



**Southern Illinois University in Carbondale
School of Architecture**

2020 Visiting Team Report

Master of Architecture

[Pre-professional Degree + 42 credits]

[Accredited Interior Design Degree + 70 credits]

[Non-preprofessional Degree + 109 credits]

[Pre-professional Degree + IPAL option 43 credits]

The National Architectural Accrediting Board
November 9-11, 2020

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit**a. Acknowledgments and Observations**

- The team would like to thank the Southern Illinois University in Carbondale School of Architecture for facilitating a meaningful visit for the NAAB team. We have been the beneficiaries of a lot of very hard work. Preparations for a visit that has taken place under unprecedented and unusual circumstances required additional effort and care. We were made to feel welcome throughout the visit. Special thanks go to Director of the School of Architecture, Dr. Craig Anz, and Director of Graduate Studies in Architecture, Dr. Rolando Gonzalez-Torres, for all of their work on the logistics of the visit and ensuring that the team had everything we needed for our review. Finally, we want to thank all of the students, faculty and staff who were very open with us.
- The team found a program in which everyone cares deeply about the history and traditions of the school, and values the diversity of the student population. Within the program, the feeling of community is exceptional among the students, faculty, and staff. In addition, students expressed a strong environment of support and mentorship.
- Faculty are dedicated to ensuring that each and every student is successful in their progression through the program and preparation for their chosen career. Students, faculty, and staff all cited the program culture and supportive environment as one of the great assets of the program.
- Students were especially appreciative of the professional preparation that they are receiving. They understand the range of skills they will need to enter the workforce, citing the importance and value of both the technical knowledge and skills they are gaining through their curriculum and the more theoretical approach in the capstone classes. Graduates reiterated the value of these skills as they have pursued their careers.
- Alumni maintain a close connection to the program, and serve as a strong source of employment opportunities and professional connections for the students.
- Employers value the strong technical skills of SIU graduates and their immediate productivity.
- The team was particularly impressed by the program's commitment to technology. Their infrastructure facilitated a seamless transition to the virtual instruction environment that was required in response to the current pandemic.
- The online curriculum option has added texture and nuance to the program because students are exposed to different perspectives. This option has diversified the program by expanding access to students across the globe.

b. Conditions Not Achieved (list number and title)

I.1.5 Long-Range Planning

I.2.1 Human Resources and Human Resources Development

I.2.3 Financial Resources

A.6 Use of Precedents

C.3 Integrative Design

II. Progress Since the Previous Site Visit

2009 Condition I.1.4, Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

Previous Team Report (2013): The team found evidence of a comprehensive longrange plan initiated at the institutional level in 2002, and a SWOT analysis completed by the school in 2005. The initiative to establish the Master of Architecture program can trace its roots back to this phase of long-range planning at SIU, and the initial accreditation of this program in 2010 is evidence of the school's commitment to realizing goals through a thoughtful long-range planning process. However, it was reported to the team that dramatic reductions in state funding since the last team visit have forced the university to shelve all unrealized goals from this 2002 planning process until the funding for the university stabilizes. Although the institution's annual assessment process does include a more narrow statement of program goals and objectives (see I.1.5 below), information available during the visit led the team to conclude that the program is currently operating without a long-range planning process that meets the standard set by the NAAB.

2020 Visiting Team Assessment: The team reviewed the APR and additional materials provided by the program. The university is in the third year of a three-year process to reorganize academic units to group similar programs together. The School of Architecture will join theatre, dance, media and arts, music, photography, and journalism in the College of Arts and Media. The interim director and upper administration expect the transition to the new college organization to begin Spring 2021. The new college will include the School of Architecture, School of Art and Design, and Mass Communication and Media Arts. The intent is to increase interdisciplinary collaboration and share resources such as shops and maker spaces. The administration is optimistic about the positive impact of this reorganization on both the program and the larger institution. Longer term leadership of the architecture program remains unclear, along with the administrative structure of the new college. Further, the current overload of the tenure track faculty is a concern, especially given the intent and goal of expanding the program.

The program notes that long-range planning continues to be a college-level activity on campus and that representatives from the school have been participating with greater university efforts for restructuring by proposing strategies and extensions to the current plan to create the new College of Arts and Media. In the interim, the school began strategizing through a faculty retreat led by an outside facilitator. While a detailed report of this retreat was provided, no documents or descriptions identifying multiyear objectives were presented to the team.

2009 Condition I.2.3, Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Previous Team Report (2013): Although the program has plans in place to address and resolve the issues of physical resources identified in the previous visit, these have not yet been realized. In particular, first-year studios, the shop, the digital fabrication laboratory, and some storage are located in the Blue Barracks, a one-story metal building that has outlived its usefulness and provides inadequate facilities for these uses. The Blue Barracks contains no restrooms, so occupants must use an adjacent building to access these facilities. Ventilation has been provided for the shop and digital fabrication lab (DFL), but these do not appear adequate to provide the proper interior air quality.

Plans are in place, however, to relocate these facilities to Quigley Hall, primarily in space in the basement, from which existing uses by other programs will be relocated to another building currently under construction. The team had the opportunity to review the construction documents for this renovation and backfill project and confirmed that the work has been scheduled to begin in the fall of 2013, with completion projected in 2014. This development will not only eliminate the

concerns over the deficiencies of the Blue Barracks building but will also afford the architecture program the opportunity to consolidate faculty and students into a single building. Other plans are under way to develop administrative and office space on soon-to-be-vacated space on the first floor. This will allow for greater faculty presence on the main studio floor, while today most faculty offices are on the upper floors of Quigley Hall.

