APR 2016

Architecture Program Report

Hammons School of Architecture
Drury University

Submitted to:
The National Architectural Accrediting Board
September 7, 2015

Drury University
Hammons School of Architecture

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Master of Architecture (168 semester credits)

Year of the Previous Visit: 2010

Current Term of Accreditation: Six Years

[from 2013 Visiting Team Report:]

"The professional architecture program Bachelor of Architecture was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in two years to review the following Conditions and the progress that has been made in each area: 8. Physical Resources, 10. Financial Resources. The accreditation term is effective January 1, 2010. The program is scheduled for its next accreditation visit in 2016."

[from 2012 Focused Evaluation:]

"... the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory. The term of accreditation stands. The next visit will be in 2016."

Submitted to: The National Architectural Accrediting Board

Date: September 7, 2015

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Section 1. Program Description

I.1.1   History and Mission

Drury University was founded as Drury College in 1873—modeled on New England's church-related liberal-arts colleges. From its start the School welcomed women as well as Native Americans from the neighboring "Indian Terriitories." The original charter emphasized the provision of an academic experience that develops young men and women to be intellectually, socially and culturally productive citizens.

As the institution has developed—becoming Drury University in 2000—it has added high-quality professional programs including a School of Education, the Breech School of Business, and the Hammons School of Architecture (HSA). The integration of these professional programs with the traditions of Drury's liberal-arts heritage has become central to the university's mission.

Drury University, with 46 undergraduate academic programs and 18 graduate programs, enrolls 4,215 students (AY 2014-15 figures). Approximately 1,450 are enrolled in the traditional undergraduate "day School," including 165 in the five-year M.Arch. program, with the remainder distributed between graduate and continuing education programs both at satellite campuses and at the main Springfield campus.

Drury University's size and intimate campus setting allow for close personal associations among students, faculty and staff. Campus life does not end in the classroom. Co-curricular activities provide personal, recreational, and social development. These include intercollegiate and intramural athletics, student government, choir, theatre, volunteer programs, Greek organizations, and student publications.

The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools has continuously accredited the university since 1915. Drury received a ten-year Reaffirmation of Accreditation in 2011. The university is a member of the Association of Governing Boards of Universities and Colleges, the Association of American Colleges and Universities, the Associated New American Colleges and Universities, the Council on Undergraduate Research, the Independent Colleges and Universities of Missouri, and the Missouri Colleges Fund.

Since the last NAAB visit Drury's 16th president, Mr. Todd Parnell, has retired; the current and 17th president of Drury University is Dr. David Manuel. Dr. Charles Taylor, who served as Vice President for Academic Affairs during our previous NAAB visit, has returned to the faculty. Since January 2015, the university's VPAA is Dr. Steven Combs.

> **Drury University's Mission Statement:**

> Drury University is an independent university, church-related in the liberal arts tradition, and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought; to foster the integration of theoretical and practical knowledge; and to liberate persons to participate responsibly in and contribute to a global community.

> **> See more of Drury's Mission, Vision, and Strategic Plan**

The architecture program at Drury University traces its beginning to a series of architecture electives that were first offered in the Department of Art in the late 1970s. The popularity and number of these architecture courses increased, resulting in a 4-year Bachelor of Arts degree in Architectural Studies, offered by the Department of Art. A number of local architects were invited to assist the university in developing these courses. This committee advised the university to consider converting the four-year

non-professional architecture degree to a five-year professional degree. Throughout the 1983-84 academic year this curricular change was debated by the university faculty. These discussions culminated in May 1984 with the ratification of the five-year Bachelor of Architecture professional degree by the Drury University faculty and Board of Trustees.

Concurrent with faculty and board approval, the university scheduled a NAAB Advisory Visit in the spring of 1984. This visit indicated that the university needed to make a greater commitment to the program faculty and staff, facilities, funding, and curriculum.

The university hired Jay G. Garrott as the new architecture program director in August 1984 to shepherd the program to full NAAB accreditation. Garrott organized a five-member national consultant group to help the university plan for the development of the Bachelor of Architecture program. This group met throughout the 1984-85 academic year and helped the university prepare the NAAB candidacy application that was submitted in 1986. This group became the School's initial Professional Advisory Council—a council that still offers valuable guidance to the School despite its modification over the years.

In October 1985, John Q. Hammons—a local developer and member of the Drury University Board of Trustees—committed to help build the university's architecture endowment. Mr. Hammons eventually contributed almost $6 million in building and gift operating-budget support to the School of Architecture. Simultaneously with this endorsement, the university reorganized the Department of Art and Architecture by separating the two programs and establishing the Hammons School of Architecture and the Department of Art and Art History.

The Hammons School of Architecture was granted Candidacy Status effective January 1, 1987. In compliance with the NAAB Candidacy guidelines, the School hosted an Interim NAAB Review in April 1989. In 1990, the School applied for full accreditation, which it received effective January 1, 1991. Since then, the School has received full five-year term accreditations in 1994 and 1999, and full six-year terms in 2004 and 2010.

In 1994 Jay Garrott stepped down as director of the School after ten years. Following a national search, Janet White, FAIA, was hired to replace Garrott. She resigned after three years in spring 1997. Bruce E. Moore, AIA, served as interim director for the 1997-2000 academic years while a prolonged search occurred. In fall 2000, Michael J. Buono, AIA, began his term as director, a position he held for twelve years. Under his leadership the School intensified its commitment to core values of community and global engagement established under Jay Garrott in the program's early years. The Center for Community Studies (CCS) was founded, with Garrott as its Director. Design-build activities were expanded under the leadership of Professor Traci Sooter. The Drury Center in Greece was founded and initially directed by Professor Alkis Tsolakis, who was followed by Dr. Panos Leventis, and then Eleni Dellagrammaticas.

Buono also led two comprehensive curricular revisions, with special emphasis on the ten-semester design-studio sequence. The second of these curricular revisions culminated in the fall of 2008, when HSA faculty approved a curriculum for a new five-year Master of Architecture first-professional degree. The university approved the degree program in spring 2009 and by the NAAB in summer 2009. Approval of the degree-nomenclature change became effective January 1, 2009.

Buono announced his decision to step down in 2011—rejoining the faculty in June 2012, when Dr. Maurizio Sabini, RA, was appointed director following a national search. Sabini served for two years before rejoining the faculty in June 2014. HSA faculty member Dr. Robert Weddle was appointed Interim Director in June 2014, and became the first Dean of the Hammons School of Architecture following a comprehensive reorganization of the university's academic organizational structure in June 2015.

I.1.2   Learning Culture

Like most Schools of architecture, the HSA is committed to the studio-based experience as a central pedagogical strategy. As a professional program within a liberal arts university, studio-based education is especially valued for its encouragement of qualities that define liberal education: intellectual rigor, dialogue, innovation, and peer-to-peer learning. The studio also fosters a sense of community among students and faculty in which mutual respect, sharing of ideas, and collaboration are paramount. Despite its many virtues, however, studio-based education can be intimidating, inordinately demanding of students' time, overly influenced by power relationships between students and faculty, and detrimental to the broad education of our students.

The HSA Studio Culture Policy is intended to remind students and faculty of the many positive attributes of studio life, while also ameliorating its potential negative qualities. The Policy was first formulated in 2006, and is regularly revised through a student-led Studio Culture Task Force. The most recent full revision took place in 2010, as a result of a Task Force led by nine students from various year levels and two professors. The policy emphasizes healthy work-life balance, academic commitment, respect for the entire university community in public and private spaces, and open communication.

This policy is available to all students through the School's website and our *Student Handbook*. It is also posted in all design studios throughout the building. Students are also made aware of the policy through their involvement and leadership in the policy-update process. A new Studio Policy Task Force was formed during the spring 2015 semester, with nineteen students representing all year levels leading the process with one professor. Students set up a Blackboard discussion forum to solicit and collect input, and policy revisions will be completed during the fall 2015 semester following a series of public fora.

> **> See the current HSA Studio Culture Policy**

The School's learning culture is also profoundly affected by its liberal-arts context. Through the Drury University Core Curriculum ("Engaging our World") students take a broad range of coursework emphasizing writing and research skills, ethics, global culture, and community engagement. They also take electives distributed across the university's four disciplinary divisions. Rather than segregate general studies to the early years of our professional architectural curriculum, this coursework continues throughout students' five years. Architecture faculty and advisors emphasize the importance of the Core Curriculum, and students are expected to draw upon it in their architecture studios and in particular through the fifth-year thesis process.

The School also provides opportunities to extend learning beyond the classroom. Students typically benefit from four funded field trips over five years. All students complete a 360-hour internship in an architectural office or approved related setting. Additionally, throughout the history of the HSA program, all students have been required to complete an approved study-abroad experience, which currently demands a minimum five-week program, but most students study for a full semester at the Drury Center in Aegina, Greece.

Another long-standing aspect of our program is the above-mentioned CCS. In either their third or fourth year, all students take a studio in which they work directly with stakeholders from communities spread throughout the southwest Missouri region. These studios often collaborate with University of Missouri Extension staff to identify communities in need of planning and architectural investigations. Students meet with community members, organize charrettes, present and revise work, and prepare a final project document.

Our program is actively working to broaden and intensify this tradition of sending students out beyond the classroom. During the Fall 2015 semester, all fifth-year students will have the opportunity to participate in a New York- or Seattle-based studio, in which they will work over a long weekend within professional offices, focusing on particular sites and programmatic issues related to those cities. Professionals will

help students understand the local conditions, offer critique, and follow the work throughout the semester once students return to Springfield.

Students can also take part in a competitive Spring Break Internship Program, spending the spring break week working in and hosted by top-level design offices across the country and abroad. This program is beginning its thirteenth year, and has exposed students to a diverse range of professional practices and locales, often resulting in longer-term professional relationships post-graduation.

Our program also exposes students to diverse views and approaches through our annual lecture series and through exposure to distinguished visiting professors. Lecture series themes in recent years have addressed public-interest design, the expanding field of design, site specificity, and issues of scale. Visiting Professors of Practice include Venetian architect Filippo Caprioglio (Fall 2013) and Mara Partida and Héctor Mendoza—of Barcelona-based MX_SI Architectural Studio.(Fall 2014).

The School's learning culture is also positively influenced by our students' wide involvement in campus and School extra-curricular activities and clubs. We have extremely active chapters of the American Institute of Architecture Students (AIAS) and the Tau Sigma Delta honor society. The flexibility of our program and its liberal-arts setting also encourage architecture students to participant in campus-level activities like student government and athletics.

