



2025 Visiting Team Report

Program: Southern Illinois University (M.Arch.)

Type of Visit: Continuing Accreditation (Four-Year Term)

Date of Visit: March 23 - 26, 2025

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A. Summary of Visit

Instructions: Please provide a narrative in third person voice, i.e. "the team found...."

a. Acknowledgments and Observations

The NAAB team extends its sincerest appreciation to the many people at Southern Illinois University who made our efforts so effective and made us feel welcome. The enthusiasm and loyalty to the program expressed by the students, faculty, staff, and administration are contagious. Special thanks to program director Doctor Rolando Gonzalez for orchestrating a great agenda, coordinating resources, and preparing the team room, with the support of other faculty members. Many people, including students, faculty, staff, administration, and alumni, deserve acknowledgment.

Our team of volunteers followed a rigorous process of review and consensus to develop a VTR based on your APR and digital evidence materials. Our site visit sought to verify and clarify the information in those materials.

Additionally, we have interviewed the **Program Director**, Doctor Rolando Gonzalez, **Dean Hong Chen**, Associate Provost for Academic Programs, **Julie K. Dunston**, Graduate Advisor **Mehdi Ashayeri**, and Business Manager Andrea Ogden, **as well as** members of your graduate faculty, staff, and student Organization leaders. The team also observed **ARCH 552: Graduate Design Studio 1/ Thesis**.

The Master of Architecture program provides a unique option for students seeking a master's degree by offering instruction on campus and online via several curricular pathways. The online program is a celebrated component of the School of Architecture and the university.

The Associate Provost for Academic Programs mentioned that the School of Architecture has a great reputation within the university. She is excited about the future of the university and the architecture program as a part of the College of Arts and Media.

The Dean characterizes the school as a hub for creativity. He noted that he was drawn to the University by reputation and the College of Arts and Media because of the people and the potential for growth in your learning community. He referenced his foundational career experience in media design. The dean also expressed a commitment to supporting the growth of the department. He has begun to work strategically with the university to support the Architecture Master's flagship online program. He is intrigued by the success of the program and the growing enrollment numbers. He recognizes the efforts of the university staff and faculty to balance the support of the graduate and undergraduate students as a part of the university's mission. He noted that the students are engaged in augmenting the college. In addition, he mentioned that the new faculty have brought expertise and innovation to the school and college. The energy of the faculty and students is contagious. He is "delighted" that architecture is a part of "CAM-ily".

The school's student body is diverse in experience, with traditional students on campus and non-traditional students online. We were impressed with your engagement and loyalty to the program. In our discussions about your education at the University, you noted that the director and faculty are readily available in support of your education. You also expressed appreciation

for the new tenure-track faculty as well as the faculty who are foundational to the program. The graduate student assistantships provide integral resources to the student body. Access to the SoA library, digital fabrication lab, wood shop, computer lab, etc., are provided by the hours served in the assistantships of the Master's students.

Faculty members demonstrate mutual respect and speak highly of the efforts of their director, which is admirable. The NAAB team observed a healthy, collegial, and supportive environment that exists among faculty colleagues. The faculty is supportive of the online program opportunity. The support from the broader architecture community on the Advisory Committee is noteworthy. The relationships maintained between the SoA faculty and the alumni are serving as a remarkable resource for present and future students.

The meeting with the student organization's representatives, with both past and present leadership, was enlightening. The students present in the meeting were proud to be involved and expressed having support from faculty advisors. The student organization leaders summarized their role as providing professional development resources to the student body.

The program is supported by a professional and knowledgeable staff that provides extensive services to the students and faculty. The Staff team of one is lean but mighty as she collectively wears several hats to support the School of Architecture students and faculty. The team viewed her as integral to the success of students and faculty in the program.

With so much going on, all elements cannot be equally successful. The college and school struggle with funding deficits and faculty vacancies. Students expressed a desire to have updated digital output resources, i.e. 3D printers. Students also mentioned a desire for more focused career resources in the form of access to the "reality of practice", an understanding of the path to licensure, and access to more professionals, i.e. at the job fair.

b. Conditions with a Team Preliminary Finding as Not Achieved (*list number and title, and subcondition*)

1 – Context and Mission

2 – Shared Values of the Discipline and Profession

PC 1-8 - (all are relative to the assessment of the student learning outcomes)

SC 1-6 - (all are relative to the assessment of the student learning outcomes)

5.2 Planning and Assessment

5.3 Curricular Development

5.4 Human Resources and Human Resource Development

5.7 Financial Resources

5.8 Information Resources

B. Progress Since the Previous Site Visit

2014 Condition/Criterion (Not Met): 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.

Previous Team Report (2020): 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.

2025 Team Analysis:

The team has evaluated the program's evidence for compliance with the updated 2020 Condition **5.2 Planning and Assessment**. Refer to the narrative for **5.2 Planning and Assessment** in this VTR.

2014 Condition/Criterion (Not Met): I.2.1 Human Resources and Human Resource Development:

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.

Previous Team Report (2020): 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.

2025 Team Analysis:

The team has evaluated the program's evidence for compliance with the updated 2020 Condition **5.4 Human Resources and Human Resource Development**. Refer to the narrative for **5.4 Human Resources and Human Resource Development** in this VTR.

2014 Condition/Criterion (Not Met): I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

Previous Team Report (2020): 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.

2025 Team Analysis:

The team has evaluated the program's evidence for compliance with the updated 2020 Condition **5.7 Financial Resources**. Refer to the narrative for **5.7 Financial Resources** in this VTR.

2014 Condition/Criterion (Not Met): 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.

Previous Team Report (2020): 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.

2025 Team Analysis:

Per the 2020 condition, revised on January 1, 2025, this condition is no longer required.

2014 Condition/Criterion (Not Met): C.3 Integrative Design: Ability to make design decisions within a complex architectural project while broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Previous Team Report (2020): 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.

2025 Team Analysis:

The team has evaluated the program's evidence for compliance with the updated 2020 Condition **SC.5 Design Synthesis**. Refer to the narrative for **SC.5 Design Synthesis** in this VTR.

C. Program Changes

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

2025 Team Analysis:

The program at SIU was previously assessed by the 2014 Conditions in 2020 by a virtual visit during the COVID pandemic. The narrative in the APR summarizes the program's review of the conditions, requests for feedback on teaching effectiveness, quality of learning opportunities, review of pedagogical focus, and effective preparation of students for the profession.