The team observed several deficiencies with respect to accessibility in Quigley Hall. The restrooms are outdated and are not accessible, with the exception of single facilities on the second floor. In addition, although accessible parking spaces are provided in an at-grade lot to the north of Quigley Hall, the accessible route from this parking area to the front entrance (which is provided with automatic door openers) is long and not clearly identified.

Large open rooms are allocated for studio space, utilizing moveable partitions to divide the separate studios. Student stations in the graduate studio are provided with low translucent privacy dividers. Studios have abundant daylighting and adequate lighting. Although power strips are provided by the school to individual workspaces, students expressed concern over the lack of convenient access to electrical power. Each student has a dedicated workspace.

Wi-fi is provided throughout the facilities, and a computer graphics lab is available for student use. The lab closes at 10 p.m., giving students somewhat limited use of those computers. Plotting and printing is provided in an adjacent room, at competitive pricing to the students. Plotting equipment is managed by graduate students and is open 60 hours per week. While this may appear to represent significant availability of resources, it does not meet the needs of students today. This is one aspect of the specific Causes of Concern (a) noted above in this report.

2020 Visiting Team Assessment: The renovation and consolidation of the school into Quigley Hall has been completed, and all school activities and functions are housed in this building. Quigley Hall is a 1960s-era modern, five-story classroom facility. The building currently is home to the School of Architecture, Food and Nutrition program, and Early Childhood Education program. The auditorium attached to Quigley Hall is a small capacity lecture hall (180 seats) that serves many departments on campus. There are five classrooms used by scheduling to house general classes for many departments on campus. One general classroom and the auditorium in Quigley Hall are equipped with Smart® sympodia for digital teaching.

The architecture programs are spread throughout Quigley Hall. The basement contains one teaching lab/conference room & VR Lab used by the BSAS and M.Arch degree program; two foundation studios used by the freshmen studio; the technologies studio; the wood shop and the digital fabrication lab. The first floor contains the graduate studio; the school's resource library; the computer graphics lab; the exhibition gallery; the senior studio; a seminar room; interior design studio; and faculty office. The second floor contains the sophomore studio; which is also used for summer courses. The third floor contains the junior studio; a storage room for project archives; and spaces assigned to general classrooms and offices. The fourth floor is entirely office space for the school's administration and many faculty members.

Some of the accessibility issues identified in the previous report remain; however, the university has just received significant funding from the state to complete necessary upgrades to campus facilities to address issues of this nature. The program has submitted a request for funding, along with a plan that identifies deficiencies and required improvements. Additionally, the formation of the new College of Arts and Media will include the renovation and additions to another building on campus. This project will provide additional facilities for the architecture programs.

2009 Student Performance Criterion B.8, Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.*

Previous Team Report (2013): This criterion is not met. Although students acquire an understanding of several areas that fall within this criterion (in courses ARC 452 – Design V: Integration, ARC 481 – Environmental Design II: Energy & Systems, and ARC 482 – Environmental Design III: Lighting & Acoustics), there appears to be an inadequate emphasis on performance assessment tools, no examples of which were found in student work. The use of these tools, which are rapidly growing in importance in practice, is a required element of this criterion.

2020 Visiting Team Assessment: This SPC is now met. Evidence of student achievement at the prescribed level was found in student work prepared for ARC 481: Environmental Design II Energy and Systems, ARC 482: Environmental Design III Lighting and Acoustics, ARC 541: Architectural Systems and Environment, and ARC 550: Regional Arch Studio.

2009 Condition II.3, Evaluation of Preparatory/Pre-Professional Education: *Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Previous Team Report (2013): One of the requirements for this Condition is that the program be able to demonstrate: *Advising Policies, including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs.*

While the APR describes in detail the process by which applications are considered and reviewed for students with a variety of academic backgrounds, the team found a key ingredient in this process missing. The team reviewed with the program administrators the procedures employed by the program for this application review and determined that Condition II.3 has not been met. This is because the program is reviewing course descriptions, portfolios, and transcripts exclusively rather than examples of student course work when assessing curriculum and transcripts considered equivalent to undergraduate courses satisfying student performance criteria at SIU.

A significant percentage of students are admitted into the undergraduate program following completion of a community college program. SUI Carbondale has articulation agreements with six such institutions in the region, and this affords a greater degree of review of the curriculum of each institution.

Although the SPC matrix included in the APR suggests that all SPCs could be met via course work and studio work at the graduate level, the team did not find this to be the case in all instances. For several SPC (including A.9, B.2, B.4, B.9, B.10, and B.11) important elements of the evidence found by the team were in studio work in courses in the third and fourth year of the undergraduate program. It should be noted that this observation is consistent with what is likely to

be found at many programs, where graduate-level courses are the field for the integration of knowledge acquired during the first four years of a program. Yet it is often difficult to verify student understanding of all the subcriteria of these SPC in graduate work alone. This makes it even more critical for a graduate program to find a way to review important examples of student work when considering applicants, in particular those from four-year pre-professional programs outside of SIU.