Finally, and perhaps most importantly, the very particular culture experienced by HSA students stems from the embedding of a professional architecture program within a small liberal-arts-based university. The Drury general studies curriculum (The Drury Core: Engaging Our World) is central to the success of HSA students within the classroom, studio, and eventually in practice. The Drury Core recognizes the global and interconnected context of contemporary challenges, and emphasizes applied learning and community engagement as tools for learning and action.

> **See more about The Drury Core**

I.1.3   Social Equity

Faculty and staff recruiting processes and policies at Drury University are governed by the university's Equal Employment and Affirmative Action Plan, which is published in the university's *Staff Handbook* and on its website and is clearly communicated to prospective employees. Faculty Search Committees are also provided comprehensive guidelines for recruiting and hiring faculty members and academic administrators. These guidelines thoroughly cover equal employment and affirmative action policies for University hiring.

> **See more on Drury's Equal Opportunity and Affirmative Action Plan**

> **See Drury's Guidelines for Faculty Hiring (Dropbox)**

The HSA follows these university policies when recruiting potential faculty members. The School actively seeks faculty candidates who will broaden the cultural base of our program. Springfield, Missouri and its surrounding region have long been perceived as suffering from a lack of racial and ethnic diversity, as well from traditional attitudes that make entry into the professions challenging for women. Despite this, the School has managed to increase the percentage of ethnic minorities in its full-time faculty from 6% during our previous NAAB accreditation visit (2010) to 24% today. The percentage of women on our full-time faculty has increased over the same period from 20% to 33%, while the current national average is 29%.[1] Women HSA faculty members are also more likely to hold positions of leadership than the national

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[1] 2014 *Annual Report from the NAAB*, part 3, page 5.

average; 43% of tenured full-Professors on the HSA faculty are women, and one of two School administrators is a female faculty member. Another female HSA faculty member has recently served as Drury University Division Chair for the Fine Arts Division, and currently serves as Chair of the Drury Art and Art History Program.

Drury University is also committed to increasing minority and international student enrollment. Student recruitment is a function of the Office of Admissions but is the responsibility of all staff, faculty, administrators, students and alumni of Drury University. Support for a more diverse student-body has come through a number of initiatives. Chief among these is the Diversity Scholars Program (formerly the Edward Jones Scholars Program), which provides scholarships, advising, and networking opportunities to qualified minority students. Diversity Scholars are in turn required to participate in the Bridges Orientation program—a two-day program provided at no cost to incoming freshmen from underrepresented groups.

> **See more on Drury's** Diversity Scholars Program

The university also runs a campus Diversity Center in a restored historically African-American church; it aims to build an improved climate of openness and inter-cultural understanding.

Although we have yet to achieve the level of representation of domestic students of different races and cultural heritages for which we strive, the presence of international students contributes substantially to our program's cultural diversity. The university has employed full-time international recruiters, and international students are supported by a range of programming organized through the office of International Support Services and the International Students Association. International students attend a special early-arrival orientation before each semester begins. International students have been attracted in particular to Drury's architecture program, with percentages of international students at HSA increasing from under 11% in 2010 re-accreditation to 23% during the 2014-15 academic year. The national average for this measure, according to the NAAB *2014 Annual Report* is 8 percentage points lower—at 15%.

The HSA program also strives for increased gender diversity. On average, women accounted for 41% of all architecture-program graduates nationally in 2013.[2] During the 2014-15 academic year, the percentage of female students enrolled at the HSA was 38%. Since admissions decisions and recruiting strategies at Drury University are centralized, and initial admission to the HSA program is open to all qualified students, the gender mix in our program tends to reflect prevailing regional perceptions about the attractiveness and viability of the architecture profession for women. Our program attempts to counter these perceptions through the leadership of our relatively large percentage of female faculty members, and by seeking out accomplished female professional leaders for our lecture series and for membership on our School's Professional Advisory Council.

I.1.4   Defining Perspectives

A. Collaboration and Leadership

The Drury/HSA culture and program have a strong orientation toward fostering successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

The HSA Assessment Committee focused on leadership and collaboration during the 2014-2015 academic year. Although many classes employ group-oriented pedagogies, the CCS and design-build

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[2]See Association of Collegiate Schools of Architecture, "NCES Data on U.S. Programs in Architecture and Related Fields: Ethnicity and Gender of Graduates," December 2014. http://www.acsa-arch.org/resources/data-resources/nces-data-on-u-s-programs-in-architecture-and-related-fields/ethnicity-and-gender-of-graduates. Accessed July 2015.

projects emphasize them, with students engaging in critical decision-making, delivering constructive feedback, compromising, delegating, and assuming personal responsibility for individual components of team projects while being accountable to their peers and the community. Faculty make a concentrated effort to convey the positive value of cooperative teamwork, not only as a form of professional preparation, but also as a tool for life-long learning.

The HSA's culture of active student participation in extra-curricular organizations demonstrates that collaboration and leadership are more than just pro forma components of our School culture, but are central to our community's identity. In addition to involvement with AIAS, which makes a serious commitment to philanthropy with its annual Beaux-Arts Ball, students endeavor to make a real difference through their work with Freedom by Design, Habitat for Humanity, the Sustainability Council, and For Burkina – an organization founded by an HSA alumna and advanced in collaboration with current students - which is endeavoring to design, fund, and build schools in Burkina Faso. The Art of Space project, which creates interactive environmental art installations, involves students and, often, the community in the conceptualization and production of its works to contribute to Springfield's First Friday Art Walks and Artsfest, and has played an important role promoting the arts in the city.

Drury's general education curriculum prioritizes interdisciplinary investigation of global issues through its Global Challenges requirement, which is satisfied with four courses with significant global content in at least three divisions. The general education curriculum also emphasizes "collective action" and "direct engagement in communities both at home and around the world" through its engaged learning requirements, including study abroad experiences and internships described above.

Anecdotally, employers of HSA graduates regularly comment that our students distinguish themselves through their ability to solve problems in creative ways, play productive roles in office teams, and communicate well regardless of their audience. These attributes are due in large part to our commitment to community engagement, global awareness, and effective communication.

B. Design

Design excellence is a focus of the HSA curriculum and culture. Our School's liberal-arts context emphasizes critical thinking, clarity of communication, and community engagement. These skills allow our students to approach design as a broad and expansive activity that combines creative problem solving and technical knowledge, and that is applicable to a broad range of challenges.

The core of our design curriculum is a ten-semester sequence beginning with an interdisciplinary Foundations of Design studio (ARTZ 111) and concluding with the fifth-year Thesis Studio (MARC 521). Each studio pursues specific learning objectives defined by the faculty as a whole. Studios in the program's first two or "pre-professional" years engage fundamentals of formal design, order, site, materials, environmental mediation, and program. Subsequent studios in the professional program address increasingly technical issues (material assemblies, systems, and integration) and issues stemming from architects' broader goals and responsibilities (urban design, community engagement, global contexts, and research).

The culminating thesis experience best illustrates the qualities we strive for in our students. Whereas many programs have abandoned the undergraduate thesis in favor of faculty-led research studios, we value the thesis for its ability to bring together the components of a professional/technical education with those fostered by liberal arts coursework. Streamlining foundational design and technical education as much as possible allows us to place our Comprehensive Design studio (MARC 519) at the end of the fourth year, using it to further develop and assess our students' integrative design abilities. Consequently, the fifth-year experience builds on this foundation, reiterating objectives of earlier studios while adding more ambitious faculty-defined research explorations (the MARC 520 fall studio) and student-defined thesis (the MARC 521 spring studio). During the fifth-year fall semester, while engaged in the MARC 520 research studio, students also complete a three-hour research seminar (MARC 557) in which a thesis

issue, topic, program, and site are developed. The thesis is then explored through design work during the spring MARC 521 studio. The range of issues and projects students undertake conveys their tendency to see design as a critical application of creative and technical skills to broader societal problems. While most students will eventually work in practices concerned with more traditional client needs, the broader ambitions of design cultivated in our students serve them well as professionals, as they use their abilities to create value and solve problems for clients and users.

The practical applications of design are also highlighted by students' required participation in studios directed by the Center for Community Studies (ARCH 417) in either their third or fourth year. Connecting students with real communities with real problems makes students acutely aware of the ramifications of design decisions and the essential need for public processes to inform their work. Students help community members to see design not as an extravagant luxury, but as an essential tool for attacking problems in strategic and creative ways.

Extra-curricular aspects of our program and culture also emphasize the relevance and applicability of design excellence. The annual lecture series brings practitioners, scholars, and researchers who expose students to a wide range of design practices and applications. Lectures are not optional evening events, but integrated with afternoon design studios, creating a shared sense of intellectual values and reinforcing the centrality of design for our culture. Recent series themes have stressed design as social engagement, design as a response to new problems and applications, and design as an interaction with wide range of places and sites. In spring 2015, the School hosted a major symposium entitled "Design in the Middle: Making Place in the American Small Town," in which award-winning practitioners gathered to discuss strategies and successes in bringing design to a wider constituency.

Design excellence is also celebrated at HSA through our annual Librarium end-of-year exhibition and awards program. Since 2004 this program has allowed faculty to nominate exemplary design work for the Librarium Exhibition. Exhibited work is juried by a pair of invited speakers—one an accomplished HSA graduate and the other a nationally- or internationally-recognized practitioner. Jurors have included Patricia Patkau (Patkau Architects), David Lewis (LTL), Mehrdad Yazdani (Yazdani Studio of Cannon Design), Meejin Yoon (Höweler + Yoon Architecture), Michael Speaks (Dean, Syracuse University School of Architecture), Winka Dubbledam (Archi-Tectonics), and Vincent James (VJAA). Asking such celebrated creative practitioners to juror student work has helped build a culture of pride among our students and faculty, and has provided useful assessment feedback about the strengths of our students' design work.

HSA also extends this design emphasis into its alumni community through our biennial HSA Alumni Design Awards. These awards have existed for a number of years, but have been reinforced recently through expanded publicity and the invitation of outside jurors to review the work—this year led by Jeffrey Day, AIA (Min Day, and Architecture Program Director at the University of Nebraska-Lincoln). In 2013, twelve projects were submitted for this competition; in 2015 twenty-three projects were submitted.