Since the last visit the program has joined the College of Arts and Media. A new dean was appointed to the college and a new director was appointed to the of the school of architecture. Several unforeseen changes and event effected the faculty which include, the passing of two professors, retirement of one professor, and one professor moved to another institution. The program hired new tenure track professors in response.

The program noted that there has been a process of transitioning the program from SPC to PC and SC system. As described in the narrative the faculty are rewriting their course descriptions and adjusting pedagogy in response to the conditions.

D. Compliance with the 2020 Conditions for Accreditation

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

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

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

Program Summary Statement of 1 – Context and Mission

Team Findings: Not Met

2025 Team Analysis:

The program provided an extensive Context and Mission statement to highlight all components requested for this condition in the APR. However, evidence of the summary statement as described was not found on "the program's response to 'Summary of Statement 1 – Context and Mission' found in their APR, section 1 – Context and Mission."

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

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

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

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

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

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

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

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

Team Findings: Not Met

2025 Team Analysis:

Design: The APR states that "Design is the centerpiece of education in the School of Architecture". The studio sequence from undergraduate through graduate level is explained. Undergraduate studios follow thematic organization. 1st year studio - presentation methodologies, 2nd yr - Concept and Order, 3rd yr - Context and Complexity, 4th yr - Urban Design and Community and Integration. Graduate studios focus on Regional Architecture, Comprehensive Design, and a two-semester thesis project in Design Thesis I & II. The studio teaching methodology is also explained and is described as being "evidence-based". Examples of this approach include the use of research, case studies, precedents, performance metrics, and behavioral requirements. The School of Architecture is also expanding its exploration of virtual and augmented reality design and presentation techniques. CAD and BIM software are used in the studios. Field trips, guest speakers, interdisciplinary collaboration, and professional critiques all augment the studio-based teaching methods. Most studios are taught face-to-face. However, in 2013, SIU launched an online Master of Architecture program. The team found no evidence of a coordinator of studios, especially between in-person and online studios. This is of concern since the program noted in multiple meetings that they intend to continue to grow the online program.

Environmental Stewardship and Professional Responsibility: Environmental stewardship and professional responsibility are values that the program introduces within initial building systems and structures courses (such as ARC 341: Masonry & Concrete, ARC 342: Steel & Metals, ARC 462: Structures III, ARC 481: Energy, and ARC 482: Lighting & Acoustics) that are further applied within upper level design studios (such as ARC 452: Integration Studio and ARC 551: Comprehensive Studio) and manifested through integrated design studio projects. By intentionally integrating the realities of practice (such as codes and policies) within the pedagogy of the school, SIU bridges the two through an organic curriculum progression that tasks the student to apply the early fundamentals of design to the practical parameters of the built environment. Present within the syllabi of these courses, it is conveyed that the school seeks to both foster these values through the learning objectives of the course and uphold these values through an explicit

grading procedure that is pertinent to each of the courses and their respective assignments. Although the APR acknowledges the gravity of these values and their application to practice beyond architectural academia within the future career path of the student, the APR does not convey how the program uses these results for the future of its curriculum, ensuring that the value is supported continuously.

Equity, Diversity, and Inclusion: The School of Architecture, as well as the University at large, is committed to the shared value of equity, diversity, and inclusion across faculty, staff, and students. At the University level, the Office of Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion seeks to foster this value through explicit consultation and training within the areas of cultural and professional competency, inclusion, and diversity in the classroom. The objectives seek to enhance the values within the environment of the University. It is the mission of the office that these objectives allow all university members to prepare for their success beyond the educational environment to ultimately reach their fullest potential. Although it is unclear as to how this training ensures this value's future presence in the purview of the university, its existence displays an effort in both acknowledging and reacting to the necessity of fostering equitable, diverse, and inclusive environments. At the school level, the School of Architecture at Southern Illinois University mimics the mission set at the University by seeking to create a space that allows all students to have access to architectural academic instruction. Through the narrative of the school, the program seeks to welcome students from diverse backgrounds to pursue a career in architecture. While it is stated that this value is present through the welcoming nature of the school, the program narrative does not explicitly address how equity, diversity, and inclusion are further supported by evidence or documentation. The response within the APR does not convey how the program forwards this value for the future growth of the program.

Knowledge and Innovation: The program states that "knowledge and innovation are integral to the university mission and are expressed in our teaching, research and creative activities, and service." The APR notes that the program emphasizes design thinking and effective communication of design ideas from the first two studios, integrating with courses in building technology, structures, environmental design, site design, and architectural history, and is built upon in all years through the graduate program. The graduate program ARC 550: Regional Architectural Studio addresses the regional context of architecture within the United States in historical and contemporary applications. The APR states that this is particularly beneficial in the online Master of Architecture program, but the team found no evidence to support this statement in meetings with students or faculty. Faculty research, travel, and conference participation is noted with no reference to student research opportunities. Community-based design projects are a key component of the program, with students working with government and non-governmental organizations to develop practical design solutions, with an example being a junior studio project in Thompsonville, IL. Additionally, building technology classes involve tours of active construction sites to connect students with real-world construction processes.

Leadership, Collaboration, and Community Engagement: The School of Architecture (SoA) at Southern Illinois University (SIU) offers various leadership opportunities to students through active student organizations like AIAS, Future Hispanic Architects, and Alpha Rho Chi, allowing students to develop leadership skills by managing events, setting goals, and promoting these groups. Additionally, SoA provides graduate assistantships in areas such as supervising computer labs, 3D printing, laser cutting, and the school library, helping students develop practical skills while collaborating with faculty and peers. Teaching assistantships are also available in design and computer courses, providing students with teaching experience and potential future roles in education. Research assistantships offer graduate students the chance to explore specific interests in architecture. Finally, the school engages students in community-based design

projects, fostering collaboration with non-designers to create sustainable and inclusive spaces that reflect community values and needs.

Lifelong Learning: The program described in the APR is the approach to fostering lifelong learning, beginning with cultivating an environment where curiosity is valued. The program stated that the long-term relationship between the AIA and SIU graduates serves as a pipeline to place students in internships.