2020 Visiting Team Assessment: This condition is now met. The team evaluated multiple sources of information, including the APR, the program website, files of student applications, and conversations with Chair, Dr. Craig Anz, and Director of Graduate Studies, Dr. Rolando Gonzales Torres. SIU has multiple points of entry into their undergraduate and graduate programs. For the accredited M.Arch. degree program, there is a defined process for evaluating pre-preparatory work. This process was described in detail in the APR, and is publicly available on the program website (<https://architecture.siu.edu/graduate/master-of-architecture/>). Director Gonzales-Torres reviews all applications and is responsible for advising all graduate students. His review of the applications includes an evaluation of transcripts and a portfolio to ensure demonstrated student performance at the required level. Students determined to be deficient in any SPC are required to enroll in coursework to make up those deficiencies. A vast majority of the SPC are met in the graduate program. SPC met in the undergraduate courses are achieved in courses that are required for all students regardless of degree path.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1 – Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2020 Analysis/Review: The university was chartered in 1869 as Southern Illinois Normal University, the second teacher's college in the state of Illinois. In 1947 the name was changed to Southern Illinois University, reflecting the institution's academic expansion. Southern Illinois University also expanded geographically. As early as 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area, which led to the eventual development of two separate primary campuses: Southern Illinois University in Carbondale (SIUC) and Southern Illinois University in Edwardsville (SIUE). In addition, the SIU School of Medicine is in Springfield and the SIU School of Dental Medicine is in Alton.

Since its founding, SIU Carbondale has grown to be a comprehensive research university. From its inaugural class of 143 students and a dozen academic departments, the university has grown to rank today as one of Illinois' most comprehensive public universities. In fall 2019, approximately 11,695 students attended classes on the SIU in Carbondale campus. In total, SIU offers 103 bachelor's degree programs, 75 master's degree programs, and 34 doctoral degree programs including medicine and law. The physical plant of the Carbondale campus consists of 247 buildings with almost 7.5 million square feet of space on over 1100 acres of land.

In the late 1990s, the SIU School of Architecture began work on creating a Master of Architecture degree for its Carbondale campus. The curriculum of the BSAS program was modified in 2001 to reflect a more traditional 4 + 2 program. A new school director, a new graduate program head, and new faculty members were added to further build the program, curriculum, and implement its first courses. The program received initial accreditation in 2010. Since 2013, the program has implemented an online, extended campus (distant-education/ DE) education track for its graduate program, which mirrors and is fully aligned with the on-campus graduate curriculum and the student performance criteria. The program has continued to grow.

A very strong aspect of the program is that students come from a wide range of experience levels and geographic regions, from recent graduates to already state registered and practicing architects, who learn together as cohorts through collaborative problem-solving and interactive dialog. The mission of the School of Architecture is to achieve and maintain nationally and internationally recognized excellence in education, research, and creative activities; to help shape, as well as serve the students of the school, the people of the region, the distinct disciplines and allied professions of architecture, fashion design and merchandising, and interior design; and to contribute to the intellectual and creative purposes of the university.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2020 Analysis/Review:

The adopted studio culture policy is available on the school's website and the team's meetings with students demonstrated that there is a constructive and collaborative atmosphere within both courses and the overall environment of the school. Because of the program's unique composition of students, composed of those directly continuing their studies following the completion of the school's undergraduate program as well as those entering from other paths who are often well-versed in practice, cohorts have a rich variety of perspectives and experiences.

Both faculty and students develop field trips and enrichment programs; however, as expected, COVID-19 has impacted the actualization of these opportunities for this past spring, summer and into the current academic year. The APR and various meetings demonstrate that there is an established record of extramural and extracurricular activities. There are also a number of robust and active student organizations that are open to all, including: AIAS, American Society of Interior Designers, Construction Specification Institute, the Precast/Prestressed Concrete Institute Student Chapter, Tau Sigma Delta, and Alpha Rho Chi. In terms of other engagements, there is a record of community-based design/build and research programs, with the current work focused on Cairo, IL.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2020 Analysis/Review: Southern Illinois University has a long-standing history of providing access to all students. As an early leader in this realm, SIU graduated its first African-American in the early 1890s. Rural, marginalized, and first-generation students are widely recruited and supported and the university undertook an early initiative to remove physical barriers for disabled students well before the Federal ADA Act. At the time of the accreditation visit, the architecture building was not fully compliant with the requirements of the ADA, and the School of Architecture has formally requested funding to correct accessibility and life-safety issues. An anticipated date for compliance is unknown; however, the university has recently received funds for facility renovations/improvements of this nature. A formal plan and timeline for compliance should be adopted.

The university mission statement includes a declaration that SIU embraces a unique tradition of access and opportunity and inclusive excellence. The School of Architecture follows university procedures that apply to all undergraduate programs and accepts students to the undergraduate program based upon university standards. A selective admissions process has been abandoned to foster increased opportunity and accessibility. Graduate admissions are reviewed by a faculty committee composed of graduate-status faculty. The quality of student work, prior education, transcripts, letters of recommendation, and statements of purpose are reviewed. To drive equitable access, students can be admitted “conditionally” and then complete additional requirements as recommended and established through discussion with the student. The school director, head of the graduate program, and faculty are committed to social equity and have an open-door policy which encourages an open dialogue on topics of equity once students are active participants in the campus community.

Faculty are selected utilizing hiring procedures published by the Office of the Provost and Vice Chancellor for Academic Affairs. Currently, all tenure-track faculty have been designated targeted positions for women and minorities. A School of Architecture search committee is appointed using Affirmative Action criteria and position announcements are submitted to the Affirmative Action Office before the position is posted and must contain the following phrase: “SIUC is an Affirmative Action/Equal Opportunity employer that strives to enhance its ability to develop a diverse faculty and staff and to increase its potential to serve a diverse student population. All applications are welcomed and encouraged and will receive consideration.” Potential candidate lists are reviewed for compliance with policy to ensure fairness. Appointments are then based upon a qualifications-based process that seeks inclusion and diversity of all types of people and perspectives, including international and historically underrepresented groups.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program’s long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. .

