aid here.

For scholarships specific to our students, and for architecture students, the Architecture Program maintains a [list](#) of sources on our Program website.

[Student Center for Diversity and Inclusion](#)

[Diversity at Drexel](#)

This interesting [article](#) was published by the New York times regarding economic diversity and student outcomes at MCP Hahnemann (the medical school of Drexel) and Drexel Universities.

Advising

[Advising Westphal College Office of Student Services](#)

II.4.7 Student Financial Information

One of the most complicated issues for prospective students and their families is understanding the tuition structure for the Architecture Program. Because the Program straddles two different types of delivery of the education (full-time and part-time), we spend a good deal of time at recruiting and Open House events describing the cost of the Bachelor of Architecture program at Drexel. Information is available on the University website, but not always in the clearest format. To that end, our Program received permission last year from the Dean of Admissions to post a [statement](#) of estimated total costs for attending the Program. This information shall be made available to students inquiring about attendance for the 2018-2019 academic year.

[2017-2018 Academic Year Full Time Tuition and Fee Rates for Four- and Five-Year Programs](#) (already somewhat misleading as we are a six-or seven- full-time and part-time program).

Every May, we send incoming Freshmen into the 2+4 Option information regarding the required [computer and software subscriptions](#) they need to bring with them for the first day of school, along with a [link](#) to a local art supply store which furnishes the first-year kit of materials and tools.

[2017-2018 Academic Year Part Time Tuition and Fee Rates](#) (see the Architecture Program information)

II.2.4.1 Statement on NAAB Accredited Degrees

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

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

At Drexel University, in the Westphal College of Media Arts & Design, the Department of Architecture, Design & Urbanism the following NAAB-accredited degree program:

Bachelor of Architecture 227 credits, (equivalent to 150 semester credits)

Next accreditation for the Program is scheduled for February, 2018

III.1.1 Annual Statistical Reports

[Annual Statistical Reports](#)

III.1.2 Interim Progress Reports (not applicable)

Section 4. Supplemental Material

Please visit the Drexel Architecture 2018 Accreditation Dropbox [site](#) for access to the following Supplemental Material.

- Descriptions of all [courses](#) offered within the curriculum of the NAAB-accredited degree program.
- [Studio Culture Policy](#)
- Self-Assessment Policies and Objectives (see page 22 of this report)
- Policies on academic integrity for students (e.g., cheating and plagiarism)
Office of the Provost
[Academic Policies](#)
[Academic Integrity](#)
- Information resources policies including collection development (see page 62 of this report)
- The institution's policies and procedures relative to [EEO/AA](#) for faculty, staff, and students.
[The Office of Equality and Diversity \(OED\)](#)
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

Human Resources Guides and Handbooks

[Hiring Guides](#)

[Handbook for Faculty Recruitment](#)

[Recruitment Tools](#)

[Philadelphia Commission on Human Relations' Guide to Sexual Identity and Expression \[PDF\]](#)

[Staff your Organization](#)

Other Policies Regarding Employment and Working at Drexel:

[Introductory Period](#)

[Re-hire/Reinstatement Policy for Employees \(not Faculty\)](#)

[Hiring Foreign Faculty](#)

[Salary Policy](#)

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