Design quality—defined broadly as discussed above—is our most carefully assessed program outcome. It figures heavily in NAAB Student Performance Criteria, of course, but we also assess Design and Representation skills as one of the five recurring topics identified in our Assessment Plan. Our long-range planning activities and our Strategic Plan stress maintaining and building on our students' design abilities, and extending awareness of these through growing national and international networks.

C. Professional Opportunity

HSA takes a variety of approaches to educating students about the many professional opportunities and career paths available to them, and to preparing them for the transition from student to licensed professional. In curricular terms, our fifth-year Professional Practice (MARC 569) course addresses these issues by presenting practice models and case studies along with other relevant topics, like business management, communication and marketing, and professional ethics.

More broadly, students are exposed to varied practice models through contact with accomplished professionals in the Visiting Professor of Practice program and the annual themed lecture series, mentioned above.

Since the inception of our program, HSA students have been required to complete a major non-curricular internship experience. While students typically attain their 360 hours within architectural practices, some request approval for alternative experiences, including working with architecture-related non-profit or governmental agencies. Many students go beyond the requirement and participate in additional internship activities, including with our professional partners SIPDRI—an architecture and research firm located in Suzhou, China. Over the course of the last three calendar years, twenty-five students have worked on SIPDRI research projects, and eleven have participated in SIPDRI-funded internships in Suzhou.

An alternative, competitive Spring Break Internship Program has also become an important part of HSA's culture. For the past twelve years, students have been placed in high-level design practices during spring-break week. Participating firms involve students in various aspects of office life, as well as to help orient students to their urban settings and to significant works of historical and contemporary architecture. Over the past two years, twenty-four firms have participated, representing eleven cities in the US and abroad.

Many HSA graduates begin their participation in the NCARB Intern Development Program (IDP) while still students. The School's internship requirement can be verified either by a personal letter from a supervising professional, or by documenting internship time and experiences through the establishment of an NCARB record. Thirty-five percent of our 2014 graduates had already established an NCARB record; in 2015 43% had done so. We anticipate early involvement with IDP to increase further as NCARB streamlines transition to licensure. Our students also benefit from faculty and student Licensing Advisors; we also make a practice of bringing AIA and NCARB representatives to speak to students, such as Jared Zurn, NCARB's Director of Examination, who spoke with students in fall 2014. HSA's Tau Sigma Delta National Architecture Honor Society chapter also organizes and hosts a career fair each spring, inviting firms from across the region for networking, informal interviews, and portfolio reviews.

Our primary measure of how well we prepare students for their transitions into professional life will always be our graduates' personal and career success. Since our previous NAAB re-accreditation, 1991 graduate Andrew Wells was elevated to AIA Fellow (2012)—the first HSA graduate to receive this honor. Two HSA alumni have received the prestigious AIA Young Architect Award (Jason Dale Pierce '00 and Evelyn Lee '02), and another was recently named LEED Fellow (Jason Hainline '97). Perhaps more importantly, there is evidence that our student body as a whole has a smoother than normal transition into licensure. In recent years, ARE pass-rates for HSA graduates average over 75 percent—nearly nine percentage points higher than the national average—on a par with some of the most elite programs in the nation and higher than most other schools in our region.[3]

Monitoring and furthering our graduates' professional opportunities will continue to play a large role in how we assess and develop our program through long-range planning. Our current Assessment Plan and Strategic Plan emphasize two important components in this: we regularly assess the program's Collaboration and Leadership training, and our Strategic Plan identifies strategies for maximizing students' contact with national and international networks, as well as assuring the long-term professional efficacy of our educational model.

D. Stewardship for the Environment

HSA graduates grow to understand their responsibility for environmental stewardship through a range of curricular and extra-curricular experiences. Design studios introduce environmental issues as early as the

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[3] This analysis is based on averaging all seven exam sections over the past four years reported by NCARB. See http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx.

second year (ARCH 213), when architectural responses to solar orientation are first investigated. In the same semester, the Introduction to the Building Systems course (ARCH 233) cultivates a broad understanding of the term "sustainability" by exposing students to theorists who argue for the developmental, ethical, and public-health ramifications of material production, selection, and deployment. The intention is to help students to see the affects of architects' decisions on users, laborers, manufacturers and community members. The course introduces issues of climate, passive heating and cooling, natural day lighting and ventilation, solar geometry, and heat transfer.

Our Environmental Systems sequence (ARCH 335 and MARC 538) develops students' understanding of lighting (including day lighting) and thermal-comfort systems that affect energy use throughout a building's life, while also presenting the context for energy-use reduction. In this context, form, enclosure, surface, and materials are explored as options to reduce equipment installation demand and overall energy loads.

The fourth-year Comprehensive Design Studio (MARC 519) asks students to consider these issues and design elements while designing a relatively complex building. Students are directed toward energy-efficient enclosure assemblies, forms that support energy conserving approaches to light and thermal comfort as appropriate to climate, and to site consideration that provides these options.

On a larger scale, questions of environmental stewardship are dealt with in the required CCS (ARCH 417), as students consider the impact of planning and design decisions on density, walkability, and community health. Our study abroad requirement also increases awareness of similar issues by exposing students to urban environments where density and scarcity play much more tangible roles in daily experience and directly affect design culture. Many fifth-year students pursue their growing interest in these questions in thesis projects that explore brownfield remediation, water scarcity, building and infrastructure repurposing, informal settlements, and a range of related issues.

Students are also exposed to environmentally-based research and practices through the lecture series. Because lecturers are scheduled during studio hours, lecture content is integrated with the gradual development of students' sensitivity to environmental concerns. Spring 2015 graduates had, over the course of the previous three years, seen presentations by Teddy Cruz and by Alfredo Brillembourg that touched upon environmental effects of social inequity in informal settlements, by Scott Bishop on landscape remediation, by Lola Sheppard on building for underserved communities in extreme climate conditions, and by Joyce Hwang on interactions between design and wildlife habitat.

A series of curricular and extra-curricular initiatives have also allowed students to develop sensitivity to environmental responsibilities that are close-to-home and hands-on. After an EF5 tornado struck Joplin, Missouri in 2011, killing 158 and causing $3 billion worth of property damage, Drury design-build programs helped rebuild community park spaces, honored volunteers and supported healing, and advocated for energy-responsible reconstruction. Two of these initiatives were conducted through design studios. A section of the spring 2013 CCS (ARCH 417) worked with a non-profit called Greentown Joplin to design the Monarch Eco-Home—a showplace for sustainable building practices intended to raise community awareness about responsible rebuilding practices. Other studio sections in 2012 and 2013 designed and helped rebuild portions of Cunningham Park to serve as a Volunteer Tribute and a Butterfly Garden. The latter project was supported by a major grant from the TKF Foundation, which supports design, construction, and analysis of spaces intended to support community healing. While not all students were enrolled in the studio sections associated with these projects, the work has been a centerpiece of the School's culture over the last several years. Student-volunteers contributed time and labor whether or not they were enrolled in the studios, and these efforts have extended well beyond the School of architecture into the Drury community at-large.

The Drury/HSA culture of community and environmental engagement has been fostered by the much larger effort of the 2015 Solar Decathlon competition entry in collaboration with Crowder College, led by Drury architecture students along with others from a variety of Drury majors. Altogether, nearly 100 students from across campus were involved in the project. Beyond the rigorous environmental and

energy objectives that competing teams were required to meet, the Drury-Crowder project is also inspired by HSA's work for the Joplin community: the house is not only intended to be solar-powered but also storm-resistant, and can be shipped to disaster sites and assembled to support recovery efforts. The Drury/Crowder Solar Decathlon team finished 8th overall in the international competition.

Measuring our success in instilling environmental values in our graduates will always be important in the School's long-range planning efforts. One way we measure this is in professional recognition for our graduates, as well as the values and interests they project to their communities. For example, Jason Hainline, a 1997 HSA alumnus, was recently named LEED Fellow. A group of alumni have also organized design and fundraising for a climate-responsive and low-cost prototype school for the West African country of Burkina Faso. The **"For Burkina"** group is almost entirely led by Drury Architecture graduates, with a number of current students also participating on the team. Final fundraising for travel and construction is nearly complete.

E. Community and Social Responsibility

The Drury/HSA culture and program develops graduates who are active and engaged citizens, who understand their roles as professionals within a larger society, and who are prepared to act ethically based on that understanding.

In addition to its emphasis on global awareness, cultural sensitivity, and social understanding, the Drury Core general education curriculum requires an Ethical Foundations course that develops students' ability to "mindfully develop their own value systems. . . [and] serve the common good."

HSA students develop their ability to work with and for the community through curricular and extra-curricular activities. From the first year, history courses establish the understanding that architecture is not merely the product of creative self-expression, but is shaped by its human, cultural, and physical contexts. Studio projects regularly link students with members of the community who serve a client-like role, requiring students to develop meaningful, insightful, and sensitive built solutions to real community challenges through personal interaction with user groups, collaboration with professionals in a variety of fields, and interdisciplinary research. These skills come to the fore in the community studio, which involves master planning and architectural design with the explicit intention of fostering community identity. These lessons often culminate in self-selected fifth-year thesis projects informed by a personal commitment to addressing complex individual, community, and environmental problems. The breadth and depth of their projects demonstrate students' ability to deploy the methods and resources of a variety of disciplines and apply them in local, national, and international cultures and settings.

HSA students act on their sense of social responsibility through a variety of extra-curricular activities. The Drury Volunteer Corps develops and implements community service projects, often collaborating with local non-profit organizations, and addressing issues such as special needs, poverty, education, animal welfare, and the environment. Habitat for Humanity helps build and rehabilitate homes in Greene County and the Ozarks region. Think Green promotes environmental sustainability on campus and within the community. Design-build projects connect ethical and social responsibility directly to architecture, as discussed above. All of these experiences allow students to do more than just cultivate an appreciation of social responsibility, but also to act on it.

I.1.5   Long Range Planning

The HSA's planning, assessment, and curricular improvement processes take advantage of our relatively small size and our cohesive faculty culture. Faculty and administrators share responsibility for these activities, and there is significant overlap between faculty engaged in each activity, maintaining a consistent communication loop and connecting these vital components of our School's health.

Long-range planning is conducted through the establishment and regular reassessment of the HSA Strategic Plan. The Plan is revised or reaffirmed at five-year intervals, or sooner if recommended by the faculty or requested by the HSA Dean. Plan revision is initiated by a faculty committee appointed by the dean. The committee recommends a revised outline plan to the full HSA faculty and, if approved, this outline plan is further developed with specific strategic imperatives.