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2020 Analysis/Review: Collaboration and leadership is evidenced in the school culture. Upon meeting with students and faculty, it was clear that the program encourages collaboration across its student body as well as between faculty, and diversity of thought is present. The School of Architecture includes three disciplines including architecture, fashion design and merchandising, and interior design. This mix is something that benefits the creative processes of students in each discipline. Interdisciplinary exploration seems to be encouraged and is something students expressed as one of the things they greatly value

about their program. While a collaborative environment is clear and thriving in the school, the opportunities for leadership seem limited to student organizations.

Based on the APR, and supplemental documentation provided prior to the visit, the program seeks to advance professional and community leaders and capacities for multiple-level and interdisciplinary collaboration to better meet the regional and global societal challenges of our time (viewed as a multiple-region dialogue). The Regional Studio and Urban Design and Community Development Studio support the mission of meeting social transformation challenges for regional communities through community development, place-making, and social praxis. The significant increase in online students allows the program to embrace multiple regionalisms of its geographically diverse student body. To increase problem-solving, the students engage complex projects in Comprehensive Studio and Environmental Systems. The rich Research Methods and Programming course works in concert with the Architectural Thesis Studio to allow students to develop architectural research and inquiry skills. The program is currently building a new lab in an adjacent building to extend and better serve these research endeavors and further build capacities for new systems modeling (climate, energy, health, VR and ArcGIS mapping) for the program. The increasing levels of complexity and inquiry produce practice-ready graduates.

The School of Architecture has many vital links with the professional community. Students are able to engage professionals in architecture as part of their educational experience, developing valuable networking contacts. Many SIU students spend summers or other break periods working for architects. A number of students participate in the externship program during spring break, a program where students are able to job-shadow a professional for a week in the discipline of their choice. The Career Development Center at SIUC hosts a number of internship and interview fairs, during which multiple firms come to recruit. The Alpha Rho Chi fraternity also hosts interview practice sessions each semester to help the fellow students prepare for the job market. Architecture students may take advantage of several profession-related courses in the school. They may receive credit for work experience by having their work evaluated by the school director. Each year, Norm Lach, who is a faculty member and a member of the state licensing board, brings in speakers to inform students of current licensing requirements and the NCARB AXP. The licensure process is introduced and discussed in multiple courses in the curriculum. SIU architecture students have participated with AIA Illinois Council and AIA Southern Illinois at a wide number of conferences, and AIAS students have participated in and hosted the Quad-conference. Finally, faculty members serve on multiple research and professional organization review, advisory, and editing boards, thereby serving as valuable resources for the students.

As described in the APR and verified through meetings and course material review, there are voluntary opportunities to explore environmental stewardship through a minor in Sustainability through the Geography Department as well as various electives, independent studies, and research assistantships. Selected components of environmental stewardship are evident in the student work in relation to passive design as well as water management and solar energy systems. As demonstrated in the student and faculty meetings, as well as online class observations, there are promising developments from the research and teaching agendas of new faculty members.

The team reviewed the APR and the School of Architecture website, met with student leaders, and met with the interim director of the School of Architecture to evaluate community and social responsibility. Leaders at Southern Illinois University believe that architecture serves the public and fosters the idea that students must give of their abilities in service work throughout their professional lives. Students are active in the Carbondale community and AIAS leaders described a recent project to design and implement a “teaching garden” at a local neuroscience facility. They are currently planning a Freedom by Design project for spring 2021. Faculty also lead efforts to engage with the community through summer architecture programs for children, serving on the city’s planning commission and board of appeals, and engaging the Carbondale Main Street program and Downtown Development Center.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Not Demonstrated

2020 Analysis/Review: The team reviewed the APR and additional materials provided by the program. The university is in the third year of a three-year process to reorganize academic units to group similar programs together. The School of Architecture will join theatre, dance, media and arts, music, photography, and journalism in the College of Arts and Media. The interim director and upper administration expect the transition to the new college organization to begin Spring 2021. The new college will include the School of Architecture, School of Art and Design, and Mass Communication and Media Arts. The intent is to increase interdisciplinary collaboration and share resources such as shops and maker spaces.

The program notes that long-range planning continues to be a college-level activity on campus and that representatives from the school have been participating with greater university efforts for restructuring by proposing strategies and extensions to the current plan to create the new College of Arts and Media. In the interim, the school began strategizing through a faculty retreat led by an outside facilitator. While a detailed report of this retreat was provided, no documents or descriptions identifying multiyear objectives were presented to the team.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2020 Analysis/Review: The program has performed a SWOT analysis, and recognizes their areas of strength and those needing improvement. The school performs self-assessment regularly as part of college and university self-study requirements. Assessment happens at many levels. The faculty engages in self-assessment in a variety of ways each year. The faculty actively participates in governance of the school through its work on committees. This process provides assessment of the curriculum, media, school facilities including digital resources, and faculty development annually.

The school has established an end-of-semester review policy for all studio work. Specific days are designated for each level of student within the programs. The school posts notice of final reviews throughout the school and encourages all students to attend the oral defenses of the graduate students. Master of Architecture presentations are attended by dozens of faculty members (both in architecture and

other informing fields) and student peers. Each program has a director who oversees matters related to the program, its relationship to the school, and recruitment and retention issues for students. In addition, the graduate program has a head that performs the same functions for the master's degree.