While the APR highlights the program's current engagement with lifelong learning, there is no specific information provided about formal long-range planning documents or explicitly stated future strategies for addressing this shared value.

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

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

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

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

PC.1 Career Paths

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

Team Findings: Not Met

2025 Team Analysis:

In the APR, the program described that SIU introduces students to the path of becoming licensed architects through **ARC 341: Building Technology II** and the graduate-level courses **ARC 591 and 592, Architectural Practice I and II**. The program notes that students are exposed to professional practice and licensure requirements multiple times throughout their education. It also offers opportunities for interaction with professionals, including firm crawls, juror roles, and the annual AIA Prairie Chapter meeting. Furthermore, the program provides additional career development through the Externship program, where students gain real-world job shadowing experience.

PC.2 Design

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

Team Findings: Not Met

2025 Team Analysis:

The program criterion of design is one that the School of Architecture at Southern Illinois University has explicitly integrated throughout each of the design studios mentioned within the accrediting program report. Of the many stated, the course that seeks to acknowledge design "in different settings and scales of development, from buildings to cities" is **ARC 551 Comprehensive Studio**, which displays the breadth of the students' knowledge at large across each of the different components needed to comprehensively design a building. Beyond this

course, however, the variety found within **ARC 550: Regional Architecture Studio**, leveraged by the school's online students, displays the many different environments in which architecture can be expressed and designed. While the goals of these studios are conveyed within the narrative and the assessment methods for how these goals are achieved are written in course documents, the benchmarks for data and how said data drives future decisions on course instruction are absent. Without this information, improvement cannot be made to further the growth of the program and its curriculum.

PC.3 Ecological Knowledge and Responsibility

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

Team Findings: Not Met

2025 Team Analysis:

The APR notes that ecological knowledge and responsibility are instilled in several courses in the curriculum, starting with Building Technology Studios; ARC 242, Wood; ARC 341, Masonry & Concrete; and ARC 342, Steel & Metals. These courses teach students about the ecological impacts of materials, including energy consumption during production, and explore innovative uses and technologies for each material. The Environmental Design sequence—**ARC 381: Site**

Planning, ARC 481: Energy & Systems, and ARC 482: Lighting & Acoustics—covers systems such as electricity, lighting, mechanical systems, and building transportation. These courses teach students strategies for reducing energy use and optimizing site design for factors like solar gain, shading, and energy-efficient systems. The school is a member of the US Green Building Council, which provides additional resources to support the teaching of ecological design principles. The PC is assessed through student work reviews, public displays of work, input from the Advisory Board, and an exit interview to determine if the PC is being met. From the response, undergraduate level courses (series 2.,3.,4.) are referenced. While these may be pertinent to students without or/with pre-professional degrees, there is no focus on graduate-level (series 5) courses. The evidence for an assessment of this specific criterion is absent, which disallows the program to make improvements on its approach to this program criterion for the future growth of the school and its curriculum.

PC.4 History and Theory

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

Team Findings: Not Met

2025 Team Analysis:

The APR describes the required courses in History and Theory. Undergraduates take **ARC 231: Architectural History I** and **ARCH 232: Architectural History II**. Graduate students must take **ARC 532: Global Traditions in Architecture**. The syllabi for all these courses were found in the digital evidence folder. As described in the APR, this criterion is assessed via reviews of student work at the end of each project, through the public display of work, the Advisory Board, and exit interviews. Evidence of this assessment process was not found in meetings with faculty. Samples of student work from ARC 532 were found in the digital evidence folder. Syllabi for ARC 231, 232, and ARC 532 were provided in the digital evidence folder.

PC.5 Research and Innovation

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

Team Findings: Not Met

2025 Team Analysis:

The school of architecture offers different outlets of research that are both passively ingrained within the curriculum as well as actively required by the school. Within the curriculum, syllabi suggest research that assists in the pre-design process of studio projects. Although it is written in the APR that research conducted by faculty is ingrained in the respective faculty's teaching methods, evidence on how this research is coordinated into studios is unclear. However, the visiting team was able to confirm the support for faculty research and the resources that assist said research. Required by the school, students actively participate in the Research Methods and Programming (**ARC 500: Research Methods and Programming**) course, which allows students to formulate an individualized thesis that is to be developed within the graduate program. The expression of this research is offered in the form of a design thesis (offered in **ARC 554: Graduate Design Thesis II** and processed through the School of Architecture), a research paper (offered in ARC 593 and processed through the School of Architecture), or a university thesis (offered in **ARC 599: University Thesis** and processed through the Graduate School). While the alternative outcomes are innovative in nature by allowing the student to choose the area they hope to express their work, the narrative provided within the accrediting program report does not explicitly mention the nature of innovation to be expressed within each of these outcomes. Assessment methods, such as evaluations as well as questions and answers, are present within the course syllabi that the program criterion is charged with, but benchmarks, data, and future plans in reaction to said data are absent. Plans for improvements are not present to further the program and its growth.

PC.6 Leadership and Collaboration

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

Team Findings: Not Met

2025 Team Analysis:

In the APR, the program describes that students are encouraged to collaborate both in teams and individually (individually refers to developing a portion of the project while seeking input from classmates), often involving diverse stakeholders such as community residents, investors, and politicians. The program also described that they are uniquely positioned as the northernmost accredited architecture school in the Mississippi Delta Region, offering students exposure to a wide range of physical and social contexts. The program also provides **ARC 401: Design Leadership-Design Thinking, Creative Culture, Complex Problem-Solving, Innovative Processes**, which is an elective course. Student progress is assessed through project reviews, public displays, advisor board input, and graduate surveys to ensure the program meets its educational goals. Evidence of this assessment was not provided to the visiting team to review.

PC.7 Learning and Teaching Culture

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

Team Findings: Not Met

2025 Team Analysis:

All SIU students are required to take a one-credit course called UNIV 101 Saluki Success. This first-year seminar supports students as they enter a research university. The School of Architecture contributes content to the sections of UNIV 101 in which its students are enrolled. The School of Architecture and the College of Arts and Media maintain a Living Learning Community on Campus in the resident dormitory, Kellogg Hall. The RA's are currently architecture majors. All architecture courses are taught in Quigley Hall. The team found the Learning and Teaching Culture Policy on the School's website (labeled as the Studio Culture Policy) dated 2024.