The most recent revision to the school's Strategic Plan was initiated in 2013, leading to a draft plan that was discussed by the full faculty in November 2013. This work was continued by a faculty committee appointed by the school's Interim Director in 2014. The committee updated and reorganized the existing Strategic Plan to better fit evolving goals and recently developed marketing and communication objectives.

The spring 2015 HSA Strategic Planning Committee submitted the following outline plan for approval by the full HSA faculty. Action items emerging from the plan will be identified during the fall 2015 semester, and the finalized plan will be made available to the NAAB Visiting Team prior to the visit.

HSA OUTLINE STRATEGIC PLAN – SPRING 2015

Vision
The HSA of Drury University (HSA) will be a regional and national leader in providing an architectural education, emphasizing academic rigor, design excellence, and technological innovation, with a professionally-accredited curriculum that is locally and globally engaged and founded on the liberal arts.

Mission Statement
The HSA will realize its vision by developing and nurturing an educational environment that emphasizes a flexible, personalized curriculum within a liberal arts setting, and by promoting a broad spectrum of innovative hands-on, community engagement opportunities. This integrated environment will furthermore provide national and international educational and work experiences through a recognized and accomplished academic, professional, and alumni network with global reach, while also supporting the continued success and effectiveness of HSA students, faculty, and alumni as leaders in the fields of architectural education and practice.

Strategic Imperatives

1. Develop and nurture an educational environment that emphasizes a flexible, personalized curriculum within a liberal arts setting

> A. The HSA, as one of very few fully accredited architecture programs that exist within small liberal-arts universities, will further promote one-to-one instruction from talented and connected professors, in classes and studios with appropriate student-faculty ratios.
>
> B. Emphasizing Drury's liberal arts tradition and the personalized education it fosters, the School will insist on offering students a broad and diverse preparation for providing superior critical thinking and leadership skills, while cultivating an understanding of the centrality of architecture's role in a broader social context.
>
> C. The curriculum's flexible nature will be emphasized so that an increased number of minors and double-majors can be pursued in diverse fields including, but not limited to, the fine arts, business, graphic design, psychology, and environmental/sustainability studies.

D. The School will further develop and emphasize the integration of design and research through the two-semester fifth-year thesis project, encouraging design excellence and interdisciplinary studies in the pursuit of individually-defined topics of personal interest and importance.

2. Develop and nurture an educational environment that promotes a broad spectrum of innovative hands-on, community engagement opportunities

A. By integrating theoretical understanding and research with direct practical experience, the HSA prepares its students to be skilled and innovative makers.

B. The students' exploration of materials and construction will be supported by an advanced and constantly evolving network of opportunities and spaces equipped with both traditional and digital fabrication technologies.

C. Reaching outward, students will have greater access to design-build opportunities by participating in real projects for communities with resource or socio-urban concerns, in the tradition of past and current ventures such as the construction of public and private structures in post-tornado Joplin and the national Solar Decathlon competition.

D. The School will maintain and strengthen its commitment to required community-engagement design studios, through which students gain experience working with real clients and solving problems for real communities throughout the region.

3. Develop and nurture an educational environment that provides academic and work experiences through a recognized and accomplished academic, professional and alumni network with global reach

A. Reflecting the increasingly global nature of architectural education and practice, the School will maintain its commitment to a study abroad requirement for all students with opportunities through the Drury Center on the island of Aigina, Greece, through new student-exchange agreements with other universities, and through other summer and semester-long study abroad programs.

B. The School will further support its internship experiences in architectural offices or related activities by placing top students in high-level architectural practices around the country and abroad.

C. Seeking to further broaden perspectives on critical issues, places, and approaches to architectural research and practice, the School will increase the number of invited lecturers, practitioners, and critics from the US and abroad, and will initiate educational programs and travels that further engage the practice of architecture at a national and international scale.

D. The School will actively promote its program in order to attract highly qualified students from increasingly diverse locations.

4. Develop and nurture an educational environment that supports the continued success and effectiveness of HSA students, faculty and alumni as leaders in the fields of architectural education and practice

A. An educational program is measured primarily by its success in helping students achieve their academic and professional goals, and by the sustained excellence and improvement of its faculty and alumni. The School will continue to provide an effective preparation for successful academic and professional practices for its body of students, faculty, and alumni.

B. The School will strive to further improve its students' current high rates of post-graduation success on Architect Registration Exams, employment in architecture and related fields, and appointment in leadership positions in practices nationally and internationally.

C. Similarly, the School will strive to further facilitate and improve its faculty's high standards of excellence in education, scholarship, research, architectural design, and practice.

D. In addition, the School will strive to maintain a close and reciprocal relationship with its growing world-wide body of successful, award-winning alumni.

I.1.6.A Program Self-Assessment

The HSA undertakes a number of annual assessment activities at various scales, ranging from individual faculty-based assessment of student learning, to standardized university-level evaluations of courses by students, to school-level assessment of course and program learning outcomes. In addition to faculty members' own assessments of student learning outcomes for the courses they teach, students also evaluate their courses near the end of each semester, using the IDEA Student Ratings of Instruction System. These standardized ratings provide feedback that faculty members must reflect upon and respond to as part of an annual faculty self-evaluation and growth-plan process, as well as in promotion and tenure portfolios.

More importantly, assessment occurs through a collective process led by a committee appointed each year by the HSA dean. This process assumes that assessment is most meaningful when shared by all faculty. Consequently, the Assessment Committee's primary role is to organize annual assessment activities, collect input and data from these shared activities as well as other sources, and issue an annual report to the dean and the Curriculum Committee.

The work of the HSA Assessment Committee is governed by the School's Assessment Plan, which was ratified by the faculty and implemented in fall 2013. This plan calls for annual assessment based on one of four assessment themes: Research and Critical Analysis, Leadership and Collaboration, Numerical and Technical Application, and Communication and Representation, which are assessed on a four-year recurring cycle. Full faculty involvement in this process is reinforced through an annual Assessment Workshop, through which faculty share in the assessment of the annual theme. In addition, faculty review second-year students' portfolios at the end of each academic year. HSA alumni and the larger professional community also contribute input to our assessment processes through participation in annual portfolio review sessions in conjunction with a student-organized career fair. More concrete input is obtained through feedback given by the HSA Professional Advisory Council, which meets annually at the school.

> **See the HSA Assessment Plan (Dropbox)**

> **See the most recent (2014-15) HSA Assessment Report (Dropbox)**

I.1.6.B Curricular Assessment and Development

Each year, the HSA dean appoints a School Curriculum Committee, charged to review curriculum in light of annual Assessment Reports or other issues identified by the dean, associate dean, or faculty. As a

result of the curricular review process, the committee may propose curricular changes for approval by the full HSA faculty. The Curriculum Committee is also charged with considering student petitions related to curricular requirements.

Curriculum changes approved by the HSA faculty are advanced for consideration by the Drury University Academic Affairs Committee, which may propose approval by the full Drury University faculty.

Learning assessment, curriculum assessment, and curriculum development are very much interconnected and continual in the HSA context. Our relatively small faculty size and close working relationships creates useful overlaps between the committees charged with assessment and curriculum development. Consequently, our faculty have been able to create significant curricular revision and fine-tuning over the years. Since our last NAAB accreditation visit, minor curriculum changes were enacted in AY 2012-13 in order to create an additional required design studio linked to the study-abroad experience, as well as to slightly adjust credit-hour requirements for certain courses to allow students maximum flexibility within the 168-credit-hour curriculum.

The following diagram illustrates the primary groups involved in assessment and curriculum view, as well as the flows of information associated with these processes:

HSA Curricular Assessment and Development Process:
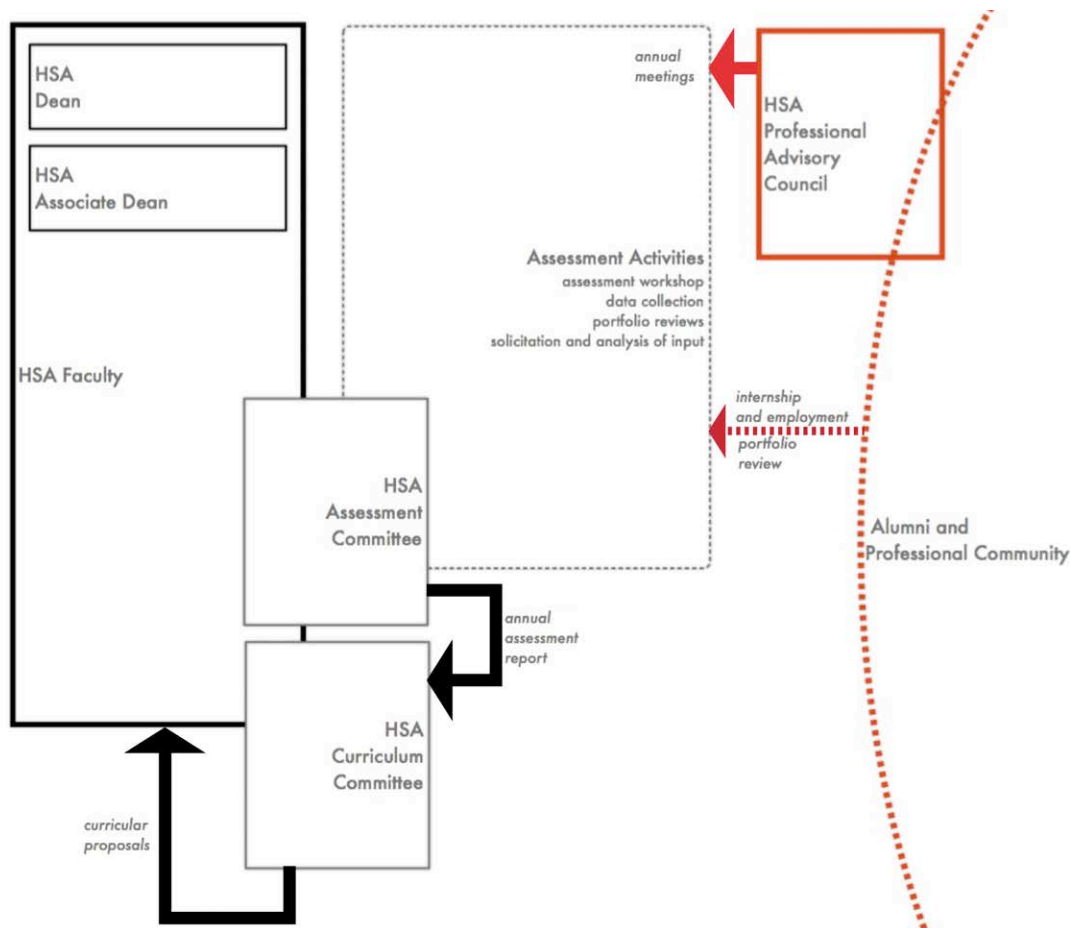
Section 2. Progress since the Previous Visit

Conditions Not Met (2010):

3. Public Information

Visiting Team Report (2010):
The Hammons School of Architecture does not include in its 2009/10 student handbook and 2009/10 academic catalog the required NAAB Conditions for Accreditation notification for catalogs and promotional materials. The notification is indicated on the Drury University website. The correct language was shown to be included in the new catalog 2010/2011 but is not yet available. The statement that shall be included in future publications is located in Appendix A in the NAAB Conditions for Accreditation 2004 edition, page A-1.