The program invites the Architecture Advisory Committee to review work each year. The committee, composed of working professionals from diverse models of practice, helps the faculty to understand what they seek when they review work in projects and what they expect a new graduate in architecture to be able to do in a firm. Results of faculty, students' and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives are collected. The faculty meets each month as face-to-face discussions are more effective and timely in meeting the programs' needs. Curriculum and learning context issues are routinely discussed by the faculty acting as a committee-of-the-whole. Finally, exit interviews have been conducted by the school with each graduating class at both the undergraduate and graduate levels. The program remains connected and tracks the career progress of alumni through social media.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Not Demonstrated

2020 Team Assessment: The team reviewed information in the APR and held meetings with faculty, staff, the School of Architecture leadership, the dean of the College of Health and Human Services, and the associate provost for academic affairs and assistant provost of SIU. Strategies for faculty support, resource allocation, and research and service opportunities were included in these discussions.

Tenured and tenure-track faculty at the University of Southern Illinois are represented by a labor union. Non-tenure track faculty are a part of the SIUC Non-tenure Track Faculty Association and two staff members are members of the Civil Service Union. Collective bargaining agreements outline the course load limits, resource allocation, and research and service requirements. The department of architecture stated that they comply with the agreement and meet established criteria to advance professional development and career growth for these faculty. However, the APR indicates that course loads for three full time tenured professors exceeded the 24 credit-hour annual teaching limits outlined in the 2018-2019 collective bargaining agreement for that academic year. This high teaching load is significantly impacting the ability of faculty members to engage in research and service, which, in turn, impacts their progression in the promotion and tenure process.

In addition to teaching, many of the faculty serve on college committees and university-wide task forces. Faculty are encouraged to participate in professional and scholarly outreach through publications of papers and presenting at conferences. The dean indicated that the interim director of the School of Architecture actively participates in professional architectural organizations, which helps expand the network of professional experts who augment teaching and influence research. Due to budget cuts, faculty often cover the cost of travel and fees to attend conferences. The APR also notes that three faculty members, one per year, have been granted sabbatical leaves for scholarly and intellectual refreshment. These sabbaticals have been awarded to senior faculty to help to increase potential funding for junior faculty development. Faculty also remain current in their knowledge of the changing demands of licensure and practice. Many are licensed architects who maintain active registrations. Retired adjunct faculty member Norman Lach is a member of the Illinois Architecture Licensing Board and serves as the Architectural Licensing Advisor (ALA). The interim director of the School of Architecture indicated that they are working to transition the ALA assignment to a different faculty member.

Currently, there is a mix of tenure track, non-tenure track, and adjunct faculty. Over the past five years, the speed at which the university has filled open positions has slowed due to financial pressure across the university. In 2016, the State of Illinois modified higher education budgets, and the impact has forced

the university, college and department to adjust resources to balance course coverage. Several years ago, the department of architecture introduced an online Master of Architecture option which has expanded enrollment. In 2019, two full-time tenure track faculty were hired (one position commenced fall 2020 and the other will commence in fall 2021) to replace recently retired faculty members, and the online program has allowed the department to increase the number of adjunct faculty members.

The team met with the academic advisor who described a focus on student retention. There is a career center on campus which supports student career guidance. Students also describe a culture in which the faculty use their networks to place students in internships in architecture firms in St. Louis and Chicago. There is also a spring program that is established which allows students to visit firms over spring break to be introduced to the practice setting.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

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

[X] Described

2020 Team Assessment: The APR provided a detailed description of the school's facilities. The program created a virtual walkthrough, which was available to all team members. Finally, during the visit, Director Anz performed a walkthrough of Quigley Hall via Zoom, during which the team was able to ask questions. The renovation and consolidation of the school into Quigley Hall has been completed, and all school activities and functions are housed in this building. Quigley Hall is a 1960s-era modern, five-story classroom facility. The building currently is home to the School of Architecture, Food and Nutrition program, and Early Childhood Education program. The auditorium attached to Quigley Hall is a small capacity lecture hall (180 seats) that serves many departments on campus. There are five classrooms used by scheduling to house general classes for many departments on campus. One general classroom and the auditorium in Quigley Hall are equipped with Smart® symposia for digital teaching.

The architecture programs are spread throughout Quigley Hall. The basement contains one teaching lab/conference room & VR Lab used by the BSAS and M.Arch degree program; two foundation studios used by the freshmen studio; the technologies studio; the wood shop and the digital fabrication lab. The first floor contains the graduate studio; the school's resource library; the computer graphics lab; the exhibition gallery; the senior studio; a seminar room; interior design studio; and faculty office. The second floor contains the sophomore studio; which is also used for summer courses. The third floor contains the junior studio; a storage room for project archives; and spaces assigned to general classrooms and offices. The fourth floor is entirely office space for the school's administration and many faculty members.