As noted in the APR, this criterion is assessed via reviews of student work at the end of each project, through the public display of work, and the Advisory Board, but these methods are deemed "not as effective" as the "exit interviews" per the narrative provided in the APR. Evidence provided in the digital folder included the Studio Culture Policy, school community events, lecture series poster, field trip announcements, career info, and externship program info. However, the team did not find evidence, in the digital evidence folder or in conversations with faculty, of how the program effectively assesses student learning related to this criterion.

PC.8 Social Equity and Inclusion

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

Team Findings: Not Met

2025 Team Analysis:

The program at Southern Illinois University displays many different ways that it offers students an understanding of cultural and social contexts, both within the operations of the school as well as the instruction of its courses. The program initially speaks on how it allows its students to passively engage with social and cultural contexts through intentional immersion with other students seeking a degree within architectural studies. To show how these principles apply to the built environment, the program specifically cites **ARC 451: Urban Design and Community** as the prime course that introduces social and cultural contexts by allowing students to engage with communities for design work. Note, this is an undergraduate course that does not fulfill the requirements for the Master's degree. The APR also mentions that the curriculum's studios are spaces where students can apply social contexts found within universal design principles and express cultural symbolism. While an assessment method is present through student work reviews, exit interviews, and formal surveys, the evidence of benchmarks, data, and the application of the data to further this program criterion is absent.

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

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

SC.1 Health, Safety, and Welfare in the Built Environment

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Team Findings: Not Met

2025 Team Analysis:

The APR outlines how health, safety, and welfare in the built environment are integrated into the undergraduate and graduate architecture curricula. Building technology courses in the undergraduate program emphasize these topics through lectures and project-based learning, familiarizing students with various building codes and their application. The graduate architecture program integrates technical and environmental considerations with design projects through a structured curriculum. Graduate program students complete **ARC 541: Architectural Systems & the Environment**, a course that combines building technology and environmental systems concurrent with **ARC 551: Comprehensive Design**. This scheduling permits students to use the content of ARC 541 as a direct companion to studio ARC 551, to inform the design development of their semester project. As noted in the course syllabi, submissions of assignments and final works are evaluated against the course objectives. The lessons learned from course feedback to improve the student learning outcome and evidence in the form of a summary of the modifications that the program has made to the curricula and the individual course based on feedback/ findings were not found.

SC.2 Professional Practice

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

Team Findings: Not Met

2025 Team Analysis:

The program described in the APR that students are instructed to understand professional ethics, regulatory requirements, and business processes in architecture through coursework and events. In the graduate program, students take **ARC 591: Professional Practice I** and **ARC 592: Architectural Professional Practice II**, which are taught by a licensed architect and professor of practice, providing real-world insights into the profession. The program also hosts the AIA Illinois Grassroots Chapter event each November, where professionals from across Illinois gather to engage with students, offer professional development seminars, and foster networking opportunities. These events allow students to interact with practicing architects, learn about the path to licensure, and discuss industry trends. Additionally, the AIAS chapter organizes participation in state and national events such as Quad Conferences and Forum, which address contemporary issues in professional practice and building systems. However, evidence from the student leadership meeting does not confirm consistent participation in events at a national level.

The APR describes that the holistic approach ensures that students are exposed to the evolving forces shaping the architectural profession, both in terms of business practices and design implementation. In the graduate student meeting, students noted a dissatisfaction with opportunities that prepare them for the profession. The student leadership of Alpha Rho Chi stated that events are offered to its membership and the school regarding professional development, such as portfolio and resume workshops. Per the student leadership meeting, the AIAS chapter and the AIA state parent chapter do not have an active relationship.

The student and faculty meetings also confirmed that the appointment of an NCARB Architect Licensing Advisor is not identified to students as a resource, though documented on p. 67 of the APR.

SC.3 Regulatory Context

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

Team Findings: Not Met

2025 Team Analysis:

The APR notes that regulatory context in the United States is explained as part of the coverage of codes noted above in section SC.1. The graduate program provides an in-depth exercise utilizing program criteria and student criteria addressed in course lectures and supplementary materials, through **ARC 541: Systems and the Environment**. The program criteria demonstrate how its curriculum addresses principles of life safety, land use, and current laws and regulations in the United States through targeted coursework and assignments. Graduate students utilize their design project from **ARC 551: Comprehensive Studio** to complete exercises focused on applying building code and accessibility requirements, including integration of mechanical, electrical, lighting, plumbing, building transportation, and building automation systems.

The APR states that student learning outcomes associated with this criterion are developed through these courses and assessed on a recurring basis. Student work, particularly presentations in the ARC 541/551 courses, forms the primary element of assessment. Furthermore, an Advisory Committee views the work from ARC 541/551 each year as their method of assessing the program's success in addressing this criterion. The program director noted in the advising meeting that the Advisory committee reviews student work and identifies needed revisions to the course delivery. The team was not provided documentation of the process, feedback, or steps taken in response to the Advisory Committee report.

SC.4 Technical Knowledge

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

Team Findings: Not Met

2025 Team Analysis:

The APR describes the program as instructing students in technical knowledge of building systems, technologies, and assemblies through curriculum offerings that span both undergraduate and graduate levels. In the BSAS program, students are introduced to essential building materials through three key courses: **ARC 242 Wood Frame**, **ARC 341 Masonry/Concrete**, and **ARC 342 Steel Metals**.

These courses are complemented by advanced courses like **ARC 452 Integration Studio**, **ARC 462 Structures III**, and **ARC 481 Energy & Systems**, which integrate this knowledge into design studios. Additionally, the structure sequence (**ARC 361**, **ARC 362**, and **ARC 462**) educates students about how various structural systems are designed and integrated into architecture. Students interested in more advanced structural concepts may also take CEE 440: Statically Indeterminate Structures in the College of Engineering.

The program assesses students' technical proficiency through exams, project work, and reviews in various courses. For example, in **ARC 452: Integration Studio**, students develop structural planning for their design projects, and in **ARC 541: Systems and the Environment**, graduate students focus on integrating environmental systems. The program's emphasis is on planning,

integration, and the selection of systems that meet design, economic, and performance objectives while acknowledging the role of professional engineering consultants. Evidence from the March course **ARC 541: Systems and the Environment** was provided for review. Note, a summary of the modifications that the program has made to its curricula regarding this criterion, based on findings from its assessment, was not found.

