The SIUC School of Architecture welcomes the opportunity to submit our first annual report since receiving initial accreditation earlier this year! In the narrative that follows, references to specific pages and sections in the team report from our initial accreditation visit are given in parenthesis.

Conditions Not Met

3. Public Information

TEAM COMMENTS: The university has included the language found in the *NAAB Conditions for Accreditation*, Appendix A in the architecture section of the university catalog; however, the language does not appear anywhere on the school's website where the program is described and where information for prospective students is posted.

RESPONSE: This has now been addressed. The required language found in the *NAAB Conditions for Accreditation*, Appendix A, was added to our web site within one week of the team visit. As noted in the report, university publications already include this language.

8. Physical Resources

TEAM COMMENTS: The Master of Architecture program is housed primarily in Quigley Hall, built in the 1957, which it shares with the pre-professional architecture program, and other programs within the school as well as programs from other academic units at the university. In addition, the digital fabrication lab and the wood shop used by Master of Architecture students are located in the Blue Barracks, built as a temporary, pre-fabricated metal building located across the railroad tracks from Quigley Hall.

There is a plan for creating additional space for the school in Quigley Hall following the completion of a building project on campus and the move of other programs in Quigley to the new facility. First-year undergraduate classrooms and labs will be moved from the Blue Barracks to Quigley Hall at that time. The digital fabrication lab and the wood shop would remain in the Blue Barracks.

The digital fabrication lab and wood shop are important facilities in contemporary architectural education settings and are generally well equipped. Further, the passion of the faculty to guide the acquisition and maintenance of necessary equipment has benefited the architecture program.

Overall there seems to be sufficient space for the architecture program. There is Wi-Fi and adequate IT support. The distance between the Blue Barracks and Quigley Hall is not a great cause for concern. All master's students who entered the program in the summer of 2009 have dedicated work tables in the graduate studio. Currently there is not sufficient space to provide every enrolled graduate who began the program in 2007 and 2008 with a permanent table in the studio, but this does not seem to be a problem. Most of these students are working as interns or engaged in other off-campus activities and choose to continue working on their thesis projects off campus, and coming to campus as needed for meetings with their thesis committees.

Concerns regarding the existing physical facilities include:
1. The graduate student studio, located in Quigley Hall, lacks adequate furnishings for the work and storage of materials needed for a master's level program. Currently only drawing tables and chairs, no drawers, shelves or secure storage are provided.

2. The wood shop, located in the Blue Barracks, lacks adequate ventilation, a dust-collection system, and equipment clearances to provide a safe environment.

3. The digital fabrication lab, located in the Blue Barracks, is small and lacks adequate ventilation.

4. The Blue Barracks lack sanitary facilities, as noted in the 2008 VTR. Facilities are available in the adjacent building, occupied by the industrial arts program.

5. Equipment for both the wood shop and digital fabrication lab has been purchased with start up funds awarded to new faculty. It is unclear how equipment maintenance and replacement will be funded in the future.

RESPONSE: This is actively being addressed. We installed 30 new workstations in graduate studio this past spring. Two images of the new graduate studio are included on the last page of this narrative. In addition, we were able to replace the blinds with new solar shades in this studio. The physical offerings to our graduate students have been transformed into state-of-the-art workstations that we believe compare to the resources offered by any program.

We are working with campus Plant Service Operations to address the ventilation and space concerns in the Blue Barracks (See items 2-4, p. 14). It is our goal to always provide safe environments for study and work by our students. Some elements about our buildings and spaces are not within our control. We have made and will continue to make requests of our college and the university to address the concerns noted here.

We share the concern about how digital fabrication and wood shop facilities will be maintained and expanded upon in the future (See item 5, p. 14). We are experiencing a period like many other schools where budgets are being reduced, not expanded.