*As noted above in *Progress Since the Last Visit*, there remain a few issues that the program is working to resolve. Recent funding received by the university will allow for these necessary modifications.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Not Demonstrated

2020 Team Assessment: The visiting team reviewed financial information provided in the APR, and had discussions with the program directors and university administration. SIU Carbondale, like so many universities in the nation, faces stiff financial challenges. In FY2016 and FY2017, the state of Illinois had no operating budgets. This lack of budget greatly impacted all of the state's universities. The School of Architecture's budget has decreased 23.7% since 2015; however, enrollment is down 28.1% in that time, so spending per student has remained relatively flat. The program and administration note that they are in better shape than at the time of last visit. Enrollment is increasing. The university shares revenues from online programs with the college and unit that created the program. This sharing has provided a new source of revenue to the School of Architecture that did not exist at the time of the last accreditation visit. The program has hired two faculty members in the past year. These new faculty are replacing two tenure-track faculty who have retired. The program advised the team that there are two additional members who have indicated their intent to retire soon. A planned reorganization to a new College will provide opportunities for sharing of resources and increased efficiencies. The program is not running at a deficit and remains stable in the short term; however, without a long-range plan the revenue stream is not guaranteed - particularly given the potential impacts of the current pandemic. Additional financial resources will be required in order to stabilize human resource issues.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2020 Team Assessment: Based on the APR, the university library contains more than 10,000 architectural titles, 700 of which are less than 10 years old. The library is part of an interlibrary loan program which provides access to any book within the Illinois university system within one week. The library also has subscriptions to online media such as documentaries, instructional materials, and journals. Online databases are available 24 hours per day. The university library also provides over 200 computers and lends laptops. The School of Art and Design manages the acquisition, storage, and loaning of slides, digital cameras, digital video cameras, and projectors.

Based on a live virtual tour, student discussion, and the program's website, the team learned that the program's resource library/exhibition area is located in Quigley Hall. The resource library supplements Morris Library, the main campus library. The resource library contains a collection of reference books, manufacturers' catalogs, magazines, and material samples. It also contains computer stations that provide access to the Internet, inter-library searches and design-related data warehouses. The exhibition area displays current student work.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2020 Team Assessment: The APR described the program's administrative structure, and meetings with the program administration, faculty, and staff confirmed the organizational tree. The program director for the School of Architecture reports to the dean of the College of Applied Sciences and Arts. At the present time, the college is the largest within the university's structure, and the graduate program in architecture program is the largest in the university. There are four standing committees within the School of Architecture: Curriculum and Student Services, Facilities and Technology, Academic Progress, and Public Relations. Additionally, the school has two ad-hoc committees: the Operating Paper Committee, which relates to faculty responsibilities, evaluations, etc., and the annual Graduate Committee, which reviews applications for the Master of Architecture and draft recommendations for the program's management and development.

As of August 2020, the program is planning for a period of transition, moving the School of Architecture from the College of Applied Sciences and Arts to the College of Arts and Media. A new dean search will coincide with this transition and from meetings and available documents, it is unclear how the positions within the administrative structure of the School of Architecture will, if at all, be impacted. Updates on this proposed academic reorganization are available online: <https://pvcaa.siu.edu/academic-reorg/proposed-plan.php>.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between each criterion.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 554: Architectural Design/Thesis II and ARC 552: Grad Arch Design/Thesis I.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 550: Regional Architecture Studio.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 550: Regional Architecture Studio, ARC 552: Thesis I, and ARC 554: Thesis II.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 351: Design III Context, ARC 352: Design IV Complexity, ARC 452: Design VI Integration, ARC 550: Regional Arch Studio, ARC 551: Comprehensive Design.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 551: Comprehensive Design.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

[X] Not Met

2020 Team Assessment: Students demonstrate extensive use of case studies in multiple classes. The team did not see evidence that students are investigating individual components and fundamental design principles to contribute to their own building design.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 532: Architectural History III: Global Traditions.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 550: Regional Architecture Studio and ARC 532: Architectural History III: Global Traditions.

Realm A. General Team Commentary: Graduate level design and thesis coursework demonstrates the exploration of abstract relationships and how ideas impact society. Student work from ARC 552 Architectural Design/Thesis successfully focuses on the analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Students are applying rigorous research, using a wide variety of software programs, and modeling projects which explore specific areas of interest. The thesis work also demonstrates advanced writing skills to communicate abstract ideas.

Student work in the use of precedents in courses indicated on the APR fails to demonstrate the depth of analysis necessary for ability in this area.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 351: Design III Context, ARC 452: Design VI Integration, ARC 550: Regional Arch Studio, ARC 551: Comprehensive Design, ARC 552: Architectural Design/Thesis I.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 550: Regional Arch Studio.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 541: Architectural Systems and the Environment.

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 452: Design VI: Integration, ARC 481: Environmental Design: Energy and Systems, and ARC 541: Architectural Systems and Environment.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 341: Building Technology II: Masonry and Concrete; ARC 242: Building Technology I: Wood; ARC 342: Building Technology III: Steel; ARC 361: Structures I: Statics & Steel; and ARC 362: Structures II: Wood & Concrete.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 481: Environmental Design II Energy and Systems, ARC 482: Environmental Design III Lighting and Acoustics, ARC 541 Architectural Systems and Environment, and ARC 550 Regional Arch Studio.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 452: Design VI: Integration.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 541: Architectural Systems and the Environment.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 482: Environmental Design III: Lighting & Acoustics; ARC 552: Architectural Design /Thesis I; and ARC 554: Architectural Design /Thesis II.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 592: Professional Practice.

Realm B. General Team Commentary: There is evidence of student ability in the technical aspects of design, systems, and materials, and students are able to demonstrate their understanding of how this ability is applied. There is a strong emphasis on research and analysis to develop programming and context which informs the development of these technical components. The impact of design decisions on the environment are considered through energy analysis, material assessment, and the coordination of environmental systems. Students and recent graduates indicated their appreciation for the program's emphasis on the evaluation of technical aspects of design.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 500: Research Methods and ARC 552: Graduate Architectural Design / Thesis 1.

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 500: Research Methods, ARC 551: Comprehensive Design, and ARC 552: Graduate Architectural Design / Thesis 1.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was not thorough and consistent. There was good work shown in some aspects, such as site conditions, life safety, environmental systems, but projects did not show as well with structures, building envelopes and environmental stewardship.