> ***Program Activities in Response (2010-2015):***
> Since the 2010-2011 academic year, the program now includes the Statement on NAAB-Accredited Degrees not only on its website but also in the Drury University *Academic Catalog* and the Hammons School of Architecture *Student Handbook.*

13.16 Program Preparation

Visiting Team Report (2010):
The team holds a concern that students do not develop "… the ability to prepare a comprehensive program for an architectural project…", but rather are exposed to the obvious characteristics of client space needs, analysis of site conditions, and some review of appropriate precedents and building types study.

The team understands that the previous coursework of Prof. Michael McCulloch was based on a reader, whereas Prof. Jerry Hagerman has currently focused on the text, Programming for Design*, by E. Cherry, and that this may have led to some variance of lack of focus on facilities program diagramming and analysis as a springboard for insightful design synthesis.*

Students do not demonstrate an awareness of programmatic requirements of facilities equipment as required by NAAB, most especially an awareness of FF&E at the programming stage, nor does student work exhibit "…a review of the relevant laws and standards …" , nor "…comparative assessments for site selection, along with awareness and understanding of programming methodologies."

Student design investigations lack problem seeking prior to problem solving and a more complete understanding of methods of data gathering from client bodies, as well as re- programming refinement prior to embarking on schematic design is not evident.

> ***Program Activities in Response (2010-2015):***
> Since our 2010 accreditation visit, the ARCH 467 Facility Programming course has been taught by full-time faculty members rather than adjuncts. Special attention has been paid to the role of programming in providing design insight, and diagrammatic analysis of programming has played a more significant role in this course. At the same time, the School has broadened the number of courses in which programmatic analysis occurs. Specifically, the MARC 557 Thesis Seminar and the MARC 521 Thesis Design Studio both require students to connect programming activities with design objectives. The ARCH 417 Community Studies Studio also requires students to gather data and information from real community-based client groups.

Causes for Concern (2010):

I.1.2. Studio Culture

Visiting Team Report (2010):
While the studio culture policy is distributed extensively, the knowledge of its existence, its contents, and its omissions require review and updating. Current students feel they should be thoroughly involved in the evolution of this studio culture policy. Though they know little about the document itself, they believe it only fair for all voices within the studio to have influence in the studio culture policy.

> ***Program Activities in Response (2010-2015):***
> In fall 2010, following the 2010 accreditation visit in which this Cause for Concern was raised, a major revision of the HSA Studio Culture Policy was undertaken. The purpose of this was less to respond to perceived weaknesses in the policy, and more to initiate a process whereby students had a more prominent voice in studio-culture discussions. Nine students from various year levels led the process, collecting input from classmates and faculty through public fora. A similar School-wide review of the 2010 Studio Culture Policy was undertaken beginning in the spring 2015 semester. Nineteen students representing all year levels volunteered to serve on a task force, and have gathered input from an online discussion site as well as public fora. The resulting revised Studio Culture Policy will be finalized fall 2015 and will be distributed to all students as well as posted in studios and on the School's website.

I.2.3. Physical Resources

Visiting Team Report (2010):
Though the building is accommodating the program's current needs, the team noted that the quality of the original construction and that of the furniture, fixtures and equipment indicate a building nearing the end of the anticipated 25 year life- cycle. Today's HSA building is showing signs of wear and lack of continued maintenance. It is presumed that the building will require significant re-model in the near future.

> ***Program Activities in Response (2010-2015):***
> This Cause for Concern prompted a focused evaluation in fall 2012, following which the NAAB "found that the changes made or planned by the program to remove the identified deficiencies are satisfactory." In summer 2012, a major roof-repair and exterior sealing project was completed. While these repairs drastically reduced water infiltration in the building, lingering and perplexing leaks continued. Removal, repair, and re-sealing of a number of windows in the building in the summer of 2014 appears to have successfully addressed those problems. Major maintenance has also been conducted on the building's chiller and air handling equipment, as well as Fabrication Shop dust-collection devices.
>
> Spatial stress within design-studio spaces has been reduced since 2010, as the School's enrollment has dropped to a level that can be more easily accommodated within our existing spaces. Adding space to the building in the form of a major addition—while still a long-term objective—is now of less importance in the School's overall strategy for physical-resource improvement and allocation. Instead, the School has begun a process of re-programming parts of the building. For example, an important space adjacent to the main office that was previously used to house books and printed product catalogs has been converted to a space available to students for in-class critiques as well as less formal collaborative work.

Updating the HSA's aging studio furniture remains a challenge, as it was in 2010. Nevertheless, a phased program of studio-furniture upgrades has begun in the 2015-16 academic year. Students will be provided with new desks and storage units beginning in the 2nd-year studios, with plans to expand this to 1st-year and upper-year studios in subsequent academic years.

As discussed below in Section 3, 1.2.2, the HSA building remains a unique setting for architectural study, despite the challenges of maintaining and updating a facility built 25 years ago and on a very limited budget. The openness of the studio spaces and the sense of community this fosters continues to contribute positively to the life and culture of the School.

I.2.4. Financial Resources

Visiting Team Report (2010):
The operations budget has dropped since fiscal 2004-2005. University funding for the School's operational needs has dropped 43.5% in five years. The university will need to improve this situation as soon as possible in order to maintain the integrity of this program.

> ***Program Activities in Response (2010-2015):***
> This Cause for Concern also prompted the fall 2012 focused evaluation, and was also found by NAAB to have been sufficiently addressed. As discussed below in **Section 3, 1.2.3**, reductions in the School's operating budgets in the years prior to and just after the 2010 visit resulted from enrollment and financial stresses that are not atypical for private liberal-arts colleges and universities. At the same time, Drury University and the HSA are fully committed to the distinctive model that has evolved at Drury since the mid-1980s. Combining solid professional education with the breadth, openness, and critical inquiry characteristic of liberal-arts institutions has long been central to Drury's mission, and visiting NAAB teams have praised the intentions and results of our model. Consequently, it became apparent that a sustainable funding solution had to be found that could address the more expensive nature of our program relative to other Drury academic programs. In 2010, the university began phasing in a $1,000 Architecture Program Fee that is now assessed to all students enrolled in eight of our ten design studios.
>
> Even in periods of relatively low enrollment, as the School has experienced in the last few years, the program fee is able to generate enough funding to maintain and grow programs supplementing students' coursework, to purchase new digital output technology, to help support faculty and student research initiatives, to expand our lecture series and field-trip offerings, and to generally improve the quality of the program. The 2012 Focused Evaluation team recognized this beneficial effect of the program fees, noting that the new funding model was "enabling the School to add programs aimed at enhancing the student's educational experience."
>
> The 2012 Focused Evaluation team raised concerns about the reliance on the fees to fund faculty-salary expenses. The HSA and the Drury administration agree that this is not an appropriate way to apply the fees-based funding model. In response, a plan has been initiated to transition salaries away from fees-based accounts, and to dedicate fees revenues to non-salary program operations. In return, the University will reduce its contribution to the program's operations budget. The overall result for the program will be increased resources for operations and increased freedom in budgeting decisions.

3.1.4 Architectural Education and the Profession

Visiting Team Report (2010):
This area is met, [however] the team has concerns about "… how students develop an appreciation of the diverse and collaborative roles assumed by architects in practice". Coursework, quizzes, and assignments for ARCH 569 do not illuminate the diversity of practice in various building type specialties, the opportunities available in municipal, state, and federal government roles, and allied specialties as consultants in specifications, lighting design, interior architecture, land planning, historic preservation, construction management, cost estimating, and many others.

> **Program Activities in Response (2010-2015):**
> While the ARCH 469 (now MARC 569) Professional Practice course continues to expose students to a range of practice models, the large number of responsibilities for this course do not allow it to describe in-depth the many related fields open to graduates of architecture programs. However, our program emphasizes this diversity of potential career paths in a variety of other ways. Most notable is our required 360-hour internship, which includes as valid experience a wide range of architectural and related occupations. Students understand the relationships between architects and municipal and/or county governments through the required Community Studies Studio, and a number of our graduates work in governmental settings. Our required lecture series also typically includes speakers representing the diversity of design-related disciplines. In addition, due to students' broad liberal-arts education, graduates have often been attracted to fields other than architecture, as well as in related fields such as those cited in the 2010 VTR. Eighty-five percent of HSA graduates complete double-majors or minors, further broadening their interests and capabilities.

3.13.3 Concerns about Graphic Skills as they relate to Programming

Visiting Team Report (2010):
This area is met, but the team has concerns about "…representational media to convey essential elements at … programming stage." Little was displayed of student programming efforts in ARCH 467, and then only rudimentary bubble and relationship diagrams were in evidence in "Rendezvous on the River" or "Re-discover Appleton, MO" student examples. No sectional relationship diagrams, few statements of goals, facts, objectives, strategies, and analysis are displayed by students in studio work or in the coursework for ARCH 467.

> *Program Activities in Response (2010-2015):*
> As discussed above, the School's approach to teaching programming has been revised since 2010, with more emphasis placed on program analysis both in the ARCH 467 Facilities Programming course and in various upper-level studios. Diagramming has been key to these approaches, and the general level of graphic communication employed by students in response to this topic has vastly improved. Pre-design programmatic analysis has become much more central to and evident in students' design work.