SC.5 Design Synthesis

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

Team Findings: Not Met

2025 Team Analysis:

The APR does not cite coursework regarding design synthesis at the graduate level. The program did provide documentation of student work from **ARC 551: Comprehensive Design Studio** and its transversal integrated course **ARC 541: Arch. Systems & the Environment** in the team room. However, a review of this evidence revealed inconsistent results in responding to the required criterion regarding user requirements, regulatory requirements, site conditions, and accessible design.

SC.6 Building Integration

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

Team Findings: Not Met

2025 Team Analysis:

The APR does not cite coursework regarding building integration at the graduate level. The program did provide documentation of student work from **ARC 551: Comprehensive Design Studio** and its transversal integrated course **ARC 541: Arch. Systems & the Environment** in the team room. However, a review of this evidence revealed inconsistent results in responding to the required criterion concerning “building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.”

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

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

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

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

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

- WASC Senior College and University Commission (WSCUC)

Team Findings: Met

2025 Team Analysis:

The APR includes evidence of accreditation stating, "Southern Illinois University Carbondale maintains accreditation through the Higher Learning Commission (HLC). SIUC was last accredited for a ten-year period on May 4, 2020, after campus visits conducted on February 17-18, 2020." Source: [Higher Learning Commission Accreditation | SIU Demo | SIU](#)

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

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

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

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

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

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Team Findings: Met

2025 Team Analysis:

4.2.1: While required courses are present for the architectural studies pre-professional degree, it is unclear what courses are listed and required for the NAAB-accredited program within the school of architecture. Additional courses are present to fulfill the institutional requirements of the university, and the graphic displayed conveys courses expected to be completed by all students within the curriculum.

4.2.2: The accrediting program report provided by the school of architecture contains a link while displaying a graphic containing the general studies needed to fulfill the degree requirements provided by the university. The core curriculum is broken down into 39 credit hours, further subdivided into foundational skills, disciplinary studies, and integrative studies, with an additional 3 credit hours present to meet the 42-hour minimum requirement requested by NAAB.

4.2.3: The School of Architecture provides a large number of optional studies for students within its curriculum. While a list of minors and certificates is provided at the university level, optional studies more closely related to the profession are present through the school's offering of a minor in construction management and operations, as well as other supplementary courses such as historic preservation and field studies. The accrediting program report provides a detailed narrative of the many optional studies offered within the School of Architecture at Southern Illinois University.

4.2.4: The School of Architecture at Southern Illinois University does not offer the Bachelor of Architecture (B.Arch) degree path.

4.2.5: The Master of Architecture (M.Arch) degree path is offered at the School of Architecture with multiple different tracks that allow for architectural education to be accessible to all students. These tracks include students who have sought an education at Southern Illinois University for both a Bachelor of Science in Architectural Studies and a Master of Architecture, students who are seeking a Master of Architecture at SIU while transferring from a different school that provided a pre-professional degree in architectural or architectural-adjacent studies, and students seeking a Master of Architecture at SIU without any background of architectural studies prior. The graduate Master of Architecture portion also has its subdivision that allows for students to undergo instruction online and remotely. While the Master of Architecture degree presents accessibility to an education in architecture, evidence from faculty

and student meetings confirms a distinction between the program conducted in person and the program conducted online.

4.2.6: The School of Architecture at Southern Illinois University does not offer the Doctor of Architecture (D.Arch) degree path.

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

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

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

Team Findings: Met

2025 Team Analysis:

4.3.1: Within the narrative of the APR, the program describes the three paths towards completing a Master's of Architecture degree. The four plans/ paths-

- A. Pre-professional architecture degree - 15 months
- B. Interior design degree - 27 months
- C. Non-pre-professional degree in architecture - 39 months
- D. Integrated Path to Architectural Licensure (IPAL) - Varies

As stated in the APR, the critical issues that are considered are the evaluation of transfer credit for undergraduate students and the assignment of applicants to the four plans. The program describes that undergraduate credits are compared to the requirements as described by NAAB.

Per the narrative, transfer students from programs with an articulation agreement are evaluated by the school director and at least one of the architecture program directors. Syllabi and the portfolio from each course, plus a facility visit, are used to determine equivalency. The articulation agreement is intended to be used as a roadmap for students to determine their placement before applying to the program.

Students who are transferring from a program without an articulation agreement are required to submit a transcript. Syllabi are submitted and compared to SIU courses. Where there are questions, additional information is requested for review.

As described in the APR, the plans/paths are tailored to meet the pre-professional degree of each student. The program stated that the student transcripts are reviewed, and adjustments are made to the path if equivalent coursework has already been completed.

All students submit a transcript for review. Since the last visit, graduate checks are scheduled at the beginning of the final year of study to confirm that students are on track with the required 45 hours of credit. No graduate transfer credits are accepted.

4.3.2: The program provided a scorecard from the Graduate Admissions Committee, as an addendum to the APR, with the most recent cohort evaluation. This evaluation includes the review from the program director, director of graduate studies, and a tenure-track faculty member. The evaluation does not include a rubric for the evaluation only the points awarded by each review. Pre-professional applicants will be admitted to both the graduate school and the architecture school. The threshold for GPA is above 2.7. If an applicant is below 2.7 additional evaluation is required for approval.

The matrix as part of the APR denotes that **PC4: History and Theory** and **PC7: Learning and Teaching Culture** are achieved in preparatory education only. Students with an Interior Design degree pursuing the 27-month degree path and students with a non-NAAB-accredited degree are required to meet the criteria for these two PCs. Link to catalog on SIU website: <https://gradcatalog.siu.edu/programs/arc/#2>

4.3.3: The APR states, and the Program confirmed in meetings with the team, that a rubric is used by the Graduate Committee to evaluate all applicants to the Master of Architecture program. The team was not provided with the evaluation rubric. Elements of a complete application generally include: a portfolio, GPA, a personal statement of intent, and two letters of recommendation.

The committee recommends which students it believes are qualified for admission to the 15-month, 27-month, 39-month, and IPAL Programs. A tailored plan is developed for each applicant, along with a recommendation of whether they enter the university as a graduate student or as an undergraduate student to fulfill leveling coursework. The School of Architecture contacts applicants when it knows the Graduate School has admitted the student.