The School of Architecture has requested a lab fee be attached to our studio-based courses. If approved, this fee will generate approximately $63,000/year in new revenue. This money will be devoted to maintaining and improving our resources and facilities. The fee is in the process of being reviewed by university administration. Our digital fabrication and wood shop facilities will benefit from the lab fee the School of Architecture has requested.

12. Professional Degrees and Curriculum

TEAM COMMENTS: In our review of the professional degree curriculum and procedures for transcript analysis for incoming students, we discovered that the school has admitted students to the master's program who do not have pre-professional architecture degrees.

The SIUC master's program website offers two additional tracks for prospective students who have undergraduate degrees from other fields. Track II is described as a 27-month, 67-credit curriculum designed for students with degrees in allied fields including SIUC's Bachelor of Science in Interior Design. Track III is described as a 39-month, 102-credit curriculum designed for students who have undergraduate degrees in any field of study. In both cases students are admitted to the university as graduate students but are required to complete a significant portion of SIUC's undergraduate architecture program before they can bring their standing to full status.

There are currently 3 students enrolled in Track III and 2 students enrolled in Track II. Faculty members are currently reviewing new applications for these programs. Neither the APR nor the 2008 *Candidacy VTR* mentions Track II or Track III. We are concerned that these expansions of the SIUC Master of Architecture program are inconsistent with the program that was granted candidacy status. This expansion of the master's program is premature and has not carefully considered the particular needs of students who begin their study of architecture at the graduate level.

The curriculum leading to the Master of Architecture degree does not include at least 45 credit hours of general nonarchitecture studies. There are 41 required or elective core credit hours with other than architectural content. Students have the option to apply any or all of the program's 15 elective credits toward nonarchitectural studies, but they may also choose to apply all of their electives toward architectural coursework. This means that some, but not all, students are meeting the general studies requirement.

The transcript analysis process for incoming students does not include an evaluation of the NAAB general studies requirement. The program currently has master's students enrolled whose undergraduate preparation has significantly fewer than 45 general education credits and who will graduate with a professional degree without meeting NAAB's general studies requirement.

RESPONSE: As a first time school, we did not realize that these were reviewed differently by the team or that NAAB recognized it as a different path. We now recognize that we should have added track III as a part of the accreditation process. However, we feel that upon appropriate review these candidates would be found to meet the NAAB criteria.

As the team report states, we have admitted a total of three students in Track III, the 39-month path to the Master of Architecture degree, and two students to Track II, the 27-month path to the Master of Architecture degree (See page 16).

Of the three students admitted to the 39-month path, two have earned a B.S. degree and one student has both a B.S. and a B.A. The first student's background is biology. The second student's background is industrial design. The third student's background includes two undergraduate degrees, one in art and one in science, and she has approximately 15 years' work experience in an architecture firm where she produces renderings, construction documents, and has direct client contact. To ensure these students fulfill the Student Performance Criteria, the courses included in the standard curriculum are selected to meet the SPCs that a student's background lacks. While a typical curriculum is shown on our web site, this curriculum is tailored to ensure each student meets the SPCs. An individual review is performed by examining each student's transcript and by meeting with the student before they are admitted. Students are provided a printed document indicating those courses the student must complete in addition to the graduate courses taken by all Master of Architecture students. This is also provided to the Graduate School at SIUC by specifying conditions for admission for these students.

The two students on the 27-month path have degrees in Interior Design. One earned her degree in the SIUC program and one earned her degree at another school. In the case of the SIUC student, the curriculum for BSAS and BSID students is the same for the first two years. Only at the junior year do students branch into different courses, and even then, a few more courses like environmental systems are taken by students in both majors. An ID student takes the same number of studio-based design courses as an architecture student. Naturally the focus of some studios differs. Our own ID students who enter the Master of Architecture program must complete all structures courses, two more building technology courses, site planning, and an architecture studio. We believe these courses enhance the CIDA-accredited BS in Interior Design so that it meets the equivalent of the BSAS program.