Realm C. General Team Commentary: There is evidence of robust education about research, and research methodologies, as well as a strong application of this research in various design studios, especially the thesis courses ARC 500: Research Methods and ARC 552: Graduate Architectural Design / Thesis 1. Student work also demonstrates ability to evaluate and make decisions across a range of variables. Integrative design was demonstrated in high-pass examples in their comprehensive design studio and thesis courses, but the team determined that all of the low-pass examples failed to demonstrate design integration.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
 - Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect’s role to reconcile stakeholders needs.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 591: Professional Practice I and ARC 592: Professional Practice II.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 591: Professional Practice I and ARC 592: Professional Practice II.

D.3 Business Practices: *Understanding* of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 591: Professional Practice I and ARC 592: Professional Practice II.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 592: Professional Practice II.

D.5 Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 592: Professional Practice II.

Realm D. General Team Commentary: Knowledge of architectural practice, professional conduct, project management and legal rights and responsibilities as they relate to architectural practice are demonstrated in the ARC 591 and ARC 592 Professional Practice courses. Students displayed an understanding of community stakeholders and the architect's responsibility to the public in professional practice assessments.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2020 Team Assessment: A copy of the letter for the Higher Learning Commission was provided in the APR. A copy of the letter from the most recent visit in 2019-2020 is available on the university website at the following link: <https://hlcaccreditation.siu.edu/common/documents/HLC-Southern-Illinois-University-Carbondale-Reaffirmation-Open-Pathway-Action-Letter-5-8-20.pdf>.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2020 Team Assessment: The Southern Illinois University architecture program website documents the requirements for accredited degrees and additional information was received through discussions with the interim department chair. There are three pathways to the Master of Architecture. Students with a pre-professional degree in architectural studies or its equivalent may qualify for a 15-month 42-hour program of study. Students with an accredited Interior Design degree may qualify for a 2-month 70 credit hour program of study. This pathway requires students to take undergraduate coursework in building technology, structures, and fourth year architectural design in addition to the 42 hours of graduate level

coursework. If students do not have a pre-professional degree in architecture or interior design they may enroll in a course of study which requires an undergraduate degree and 109 credits. This is a 39- month program and requires students to complete undergraduate coursework in architectural communications, history, design, building technology, and structures. Southern Illinois also offers an Integrated Path to Architectural Licensure (IPAL) in which students substitute a three-hour elective with four one-hour intersessions which can help assist them on the path to licensure upon completion of their Master of Architecture.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2020 Team Assessment: SIU has multiple points of entry into their undergraduate and graduate programs. For the accredited M.Arch. degree program, there is a defined process for evaluating pre-preparatory work. This process was described in detail in the APR, and is publicly available on the program website (<https://architecture.siu.edu/graduate/master-of-architecture/>). Conversations with Chair, Craig Anz and Director of Graduate Studies, Rolando Gonzales Torres, further clarified the process. Director Gonzales Torres reviews all applications. This review includes an evaluation of transcripts and a portfolio to ensure demonstrated student performance at the required level. Students determined to be deficient in any SPC are required to enroll in coursework to make up those deficiencies. A vast majority of the SPC are met in the graduate program. SPC met in the undergraduate courses are required for all students regardless of degree path.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2020 Team Assessment: The team found the required statement on NAAB-accredited degrees on the program website at the following link: <https://architecture.siu.edu/graduate/accreditation>.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2020 Team Assessment: The team found access to these documents on the program website at the following link: <https://architecture.siu.edu/graduate/accreditation>.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2020 Team Assessment: The team found access to this information on the program website at the following link: <https://architecture.siu.edu/graduate/accreditation>.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.^[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2020 Team Assessment: The team found access to these documents provided on the program website at the following link: <https://architecture.siu.edu/graduate/accreditation>.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2020 Team Assessment: ARE pass rates were provided in the APR. A link to the NCARB website with current pass rates is included on the program website at the following link: <https://architecture.siu.edu/undergraduate/arc-studies/accreditation.php>.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2020 Team Assessment: Applications and admissions information is available on the program website at the following link: <https://architecture.siu.edu/graduate/master-of-architecture/>. This webpage has a direct link to the application. The APR describes the diversity initiatives, the program website describes the program, which includes information about the diversity of the students, and the Southern Illinois University system has a website devoted to diversity initiatives: <https://siusystem.edu/diversity-initiatives/index.shtml>.

II.4.7 Student Financial Information:

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

[X] Met

2020 Team Assessment: The team found evidence of financial information on several pages on the university website. General cost of attendance information is provided at the following link: <https://fao.siu.edu/cost/>. Information about student scholarships is provided at the following link: <https://scholarships.siu.edu/>. Information about scholarships for architecture graduate students is provided at the following link: <https://architecture.siu.edu/graduate/grad-scholarships.php>.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2020 Team Assessment: The team found access to the annual statistical reports on the program website at the following link: <https://architecture.siu.edu/graduate/accreditation>.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Met

2020 Team Assessment: Copies of the Interim Progress Reports were provided to the visiting team. Links to these reports are also provided on the program website at the following link: <https://architecture.siu.edu/graduate/accreditation>.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

C.1 Research - The breadth and depth of research being conducted by students in the program, specifically in ARC 500 Research Methods and Programming, ARC 552 Graduate Architectural Design/Thesis I, and ARC 550 Regional Architectural Studio is impressive.