5—Resources

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

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

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

Team Findings: Met

2023 Team Analysis:

5.1.1. Administrative Structure: Within the College of Arts and Media, the School of Architecture is overseen by one School Director, Dr. Rolando Gonzalez who reports to the Dean overseeing the College of Arts and Media. Reporting directly to the School Director are the Office Administrator, Andrea Ogden, and the directors of the four programs within the school: Architecture (Master's degree), Architectural Studies (undergraduate degree), Interior Design, and Fashion Studies. Each of these programs has its own Program Director. Currently, Mehdi Ashayeri serves as the Director of the Master of Architecture program. The position for the Architectural Studies Program Director is currently open. Faculty members in each program report to their respective

program director for program-related matters, but to the school director for all other concerns. The school has two primary staff members: Ms. Andrea Ogden, the Office Administrator, who works for the school director, and Todd Robinson, the university-appointed undergraduate academic advisor, who works for the College of Arts and Media (CAM). He has an office in the CAM and the SoA. Additional graduate student workers are hired during the academic year to assist with tasks like photocopying and greeting visitors. The faculty includes instructors, assistant professors, associate professors, and emeritus faculty across the programs, with a mix of full-time and part-time teaching staff. The APR notes, "Some retired faculty have been asked to teach courses on a part-time basis to cover the program's needs."

5.1.2 Governance: The SIU system consists of eight campuses throughout Illinois, with Southern Illinois University Carbondale as the original and flagship campus. The SIU system is led by one president, Dr. Daniel F. Mahoney, and governed by a Board of Trustees created by the Illinois Legislature. There are also vice chancellors for Administration & Finance, Research & Graduate School, Student Affairs, and Anti-Racism, Diversity, Equity & Inclusion. A complete organizational chart of the SIUC campus is available at [siu-organization-chart.pdf](#)

The College of Arts and Media and the School of Architecture: The College of Arts and Media houses the School of Architecture and was established in a campus-wide reorganization in 2021. It also includes the School of Art and Design, the School of Journalism and Advertising, the School of Media Arts, the School of Music, and the School of Theater and Dance. The Dean and Professor of the college is Dr. Hong Cheng, and the Associate Dean is Mr. Robert A. Lopez, MFA. Each school within the college has a director.

Shared Governance in the School of Architecture: Faculty actively participate in the shared governance of the School of Architecture through committees and voting power. There are four standing committees: Curriculum & Student Services, Public Relations, Facilities & Technology, and Academic Progress. Ad hoc committees can be proposed and exist for the academic year unless renewed. Currently, there are two ad hoc committees: the School of Architecture Operating Paper Task Force and Research & Development.

All faculty in the School of Architecture have voting rights. Continuing faculty can vote on all matters, while non-tenure-track faculty vote on matters within their programs and on committees they serve. The director only votes to break a tie and is a non-voting member of all school committees. The Office Administrator, Andrea K. Ogden attends faculty meetings, takes notes, keeps records, and assists the director but does not have voting rights. Students can participate by meeting with the director and program director, discussing various program and college life matters with them or their academic advisors. Registered Student Organizations (RSOs), including professional organizations like the American Institute of Architecture Students, are another avenue for student involvement.

5.2 Planning and Assessment (Guidelines, p. 18)

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

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

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

Team Findings: Not Met

2025 Team Analysis:

5.2.1: The APR describes the University's Pathways to Excellence strategic planning goals to provide students with appropriate support services, state-of-the-art instruction, and opportunities to engage in research, creative activities, and service learning. To celebrate their commitment to diversity, the SoA has established three new scholarships named for three faculty emeriti. The program uses jury reviews, public displays of work, and its Advisory Committee to help ensure that they are meeting NAAB Conditions in coursework. As part of their planning and assessment processes, the SoA meets all requirements of the Provost and Vice Chancellor's Assessment Plan, which is required at least once every four years in accordance with Higher Education Learning Commission Guidelines. However, the program's multiyear strategic objectives and a response to the Provost and Vice Chancellor's Assessment Plan were not found.

5.2.2: The APR states that at the university level, the indicators used are student enrollment, retention, and graduation rates. The program uses the quality of scholarly and creative activity, which is reflected in faculty publications focusing on explanatory, descriptive, survey, and observational research. Data provided by the Office of Institutional Effectiveness, which tracks student and faculty data in all areas recorded by the admissions process for annual reporting to the US Department of Education and the state of Illinois. ARE pass rate data is used to verify that graduates are successfully achieving this milestone in their professional development. The program reviews these results periodically to see where its graduates stand.

5.2.3: While the APR states ways that the program has progressed from the past into its present form, no evidence was found on strategic objectives that currently assess "How well the program is progressing toward its mission and stated multiyear objectives."

5.2.4: Strength - The online program is described as a strength in the APR and in the meetings with students and faculty. The online faculty described the growing pains of the program prior to COVID. Responding intentionally to student feedback and review. Per the instructors in the meeting, the program evolved in response to feedback. In COVID, the program with an established online program was able to quickly set up online course offerings. In terms of accessibility, the option to either complete a master's degree on campus or online with short visits to campus is a strength.

Challenges - The program describes the challenge of attracting tenure-track faculty to the campus in a rural community. Attracting lecturers to the area has also been a hardship. The program takes students to lectures at neighboring schools in St. Louis and Champaign-Urbana. Developing an endowed scholarship for the program is an ongoing goal. The intention of the program is to build a culture of giving in the students, with the hope that alumni will give back to the program as professionals.

Opportunities - The program has recently established a construction management minor. Now in the College of Arts and Media, the program has the opportunity to develop interdisciplinary programs with other units within the college and across campus. The program denotes that lifelong learning through the development of continuing education options could be a revenue option for the program.

5.2.5: The program describes the makeup of the Advisory Committee of alumni professionals. The committee meets annually in person to review student work. The program lists the purpose of the advisory committee as 1. to maintain a connection to the profession and to ensure that

work-ready graduates, 2. to provide a connection between students and professionals, and 3. to receive a review of student work to eliminate weaknesses and produce higher quality outcomes.

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

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

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

Team Findings: Not Met

2025 Team Analysis:

5.3.1: From the APR...“These [curriculum] matters are explained to the faculty and their impacts on our program and NAAB requirements are discussed. Digital material and meetings during the site visit did not provide evidence for clarity on the relationship between course assessment and curricular development.