Program Response to Changes in Conditions

The previous 2010 re-accreditation was conducted using the 2004 *NAAB Conditions for Accreditation.* Revised Conditions were released in 2009 and, just last year, in 2014. The evolving versions of the *Conditions* have helped guide the program's assessment activities, although no substantive program changes have been enacted specifically in response to changes in the NAAB *Conditions.*

The revised 2014 *NAAB Conditions for Accreditation* were approved just as we began preparing for our spring 2016 re-accreditation visit. Since this APR and our planning for the visit have been shaped

by the 2014 *Conditions*, and since the Visiting Team assigned to us will be among the first to use the new *Conditions*, the program offers the following summary of how we understand key changes in the document. 2014 *Conditions* sections that were revised only "for clarity and to eliminate redundancy with other Conditions" are not addressed here, nor are highly procedural changes or minor changes in wording defining Student Performance Criteria.

> **> See the NAAB 2014 to 2009 *Conditions* Comparison Table in Section 4**

Components Revised by the 2014 *Conditions*:

I.1.3 Social Equity

The 2014 *Conditions* re-establish Social Equity as distinct components of a program's description and identity. The APR describes the policies and efforts of our institution and program aimed at maintaining and building the diversity of our students, faculty, and staff.

I.1.4 Defining Perspectives

The new *Conditions* shift programs' self-descriptions towards five key values (Collaboration and Leadership, Design, Professional Opportunity, Stewardship for the Environment, and Community and Social Responsibility) shared across the five collateral organizations involved with architectural education and practice. Previously, programs defined themselves in response to the specific perspectives of each of these organizations (the academic community, students, the regulatory environment, the profession, and the public good). This changed requirement meshes well with our program's self-identiy and assessment practices, as described in section I.1.4 of this APR.

II.1.1 Student Performance Criteria (SPC)

A1 Professional Communication Skills

This SPC merges "communication skills" and "visual communication skills," which were previously two separate SPCs. Our program's Assessment Plan already designates these combined abilities as one of our Annual Assessment Themes. We demonstrate our students' abilities in these areas through courses involving drawing, technical documentation, writing, and public speaking.

A3 Investigative Skills

Revised language for this SPC strengthens its emphasis on application of information "to support conclusions related to a specific project or assignment." In addition, "performance" is added as an issue to be gathered, assessed, and comparatively evaluated. We address this SPC both through traditional academically-directed research activities as well as through research and application exercises carried out as part of our MARC 519 Comprehensive Studio.

A4 Architectural Design Skills

This replaces the "Fundamental Design Skills" SPC, adding to it more specific language defining these as "basic formal, organizational and environmental principles" that should "inform two- and three-dimensional design." Our curriculum introduces these skills throughout the first four design studios.

A5 Ordering Systems
The 2014 Conditions increase the level for this SPC from "understanding" to "ability." Applications of these systems in our design studios—particularly in the ARCH 112 studio—demonstrate this appropriately increased level of expectation.

A7 History and Global Culture
Significant revision of this SPC removes references to "canons and traditions" as well as to "landscape and urban design." In addition, coverage of all hemispheres is no longer specifically required, nor is specific consideration of climatic or public-health factors. Our approach to incorporating geographical and cultural diversity into architectural history courses is in line with this more focused SPC language.

A8 Cultural Diversity and Social Equity
This revised SPC maintains the intent of the previous "Cultural Diversity" SPC (to ensure understanding of the "diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals"). However, the revised SPC appends to this a new requirement that students understand "the responsibility of the architect to ensure equity of access to sites, buildings, and structures." We find this new language to be a bit unclear, but our assumption is that it intends to ensure students are sensitive to issues of physical accessibility as well as cultural and social difference. Consequently, we demonstrate the varied aspects of the SPC both with courses aimed at building sensitivity to different cultures (history, theory, and travel-study courses) along with design studios that introduce issues of physical accessibility to buildings and sites.

B1 Pre-Design
A minor revision to this SPC replaces review and assessment of "relevant laws and standards" with "relevant building codes and standards, as well as relevant sustainability standards." Our curriculum accomplishes this through our Facility Programming course as well as in key design studios.

B2 Site Design
New language is added to expand the list of factors to be considered to include "urban context, development pattern," and "historical fabric" in addition to the previous "soil, topography, vegetation, and watershed." While the soils component of this list is introduced in our ARCH 334 Structures II course, the other factors are applied in a number of architectural design studios. The added attention to context is a component of site analysis and design work in those studios.

B3 Codes and Regulations
This SPC merges the previously separate "Accessibility" and "Life Safety" SPCs. The combined criteria are introduced in our ARCH 214 studio and more fully demonstrated in the MARC 519 Comprehensive Studio.

B5 Structural Systems
B6 Environmental Systems
For both of these SPCs expected levels of accomplishment have been increased from "understanding" to "ability." Students demonstrate abilities to apply structural and environmental design principles in specific structural and environmental courses, as well as in the MARC 519 Comprehensive Studio.

C1 Research
C2 Integrated Evaluations and Decision-Making
C3 Integrative Design
These three added SPCs comprise the new Realm C: Integrated Architectural Solutions. Realm C, including the three new SPCs, replaces the previous B6 Comprehensive Design SPC. The intent of this change is to eliminate the previous specific list of factors to be considered in comprehensive design in favor of a more synthetic demonstration of "the full scope of integrative thinking that shapes complex design and technical solutions." See NAAB 2014 to 2009 Comparison Table. Our approach to this new Realm is described below in Section 3, II.1.1, Pedagogy and Methodology for Addressing Realm C: Integrated Architectural Solutions.

Components Eliminated by the 2014 *Conditions*:

Statistical Reports (formerly I.3.1)
Most statistical reporting is now removed from the APR, and accomplished instead through the online NAAB Annual Reporting Submission.

Faculty Credentials (formerly I.3.3)
This has been eliminated as a specific section of the APR. Instead, the NAAB *Guide to the 2014 Conditions for Accreditation and Preparation of an Architecture Program Report* specifies a number of components that must be included in section 1.2.1 (Human Resources & Human Resource Development) in order to document faculty qualifications. These components have all been included in this APR. In addition, the previously required Faculty Exhibition has now been made optional.

Policy Review (formerly Part One (I): Section 4)
This section stipulated that policy documents relating to Statistical Reporting and Faculty Credentials must be made available for review by Visiting Team members. The 2014 *Conditions* elminate this as a specific section and distribute relevant materials elsewhere within the APR.

Student Performance Criteria Eliminated:

A1 Communication Skills
A3 Visual Communication Skills
These have been merged as A1 Professional Communication Skills. See above.

B2 Accessibility
B5 Life Safety
These have been merged as B3 Codes and Regulations. See above.

B3 Sustainability
This specific SPC has been eliminated in favor of a broader response to environmental stewardship as one of the five Defining Perspectives.

C1 Collaboration
C6 Leadership
C9 Community and Social Responsibility
These three SPCs have been eliminated, and the principles they represented have been expressed as three of the five Defining Perspectives.

C2 Human Behavior
This specific SPC has been eliminated; the principle it represented has been expressed as learning aspirations for Realm A: Critical Thinking and Representation.

Section 3. Compliance with the Conditions for Accreditation

I.2.1   Human Resources and Human Resource Development

Faculty

The HSA program relies on full-time faculty to teach nearly all of the required and elective courses in the M.Arch. curriculum. Whereas in the past full-time faculty typically were supplemented with adjunct faculty, the 2009 transition from a B.Arch. to an M.Arch. degree, which was accompanied by the implementation of Architecture Program Fees, has allowed a much more appropriate reliance on full-time tenure-track and tenured faculty to meet the program's teaching needs. Adjuncts have recently been employed only for courses that clearly benefit from the presence of active practitioners—in particular MARC 569 Professional Practice and, less often, ARCH 427 Professional Communication.

The HSA faculty currently consists of seven tenured faculty at the rank of professor, five tenured faculty at the rank of associate professor, one non-tenured (tenure-track) assistant professor, and one non-tenure-track visiting assistant professor. Of these fourteen faculty members, one has a 50% split-appointment with the Art History program in the Department of Fine and Performing Arts, and another has a 50% split-appointment with the Drury Center in Greece.

Since the School's 2010 re-accreditation three full-time faculty members have left—one visiting faculty member returned to practice and two full-time faculty members retired. Four new faculty members have been hired since 2010—three as tenured or tenure-track faculty and one as a visiting assistant professor. The school's total faculty count has thus increased by one full-time equivalent (FTE) since our last NAAB visit.

It should be noted that, while our program emphasizes full-time rather than adjunct faculty, students are exposed to a range of professional views and experience beyond that of our full-time faculty. The School has hosted Visiting Professors of Practice during two semesters over the last three years (see Section 1, I.1.2. Learning Culture). As discussed above, we judiciously employ adjuncts when they can bring professional perspectives to our Professional Practice and Professional Communications courses. Midterm and Final Reviews for design studios typically benefit from the presence of our local and regional community of alumni, practitioners, and academics.

> **See HSA Faculty Resumes in Section 4**

> **See a Matrix of Teaching Responsibilities for HSA faculty in Section 4**

Faculty Work

While the normal teaching load at Drury University is three courses per semester, architecture faculty have typically taught either three non-studio courses (nine credit hours, nine contact hours) or one studio course and one non-studio per semester (eight credit hours, fifteen contact hours). While there is no formalized agreement with the University administration about this arrangement, which essentially counts studios as equivalent to two non-studio courses, it has been the normal practice since the School was first accredited in 1991.

As with all Drury University faculty, architecture faculty are expected to be strong teachers first and foremost. The quality of faculty teaching work is the primary consideration for the University-required annual faculty evaluations, as well as the Third-Year Review and subsequent applications for tenure and promotion.

Despite this primacy of teaching in assessing faculty performance, faculty are expected to demonstrate a combination of high-quality teaching, scholarly activities, and service to the department and university. These expectations are defined in the Drury University *Faculty Handbook*, and are important components of annual faculty evaluations as well as tenure and promotion considerations.