In the case of the student from an Interior Design program at another school, her transcript was reviewed and compared to our ID curriculum. A plan was developed to ensure she, too, meets the SPCs by the time she graduates with the Master of Architecture degree. Frankly, it is more of a gamble to accept a student from another program than it is to accept one from our program, but we think we have developed a path that ensures compliance with SPCs.

In all cases, please remember that the majority of the SPCs are focused in our graduate courses. All students, regardless of which path they follow to earn the Master of Architecture, complete all graduate courses. Students from other backgrounds complete additional undergraduate coursework to ensure we fully meet all SPCs.

The team report states that we do not have 45 hours of core credit in the undergraduate curriculum (See page 17). This is now being addressed. SIUC requires 41 hours of core credit classes. Section I of our report still notes that this year because it is printed in the university catalog. There are places within the undergraduate curriculum where students complete electives of their choice. Many students use these hours to earn a minor in another area of study. Others complete additional humanities courses. Some students choose to take electives within the architecture program. Only this last group of students is at risk of not having 45 core credit hours. We will specify that students must select non-architecture courses for their electives. Those who wish to take architecture electives will be required to also take non-architecture electives to fulfill a minimum of 45 hours of core credit. As noted in the report, transcript analysis of incoming students has not ensured evaluation of the NAAB general studies requirement in the past. This is being implemented for all incoming and future students. We will conduct internal review of current students to identify those at risk of not meeting the 45-hour requirement and ensure they take appropriate classes to meet the requirement. We believe the majority of our students are in compliance with this requirement now but will take measures to be completely sure all students meet the requirement. One other force at work is the reduction in our budget for next year. We simply lack the funding to offer many architecture electives in the near future. We will teach required courses and be forced to eliminate, at least in the short term, some architectural electives, essentially mandating that students complete electives in other areas of study.

13.7 Collaborative Skills

TEAM LANGUAGE FROM THIS SECTION: Collaboration is occurring within the school at both the graduate and undergraduate levels, particularly with the interior design program. It appears that most students acquire the ability to collaborate with other students as a member of a design team. However not all instructors choose to incorporate collaborative design activity in their versions of the first two graduate studios, so it was not possible to confirm that all students gain this ability.

 RESPONSE: This is now being addressed. The visiting team report accurately states that we provided one studio without collaborative design activity at the graduate level (See 13.7, pp. 18-19). We have taken measures to ensure that this studio, ARC 551 in our program, will include collaborative design activity in the future. This past year, half of our students meet the collaborative design skills criteria. In the future, all graduate students will experience collaborative design activities in ARC 551.

Causes of Concern

A. Number of students who fail to complete their thesis.

TEAM COMMENTS: Fifteen of the 29 students currently enrolled in the Master of Architecture program are no longer in residence at the school because they did not complete their theses by the end of the 4th semester. This is over half of the students who began their studies in the summers of 2007 and 2008. The team is concerned that the compressed fifteen month format may be problematic for students whose preparation or learning style requires more time to develop and complete a comprehensive design thesis.

RESPONSE: This is being addressed. The undergraduate architecture program at SIUC has existed for more than 50 years, beginning as a two-year program and developing into a four-year pre-professional degree program. Graduate education is a new experience for the faculty at the SIUC School of Architecture. The first master's class was admitted in 2007. We have had learning and growing to complete as a faculty in order to deliver the master's degree. We, too, are disappointed that 50% of the students who begin the program do not complete design thesis in the prescribed timeframe. It should be stated that these students usually go on to complete design thesis in one or two more semesters. In some cases it is a planned decision by the student to delay graduation. In other cases it is due to faculty inexperience in dealing with thesis students or the student's inexperience at being completely responsible for all aspects of a project. A continuing enrollment course, ARC 601, is in place to allow students to maintain continuing enrollment until they complete their degrees or a total of six years from their start date elapses. There is no problem allowing students to extend time-to-degree up to the six-year limit established by our Graduate School. We are working to establish the rigor and culture needed to address the graduation rate. For example, an effort to more fully engage graduate student committees in the day-to-day work of the design students is underway. The instructor of the thesis studio is making reports back to the committee chairs, the Head, and the Director to assist in tracking student progress. We are reinforcing with the committee chairs and membership the need for regular sustained attention to the work of the students. In addition the Program Head and Director will set a time at two or three intervals in the spring and summer semesters (when thesis work is actively underway) to talk with students generally about their progress and reinforce the time management aspects of professional design action. We have implemented these reviews this semester.