5.3.2: The APR describes the curriculum review process. The standing Curriculum and Student Services Committee reviews the curriculum of all the school’s programs. Academic advisors review courses each year and suggest changes. The Curriculum process is described; school faculty propose changes to the curriculum, which are submitted to the curriculum committee of the college. Curriculum changes involving graduate-level courses must be reviewed and agreed to by the Graduate School. The architecture program’s curriculum is also reviewed each year by the school’s Advisory Committee. Program coordinators call meetings as needed to discuss the curriculum among the faculty of the various programs. NAAB requirements are discussed when curriculum matters come from the University Core Curriculum Committee.

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

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Team Findings: Not Met

2025 Team Analysis:

5.4.1: Faculty workloads are determined by contracts with the Faculty Association and the Non-Tenure-track Faculty Association. Regular faculty are assigned time in three areas: teaching,

research/creative activity, and service. Continuing faculty teach 6 credit hours per semester for 50% of their time. The remaining 50% is split between the other categories.

5.4.2: The APR states that "The School of Architecture has appointed Dr. Rolando Gonzalez, Director, to act as our Architect Licensing Advisor." However, in separate meetings with the student leaders, graduate students, and the faculty, all groups stated that there is not currently an Architect Licensing advisor. The APR also notes that **ARCH 342 Building Technology II** Masonry/ Concrete devotes a lecture to licensing and other NCARB processes, including the AXP Program.

5.4.3: The APR describes many opportunities and programs available for faculty development. The Center for Teaching Excellence, located in Morris Library, offers workshops and guidance to faculty on teaching technologies, online teaching, designing instructional materials, and assessment. The University is a member of the Online Learning Consortium. Sabbaticals and professional development leaves are both available to faculty. The University's Office of Sponsored Projects Administration helps faculty secure and administer external grant funding for research projects. Tuition waivers are available for faculty and their children for continuing professional development.

5.4.4: Undergraduate students are advised by professional advising staff. Graduate students are advised by the Director of the Graduate Program, who is a faculty member. Mental health services are available to all students through the University's Student Health Services. The Career Development Center provides career guidance to students. The School of Architecture also hosts its own job fairs. SIU offers an Externship Program to students, matching students with local professionals during the spring break week.

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

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

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

Team Findings: Met

2025 Team Analysis:

5.5.1: Although the program defers its commitment to a university-wide understanding of social equity, diversity, and inclusion, the school seeks to reflect this across its human resources by maintaining a diverse faculty pool, allow physical resources to support faculty and students alike, and not let financial burdens obstruct the goal of creating architectural education accessible to all students.

5.5.2: To maintain or even increase the diversity among its faculty and staff, the school of architecture partakes in several procedures such as the following: advertised job posts concentrated on minority backgrounds, applications provided by human resources, and search committees. Although this action is vital to maintaining a diverse faculty culture, the school is working to take a much larger leap by working through the smaller details that can better support this diversity through inclusive job descriptions and unbiased screening. The school has provided metrics on student-to-faculty diversity ratios, which are generally proportionate.

5.5.3: Relative to maintaining the diversity of its students since the last accreditation cycle, the School of Architecture firstly defers to the University for reducing obstacles when admitting students, such as the absence of an ACT or SAT score, if a competitive GPA is maintained from high school. At the school level, the architecture program lists many examples that allow for its curriculum to be accessible by all students, such as closed-captioned lectures as well as accommodations made to qualifying students in respective courses. These examples reach not only the accessibility of the students present within the school; rather, strategies such as marketing techniques, as well as more intentional showcasing of inclusive working environments, seek to forward the goal of diversity within the school. While intent is present within these strategies, the detail of its implementation is shallow by nature, with little description of each strategy's logistics and plans for seeking sustainable success. Demographics are present for the visiting team to compare between the program and the institution.

5.5.4: The program has provided links within their APR relative to the policies in place regarding Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5: The institution at large utilizes many different resources and procedures that allow for its programming to be accessible for all, such as live captioning, alternate test-taking strategies, and accessible course materials. More specifically, within the school of architecture, the program has physical resources such as accessible drawing tables and classrooms, while allowing course materials to be accessible by students within their class site. While little detail is present on how these are being used, the narrative projects the program's compliance with supporting faculty, staff, and students with different physical and/or mental abilities.

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

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

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

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

Team Findings: Met

2025 Team Analysis:

5.6.1: First-year architecture students share a renovated studio space in the basement without dedicated tables, though there is reportedly enough space. From the second year through graduate school, students are provided with dedicated studio spaces and 24-hour access, typically having one to two tables per student, with graduate studio 103 containing 30 work cubicles. These spaces have been confirmed during the tour of the facilities.

5.6.2: Quigley Hall houses 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 in the building used by Scheduling to house general classes for many departments. One general classroom and the auditorium in Quigley Hall are equipped with Smart Sympodia for digital teaching. Some additional classrooms are also equipped with smart teaching technology. All studios are equipped with large HD monitors for presentations, and digital projection is available through the School of Architecture. The Computer Graphics Lab (Quigley 106) provides Windows workstations and large-format color plotters and color laser printers. The School of Architecture Library Resource Room (Quigley 102) contains a small collection of architecture books/journals and provides shared Windows workstations and a scanner. The Digital Fabrication Lab (Quigley 003) is equipped with Windows workstations, a Shopbot CNC Router, laser cutters, and various 3D printers. The Virtual Reality Lab (Quigley 007A, B) has Windows workstations with various software available to students. Wood Shop & Spray Booth/Assembly (Quigley 002): is accessible to all School of Architecture students, with non-departmental use requiring faculty advisor approval. Spray Booth/Assembly area is 600 square feet with 24-hour access and includes a spray booth, assembly tables, and recycling storage. These physical resources have been confirmed during the tour of the facilities in the School of Architecture.

5.6.3: The APR states that faculty members have dedicated office spaces with 24-hour access in which to work and meet with students. New faculty receive hardware and software products that they request for their teaching and research needs.

5.6.4: Teaching facilities are designed to support both traditional lecture-based and collaborative learning modalities. The School of Architecture also offers display spaces in corridors, seminar/conference rooms, and studio spaces. In addition to the physical resources available on campus, the digital software programs presently utilized by the school to support online learning allow for support across all formats and pedagogies. This information was confirmed in the meetings with students and faculty.