Faculty Evaluation, Tenure, and Promotion

The Drury University *Faculty Handbook* establishes procedures for the evaluation and promotion of faculty. All faculty beneath the rank of Professor are formally evaluated at the end of each academic year. Formal evaluations of faculty at the rank of Professor occur once every three academic years. The evaluation process begins with a written Self-Evaluation Statement, in which the faculty member reflects on their work and progress in achieving goals they have established through a written Faculty Development Plan. These plans and the goals establshed within them are submitted every third year by tenured faculty and annually by faculty who have not yet achieved tenure. Annual evaluations are conducted by the department chair or, in the case of Drury's three professional schools, the Dean of the school. In addition to the Self-Evaluation Statement and the Faculty Development Plan, evaluations also consider the results of standardized student-evaluations of courses as well as the evaluator's first-hand knowledge of the faculty member's performance. The evaluation process also includes one-on-one discussions between the faculty member and the evaluator, whose conclusions are shared with the faculty member in writing via forms established by Drury's Faculty Affairs Committee. These evaluations are then shared with Drury's Vice President for Academic Affairs, who has ultimate responsibility for faculty evaluation.

> **See Drury Faculty Evaluation Forms in Section 4**

Non-tenured faculty receive a formal Third-Year review, for which they submit a portfolio and are evaluated by the department chair (or, in the case of the Hammons School of Architecture, by the Dean) and by Drury's Promotion and Tenure Committee using procedures established in the *Faculty Handbook.* The procedures for evaluation leading to promotion and tenure are similar, and normally occur during the fall and winter of the faculty member's sixth year as a tenure-track faculty member.

The *Faculty Handbook* identifies the following criteria for faculty evaluations (Drury University *Faculty Handbook*, Section III.D.1.b.5, pp. 18-19):

- Evidence of effective teaching through (1) proficiency of instruction, (2) course planning and review, (3) pedagogical innovations, (4) student evaluations, and/or (5) any other method that assesses the effectiveness of teaching programs, activities, and skills as determined by the faculty member, department chair, and the Vice President for Academic Affairs and Dean of the College.

- Evidence of professional growth through scholarship. (Please see Appendix 6, Part IIB.)

- Evidence of participation in institutional, disciplinary, and/or community service through (1) standing or ad hoc committees, (2) governance bodies or programs, (3) academic advising or sponsoring student organizations or student travel groups, (4) active participation in discipline/professional organizations (e.g., leadership positions, journal refereeing), (5) active participation in community organizations in which professional expertise is used, and/or (6) any other volunteer activity that enhances society.

The *Faculty Handbook* further defines scholarly activity as follows (Drury University *Faculty Handbook*, Appendix 6, Part IIB, p. 98):

Drury University recognizes scholarship as a vital component of faculty professional development. Faculty members are expected to demonstrate ability to work and remain current in their area of expertise. A successful pattern of scholarship will generally include communication of ideas to, and critical review by, entities outside Drury.

The following are examples of scholarship which are, without qualification, critically reviewed:

- Published books, book chapters, refereed journal articles, and musical compositions;

- funded grant proposals;

- peer-reviewed concert performances or musical recitals;

- peer-reviewed theatrical productions;

- solo gallery art exhibitions, juried and national invitational art exhibitions;

- award winning national/regional/ or local professional practice of architecture;

- invited national conference presentations; and

- creative writing appearing in highly regarded literary journals.

In order to encourage broad scholarly investigation and wide dissemination of results, the following activities may, with appropriate departmental support and documentation, be considered critically reviewed scholarship:

- Manuscripts under review, concert performances, musical recitals, regional or national debuts of public readings of creative writing, contributed presentations at international, national, and regional conferences, papers published in proceedings of international, national, and regional conferences, unfunded or pending grant proposals, the writing of book reviews, and evidence of a critical practice of architecture.

Additional activities such as instructor-led student research, refereeing papers, guest lectures, publication of magazines, other presentations, serving as a juror for written, artistic, or design work, that are not manifestly critically reviewed may serve to illustrate expertise in a faculty member's field.

The responsibility for substantiating a faculty member's scholarship as evidence of expertise lies with individuals and their departments. If documented activities were collaborations with students or colleagues, the extent of the faculty member's involvement should be clearly noted.

Departments may produce statements which further develop the above guidelines relative to the disciplines represented in that department. Such statements should include any relevant accreditation standards and differentiate special scholarship activities that may be unique to a discipline. The Vice President for Academic Affairs must approve these statements. All department faculty should be aware of the statements.

Since the last NAAB re-accreditation visit in 2010, the School of Architecture has seen four faculty members at the Assistant Professor level apply for promotion to Associate Professor with tenure, and all four of these applications were approved. An additional four tenured Associate Professors have applied for promotion to the rank of Professor, and all four of these applications were also approved. During this time period, two tenure-track Assistant Professors have left the University prior to applying for promotion and tenure.

Faculty Expertise and Development

HSA faculty members are highly engaged in a variety of research agendas, critical design practices, creative work, and service to their scholarly and professional communities. The intensity and breadth of faculty scholarship has increased since our 2010 NAAB re-accreditation, encompassing work that includes scholarly research and publication, service on editorial boards, exhibition research and design, service as peer reviewers, preparation of professional design and consulting work, engagement with speculative design research and design competitions, and other creative activities including 2D and 3D art installation and set design.

> **See List of HSA Faculty Scholarly and Creative Work in Section 4**

A large percentage of HSA faculty (including all studio faculty) are licensed professionals, and actively involved with the AIA. Of the fourteen full-time faculty, ten are licensed to practice in the US and two others are licensed abroad. At 71 percent, our rate of US licensure far exceeds the average at accredited

programs, which was 39 percent in 2014.[4] HSA faculty are also more likely to hold advanced degrees than their peers. Thirty-six percent hold PhDs in architecture, compared with 19 percent nationally; 64 percent hold M.Arch. degrees, compared with 57 percent nationally; and 28 percent hold post-professional master's degrees, compared with 10 percent nationally. These figures indicate a faculty that is broad in its interests and accomplishments, and more likely than normal to combine professional licensure with research and scholarship.

While there is no formal faculty mentoring program at Drury or in the School of Architecture, faculty benefit from close connections with one another both within and across disciplines. Institutional size and culture encourage informal mentoring with the school and throughout the university.

Tenure-track and tenured HSA faculty can apply for support for travel and other activities consistent with legitimate faculty development goals. Funding is prioritized for activities that develop or present faculty work in public and professional venues conducive to scholarly or critical feedback and exchange, and that advance the overall research and teaching goals of the School and institution. Although funding amounts vary according to the project and budget availability, for the past two academic years faculty have been eligible to receive up to $1,100 in support of faculty development goals. In addition, the School also funds faculty membership fees in the AIA or other appropriate professional or academic organizations.

Faculty development and growth are also supported through sabbatical leave, which is granted according to guidelines published in the Drury *Faculty Handbook*. Since our previous NAAB re-accreditation in 2010, five faculty members have been awarded sabbatical leaves—four for a single semester and one for two semesters. These leaves occurred in spring 2012, fall 2012, fall 2013, and for the full 2012-13 academic year. An additional sabbatical leave has been granted for the spring 2016 semester.

> **See Drury University Sabbatical Leave Policy**

Potential Reductions in Faculty Numbers

During the fall 2015 semester, in response to declines in enrollment across the university, a total of twelve non-tenured faculty were notified that their contracts would not be renewed, either at the end of the current academic year (in the case of five non-tenure-track faculty) or at the end of the 2016-17 academic year (in the case of seven non-tenured tenure-track faculty). Two of these twelve are currently faculty members in the School of Architecture. In one case—that of a non-tenure-track Visiting Assistant Professor, outside funding has been secured to allow the faculty member to remain at Drury for one semester each year as a Practitioner in Residence. In the other case—that of a tenure-track faculty member—the school will likely need to demonstrate signficant gains in enrollment in order to retain the faculty member following the 2016-17 academic year.

Support Staff

HSA students, faculty, and administrators are assisted by support staff including one full-time Administrative Assistant, one full-time Fabrication Shop Supervisor, and typically between six and eight part-time student worker positions. In addition, Drury University's Department of Technology Services provides one full-time Technology Support Specialist to oversee digital technology services for the HSA program.

The HSA Administrative Assistant provides support to the HSA Dean, Associate Dean, and faculty in all aspects of the program's operation, including financial and facility management. This staff member also coordinates and supervises the work of departmental student-staff and facilitates communication with students and alumni. The Administrative Assistant is supervised and evaluated by the HSA Dean.

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[4] National figures in this and the following paragraph are taken from the 2014 *Annual Report from the NAAB*, part 3, page 8.

The Fabrication Shop Supervisor oversees shop operations and equipment, implements and monitors training programs and safety procedures, maintains materials supplies, advises the HSA Dean on shop-related budgeting issues, and supervises the shop's student staff. This staff member also monitors the overall state and functionality of the HSA physical facilities, and has responsibility for small-scale construction needs within and around the HSA building. The Fabrication Shop Supervisor is supervised and evaluated by the HSA Dean.

Student staff are employed for a variety of purposes that support the needs of the HSA students, faculty, staff, and administration. Student staff assist with the operations of the administrative office, the Fabrication Shop, and the digital Input/Output center.

The Technology Support Specialist assigned to HSA is supervised and evaluated by Drury University's Director of Networking and Client Support, with input from the HSA Dean. This staff member provides installation maintenance, troubleshooting, repair, and upgrade of hardware and software utilized in the HSA. Supported equipment includes servers, Windows workstations, Macs, printers (laser and large-format), scanners, digital cameras, laser cutters, 3-D printers, projectors, and various VR technologies. The Technology Support Specialist also assists students in using various graphics and output technologies, assists faculty and staff in using teaching and learning technologies, and supervises student staff.

The Technology Support Specialist assigned to HSA resigned during the summer of 2015. The university has agreed to hire a replacement and, at the time of completion of this report, has advertised the position. Support is currently being provided by support personal housed elsewhere on campus and by student staff.

Staff Development

The university has no formalized program for providing professional development opportunities for staff members. As with faculty development, funding for professional development opportunities depends on budget avaialability. In the case of the School of Architecture, funding for staff development is considered on a case-by-case basis.

Student Support Services

HSA students are supported through a range of academic and personal advising, career guidance, and internship placement services. Given the size of our program and university, and the very personalized relationships we strive for with students, these services are often made available through informal advising and mentoring of students. While internship placement, for example, typically occurs through the individualized efforts of students, or through student-to-student networks, faculty and administrators are very often sought out for advice about internship options.

Academic planning and advising occurs at the university level through Drury's Office of Academic Advising. Staff from this office set up schedules for all incoming freshmen. Students majoring in architecture are assigned architecture-faculty advisors at the start of their involvement with the program but may switch advisors at any time. Transfer students meet with the HSA Associate Dean and determine a schedule that meets their needs. The Associate Dean serves as advisor for all transfer students.