B. Conceptual and aesthetic maturity of thesis design work.

TEAM COMMENTS: The thesis design work addresses practical and technical aspects of architectural design effectively but lacks rigorous conceptual development and aesthetic maturity.

RESPONSE: This is being addressed. The faculty at all levels work diligently to integrate the technical aspects of design and design decision making into student work. Frankly, one of our greatest strengths rests in the incorporation of the form and order generating concepts of technical demands into the design work of students. The idea that deeper conceptual and aesthetic issues should be incorporated into our design instruction is well received by the leadership and faculty of the program. By promulgation of this report and our observations, we will reinforce the

interdependence and relative scarcity of this strain of integrated thinking in the work of the designer.

C.   Presence of the graduate student voice within the school.

TEAM COMMENTS: Student leadership within the school and student representation at the university level is dominated by undergraduates. Only fourteen of the 314 architecture students in the school are graduate students in residence. It can be difficult for students in a small program to influence the direction taken by the majority. The short duration of the graduate program also constrains the time that graduate students have to contribute to improving the program or participating in governance.

RESPONSE: This is being addressed. We will work to include graduate students in our student organizations and to include them in governance matters pertaining to the graduate program.

D.   Need to formalize and document program policies/procedures.

TEAM COMMENTS: There is a lack of predictable structure to the school's admissions, equity and self-assessment procedures. Much of this work is conducted effectively using a well developed informal communications network and ad hoc committees; however there is little documentation of policies or procedures that affect the development of the program within the school.

RESPONSE: This is being addressed. We will work to record policies and make them available via our web site or internal distribution, whichever is appropriate. These policy changes are now being reviewed and will be implemented by Fall 2010.

E.   Faculty search.

TEAM COMMENTS: The generic position description developed for a new faculty position does not convey the purpose of the search, which is to attract a senior level faculty member who will bring leadership and design excellence to SIUC's new Master of Architecture program. The team understands that the description was developed with the intention to attract more candidates who may be qualified for other positions, but we are concerned that, as written, the position announcement does not provide enough information about this opportunity. This may limit the pool of qualified applicants to individuals who are known to the faculty or closely connected to the faculty's existing professional network.

RESPONSE: The University approved two faculty searches for the architecture programs this year, despite difficult financial times. Our faculty searches are proceeding and we accept the commentary of the team regarding the general nature of our previous advertisement and search. One effort will be to find a senior design faculty member who, along with demonstrated design ability, has one additional area of expertise critical to the needs of our student. While there is not a single aspect of architectural practice that would not be improved with additional intellectual direction and expertise, the area of environmental control systems may be one that need the most attention. The second position targets a tenure-track faculty member who will grow with the program and hopefully one day be prepared to take a leadership role in the school.

Changes in Program Since Last NAAB Visit

Our last visit occurred in February 2010 with word of initial accreditation being received in August. There are no changes to the program to report since this visit.

Conclusion

On behalf of the SIUC School of Architecture and its students, we thank NAAB for the thorough nature of the visiting team's work. Everyone was impressed by their commitment to the profession of architecture and the education of architecture students, the long hours they put into reviewing our exhibits and documents, and the collegial nature of their interactions with students, faculty, alums, and friends of the program. NAAB's commitment to fostering excellence in architectural education was well represented by this team!

Two views of the graduate studio with new furniture and solar shades in place. Each student is provided a workstation, chair, lockable storage cabinet, and lockable storage locker and drawer.