5.6.5: An answer to this question was not provided in the APR. During the visit, the team requested follow-up information from the program director. The program director responded that SIU, relies on the D2L (Desire to Learn) academic platform for all their courses, and notes it is an efficient way to safeguard course content in emergencies. The program stated that the D2L provides for recovery of data and information recovery.

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

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

Team Findings: Not Met

2025 Team Analysis:

In the APR, the program provided a spreadsheet documenting the financial trends for the program since 2020. The spreadsheet and narrative summarized that the program spends about

\$5,000 per student. In a meeting with the program director, he described that the State of Illinois did not provide appropriations to any state school from 2016 - 2018. During this time, the university secured loans to cover costs i.e. operational, salaries, etc.

In the meeting with the leadership of student organizations, the team heard that student organizations are financially self-supported. The architecture program does provide free printing for advertising and activities. The student organizations are self-funding for conferences and conventions through dues. The university has a process for student organizations to request funding. The student organizations' leadership indicated that the available funds are only a couple of hundred dollars. The University's process for fund distribution is lengthy and intensive. The team's findings are based on the evidence from meetings with students/ administration. The appropriate support and financial resources to support student learning and achievement are not evident.

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

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

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

Team Findings: Not Met

2025 Team Analysis:

The School of Architecture at Southern Illinois University leverages the extensive information resources provided by the university at large through many different outlets. While the on-campus library contains thousands of books in both physical and digital forms as well as a research center specifically dedicated to special collections, students are encouraged to access additional resources found online through databases available 24 hours a day. If these resources do not contain the information needed to support the School of Architecture and its needs, opportunities are available through interlibrary loan systems as well as purchase requests to add to the university's larger collection. Beyond the availability of information resources, the university supports the accessibility of these resources by providing computers to those in need to do work within the university and group study rooms for a more intentional environment dedicated to academic learning. Although abundant resources at the university level are available for all students across the campus, it is unclear what resources are specifically available for architecture students beyond its texts related to art and architecture. While employed graduate students staff the access to information resources, an architectural librarian, as well as visual resource professionals, are not named to support the program, to actively "provide discipline-relevant information services that support teaching and research."

6—Public Information

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

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

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

Team Findings: Met

2025 Team Analysis:

The link provided by Southern Illinois University contains the required language requested by NAAB found in the *NAAB Conditions for Accreditation, 2020 Edition*, Appendix 2.

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

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

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

Team Findings: Met

2025 Team Analysis:

The link provided by Southern Illinois University is confirmed to have the requested documents available to all students, faculty, and the public. These documents include the *Conditions for Accreditation, 2020 Edition*, and the *Procedures for Accreditation, 2020 Edition* (which were both in effect at the time of the last visit).

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

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

Team Findings: Met

2025 Team Analysis:

Students have access to The Career Development Center website found at [Career Development | Career Development | SIU](#). Services include: Maintaining a website with program and event announcements, posting flyers around campus, including in Quigley Hall, Organizing on-campus job fairs, Operating a Professional Clothing Closet that provides free professional clothing to SIU students, Assisting with resume and cover letter writing and review, Providing practice interviews and presentations, Offering the S.U.C.C.E.S.S. program, which includes virtual training sessions for students and alumni on specific topics, Helping students identify and apply for internships and Providing links to job searches at the national, state, and regional levels. In a meeting with graduate students, there was an expressed desire to have program-specific career fairs in addition to the campus-wide job fairs that occur every semester.

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

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

- a) The most recent decision letter from the NAAB awarding accreditation or candidacy

- b) The Architecture Program Report submitted for the last visit
- c) NCARB ARE pass rates

Team Findings: Met

2025 Team Analysis:

The following documents were found on the SIU School of Architecture website:

- The most recent decision letter from NAAB, awarding continued accreditation, March 15, 2021.
- APR from March 1, 2020.
- A link to the NCARB website showing NCARB ARE pass rates.

6.5 Admissions and Advising (Guidelines, p. 24)

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

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

Team Findings: Met

2025 Team Analysis:

The APR includes a "Complete Explanation of Undergraduate Advising" process document provided by Kijoung Na, the Academic Advisor. It describes the process for applying to SIU for first-time and transfer students. Admissions requirements and policies are described. The requirements and forms for applying for financial aid and scholarships were also provided in the APR. The new advisor is Todd Robinson for the undergraduates, and Medhi Ashayeri, has been recently appointed as graduate advisor.

6.6 Student Financial Information (Guidelines, p. 24)

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

Team Findings: Met

2025 Team Analysis:

6.6.1: The program provided a link to the Financial Aid Office website, which details financial aid procedures, expected costs, and a Net Price Calculator to help students understand the full cost of their education.

6.6.2: The program ensures that students have access to current resources and advice for making decisions about financial aid. Illinois is a 'Truth in Tuition' state, meaning that tuition costs remain fixed for a student's four years of study. While university and school fees may change annually, these changes are fully disclosed to students. The program provides a cost estimate for books, supplies, and course materials, and students can view textbook costs at the University Bookstore via a link on the Class Schedule. Many students opt for online or digital

textbooks, which are often more affordable, and the university library keeps some texts on reserve for student use.

E. The Visiting Team

Team Chair, Practitioner Perspective

Karen E. Williams, AIA LEED AP BD+C
Architect, PIVOT Architecture
Eugene, OR
karenwilliams@gmail.com

Educator Perspective

Robert J. Dermody, AIA
Professor of Architecture
Assoc. Director, University Honors Program, Roger Williams University
Bristol, RI
rdermody@rwu.edu

Regulator Perspective

Glenn Gall, AIA, ASHRAE
Sacramento, CA
glenngall.architect@gmail.com

Student Perspective

Michael Boongaling
Student, University of Memphis
Memphis, TN
me@boongie.archi

F. Report Signatures

Respectfully Submitted,

Karen E. Williams

Karen Williams, AIA LEED AP BD+C
Team Chair

Boongaling

Michael Boongaling, Assoc. AIA, AIAS
Team Member

Robert Dermody

Robert Dermody, AIA
Team Member

Glenn SA Gall

Glenn Gall, AIA
Team Member