I.1.2 Learning Culture - The culture of family that exists is exemplary. Faculty are uncharacteristically accessible to students - including tenure track, non-tenure track, adjunct, and retired faculty. Students also get an excellent interdisciplinary experience because of the blended classes at the lower levels with interior design and fashion design. Student clubs are open to students from all disciplines within the school.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

SCHOOL OF ARCHITECTURE - MASTER OF ARCHITECTURE / BACHELOR OF ARCHITECTURAL STUDIES

2014 NAAB - STUDENT PERFORMANCE CRITERIA

University Core Curriculum	University Electives	Architectural Courses	Total Credit Hours	2014 NAAB - STUDENT PERFORMANCE CRITERIA																													
				Realm A:								Realm B:										Realm C:			Realm D:								
				Critical Thinking and Representation								Building Practices, Technical Skills, and Knowledge										Integ. Arch. Solut.			Professional Practice								
				A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U				
Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History & Global Culture	Cultural Diversity & Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems & Assemblies	Building Materials & Assemblies	Building Service Systems	Financial Considerations	Research	Integ. Eval. & Decision-Making Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct								
CREDIT TOTALS				COURSE	CREDITS	COURSE TITLE		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
YEAR ONE																																	
FALL (1)				ARC 121	4	Design Communication I																											
10	4	14																															
SPRING (2)				ARC 122	4	Design Communication II																											
12	4	16																															
YEAR TWO																																	
FALL(3)				ARC 231	3	Architectural History I																											
				ARC 251	4	Design I: Concept																											
				ARC 271	3	Computers in Architecture I																											
7	10	17																															
SPRING(4)				ARC 232	3	Architectural History II																											
				ARC 242	3	Building Technology I -Wood																											
				ARC 252	4	Design II: Order																											
7	10	17																															
36	28	64		Subtotal First Two Years - Architectural + (UCC)																													
YEAR THREE																																	
FALL(5)				ARC 341	4	Building Technology II: Masonry & Concrete																											
				ARC 351	5	Design III: Context																											
				ARC 361	3	Structures I: Statics & Steel																											
				ARC 381	2	Environmental Design I: Site Planning																											
14	14																																
SPRING(6)				ARC 342	4	Building Technology III: Steel																											
				ARC 352	5	Design IV: Complexity																											
				ARC 362	3	Structures II: Wood & Concrete																											
3	12	15		CORE																													
YEAR FOUR																																	
FALL(7)				ARC 451	6	Design V: Urban Design & Community																											
				ARC 482	3	Environmental Design III: Lighting & Acoustics																											
				Select Elective or Pro. Practice I (ARC491)																													
				Select Multi-cultural (UCC) /+Outside Elective																													
3	6	9	18	CORE																													
SPRING(8)				ARC 452	6	Design VI: Integration																											
				ARC 462	3	Structures III: Analysis & Lateral Forces																											
				ARC 481	3	Environmental Design II: Energy and Systems																											
3	12	15		CORE																													
6	9	47	62	Subtotal Upper Level Undergraduate - Architectural + (UCC)																													
42	9	75	126	Total Four Year Undergraduate Program																													
GRADUATE																																	
Summer I				ARC 550	6	Regional Architecture Studio																											
FALL				ARC 541	3	Architectural Systems and Environment																											
				ARC 551	6	Comprehensive Design																											
				ARC 591	3	Professional Practice I																											
				ARC 500	3	Research Methods & Programming																											
15	15																																
SPRING				ARC 532	6	Architectural History III: Global Trad. Arch.																											
				ARC 552	3	Graduate Architectural Design / Thesis I																											
				ARC 592	3	Architectural Professional Practice II																											
				ARC/ UCC	3	Architecture Elective/University General																											
3	12	15																															
Summer II				ARC554	6	Architectural Design/Thesis II (Option 1)																											
				ARC593	6	or Architectural Research Paper (Option 2)																											
				ARC599	6	or University Thesis (Option 3)																											
6	6	6																															
Total Grad. = 42																																	



Appendix 3. The Visiting Team

Team Chair, NCARB Representative

Susan Schaefer Kliman, PhD, AIA
Chair, Department of Architecture and Landscape Architecture
North Dakota State University
650 NP Avenue
Fargo, ND 58102
520.405.3978
skliman@klimatic.com

ACSA Representative

Danielle S. Willkens, PhD
Assoc. AIA, FRSA, LEED AP BD+C
Assistant Professor, School of Architecture
Georgia Institute of Technology
358A Hinman Research Building
Atlanta, GA 30332
571.224.7793
danielle.willkens@design.gatech.edu

AIA Representative

Timothy Hawk, FAIA
WSA
Principal
982 S. Front St.
Columbus, OH 43206
614.537.8078
thawk@wsastudio.com

AIAS Representative

Noor UI Ain
Architect Licensing Advisor
Co-Founder | CCNY NOMAS
American Institute of Architecture Students
The City College of New York
B.Arch Candidate, Class of '20
347.421.0895
aiascny.com

Non-Voting Team Member

Marika Snider, PhD, AIA
Assistant Professor, Department of Architecture
408 Jones Hall
University of Memphis
901.678.2724
mesnider@memphis.edu

V. Report Signatures

Respectfully Submitted,

Susan Schaefer Kliman

**Susan Kliman, PhD, AIA
Team Chair**

Danielle S. Willkens

**Danielle Willkens, PhD
Team Member**

Timothy C. Hawk

**Timothy Hawk, FAIA
Team Member**

Noor ul Ain

**Noor Ul-Ain
Team Member**

Marika Snider

**Marika Snider, PhD, AIA
Non-Voting Team Member**