Drury University has a strong commitment to advising to ensure that students have on-time graduation plans and make the most of their academic opportunities. HSA has been one of the campus leaders in this regard, with performance reviews of all students accomplished every semester. Students with any deficiencies meet with advisors to devise a plan to address areas of concern.

Drury's Office of Counseling Services assists students with personal growth, with awareness of self and environment, and developing skills for coping with problem situations. Counseling Services works closely with the medical staff at the Drury Health Clinic to help make sure that students' holistic health needs are

addressed, and will also refer students to off campus providers if more in-depth psychological services are needed.

Students' career development is facilitated through Drury's Office of Career Planning and Development, which provides career counseling and career exploration resources including interest, personality, and skills assessments, individual and group career counseling, and online resources.

> **Learn more about Drury's offices of Academic Advising, Counseling Services, and Career Planning and Development**

HSA students also benefit from more specialized and discipline-specific career planning advice, either through the informal advising and mentoring of faculty described above, or through programs like the annual Design Expo career event organized each year by the Drury Architecture Tau Sigma Delta chapter. Integration with NCARB's Intern Development Program (IDP) is facilitated through the internship requirement in the HSA curriculum, which leads most students to establish IDP files early in their academic careers.

HSA also supports an active and engaged Architect Licensing Advisor (formerly designated IDP Coordinator). Professor and former Interim Director and Associate Director Bruce Moore has served in this capacity since the IDP Coordinator role was established. Either the ALA or the School's Director or Dean has attended the annual NCARB Licensing Advisors' Summit in 2011, 2012, 2013, and 2015. The School has also hosted student-body presentations by NCARB officials in 2013 and 2014.

I.2.2   Physical Resources

The HSA building was first occupied in fall 1990. It provides a highly supportive setting for architectural education that is appropriate for the School's mission. Four of the five studio spaces are open to one another and to the building's primary circulation and exhibition spaces; the fifth-year studio is the only one that is closed, requiring ID card swipe to access due to its proximity to the main building entrance. The openness of the studios encourages community and cross-year-level collaboration. Faculty offices are located in clusters adjacent to studios to encourage informal and formal faculty-student exchange.

The 42,000 sf facility can accommodate just over 200 students and sixteen full-time faculty. The building provides separate studios for each of the five program year-levels, one classroom (103) accommodating forty-five students, another classroom (208) accommodating 32 students, a collaborative Crit Lab (101A) accommodating twenty students, a 250-seat multipurpose auditorium/exhibit space (106), an atrium exhibition and critique space, a conference room (102) that doubles as a seminar room, a woodworking and digital Fabrication Shop, a digital Input/Output (I/O) Lab (210), a photo documentation room (104), and a student lounge. In addition, the building provides fourteen faculty offices, a faculty workroom, and an administrative suite with two offices for faculty administrators, one for an administrative assistant, and a reception/workspace for student-staff. The building is in compliance with the Americans with Disabilities Act and local building codes.

The main architectural library collection is housed in the F.W. Olin Library. This collection and other support provided by the Olin Library and its staff are detailed in Section 3, I.2.4 Information Resources.

The distribution of spaces for studios, non-studio learning, labs, faculty and administrative offices, and support is summarized by the building-use diagrams on the following two pages.

> **See HSA Building Use Diagrams**

HSA Building-Use Diagram – First Floor:

Legend:
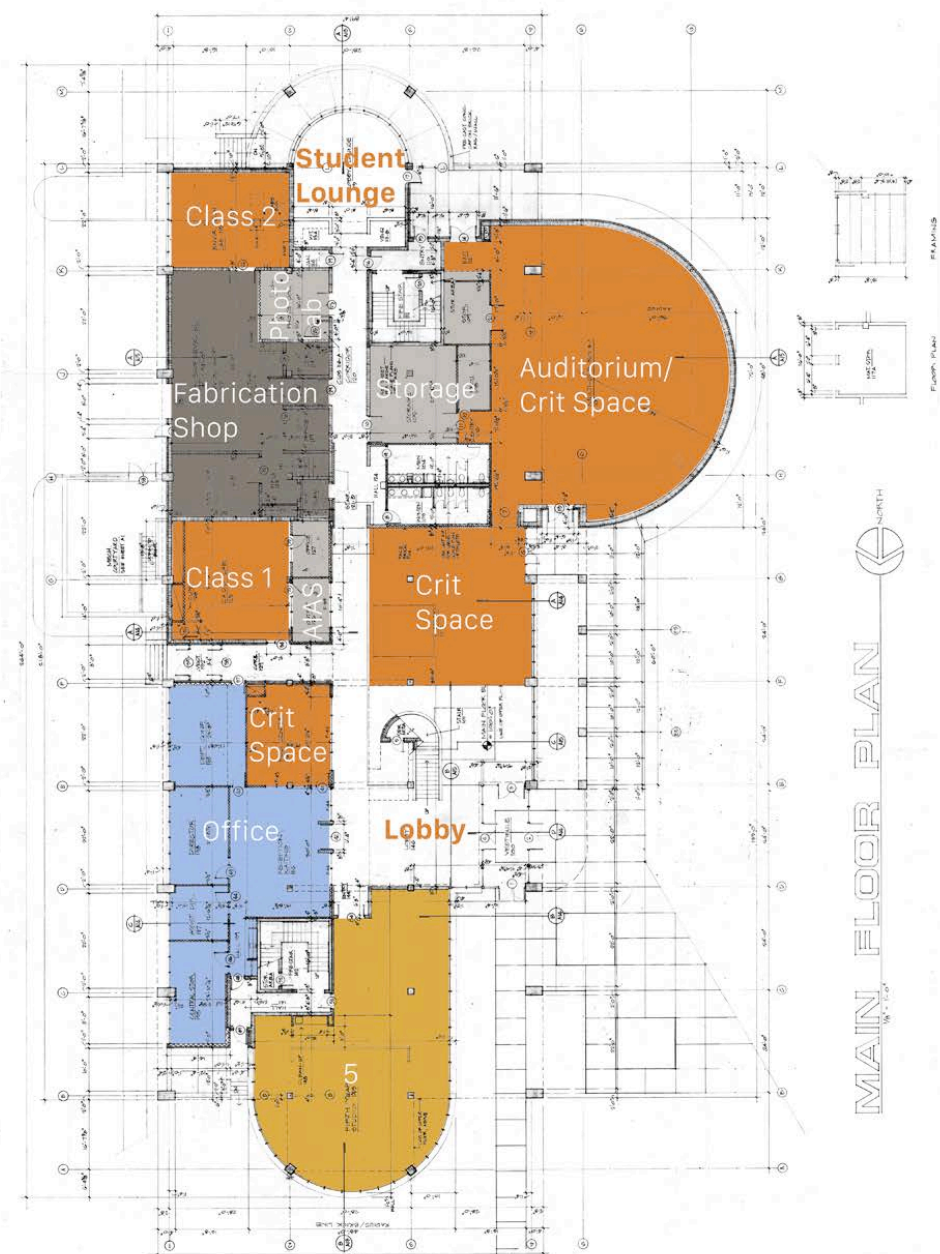
- Studios
- Non-Studio Leaning Spaces
- Administration/Faculty
- Labs
- Support Spaces

HSA Building-Use Diagram – Second Floor:

Studios

Non-Studio Leaning Spaces

Administration/Faculty

Labs

Support Spaces

Technology Resources Available to Students and Faculty

While students in the professional portion of the HSA program (years 3, 4, and 5) are all required to own personal laptops, the HSA facilities currently supplement these with 25 computers located throughout the studios, classrooms, and in the I/O Lab. The I/O Lab and Fabrication Shop are also home to advanced output equipment. This networked technology provides access to internet and intranet resources, as well as software devoted to productivity, desktop publishing, CAD and BIM, rendering and animation, and large-scale 2D and 3D output. Following is a list of specific technology resources available to students and faculty throughout the HSA facility:

Software:
Autodesk Suite (AutoCAD, AutoCAD Architecture, Revit, 3DS Max, Inventor)
MS Office Suite (Word, Excel, Access, Powerpoint, Outlook)
Adobe Design Premium Suite (Acrobat, Photoshop, Illustrator, InDesign, Flash, Fireworks, Dreamweaver)
ArchiCAD
Google Earth, Sketchup
Rhino/Grasshopper

I/O Lab (210):
(4) Dell workstations
(1) HP Designjet T2300 36" color scanner/copier/plotter
(1) HP Designjet T1100ps 44" plotter
(1) Universal Laser V-460 18x24 Laser Cutter
(2) Makerbot Replicator Desktop 3D printers
(1) HP laserjet 5550dn printer
(1) Canon Pixma Pro1 color printer

Fifth-Year Studio (100):
(7) Dell workstations
(1) Muster 11x17 color scanner
(1) HP Laserjet 9040n workgroup printer

Fourth-Year Studio (207):
(6) Dell workstations
(1) Muster11x17 color scanner
(1) HP Laserjet 9040n workgroup printer

Third-Year Studio (213):
(6) Dell workstations
(1) Epson 11x17 color scanner
(1) Polyvision 4x6 Smartboard
(1) HP Laserjet 9050n workgroup printer

Second-Year Studio (209):
(2) Dell workstations

Classroom (103):
(1) Dell workstation
(1) Mitsubishi projector with 8' screen and sound system

Classroom (208):
(1) Dell workstation
(1) NEC projector and 8' screen and sound system

Multipurpose Auditorium/Crit Space (106):
(1) Dell workstation
(1) Hitachi Multimedia LCD projector with 20' screen and sound system

Faculty Workroom (212):
(1) Dell workstation
(1) Epson Expression 10000 XL flatbed scanner
(1) Savin 4045 copier

Main Office (101):
(1) Apple 21.5" iMac workstation
Canon C5045 color copier/scanner/printer

Conference and Seminar Room (102):
(1) 70" Sharp Aquos flat screen TV on mobile stand equipped with
Dell OptiPlex computer, Apple TV, and Actiontec ScreenBeam streaming devices

(2) additional 42" Panasonic flat screen TVs on mobile stands are available for use
throughout the HSA building

Fabrication Lab (107):
(1) 4' by 8' ShopBot CNC Router
(1) Dell workstation
(1) SawStop Table Saw
(1) Dewalt 12" sliding compount miter saw
(1) Grizzly 8" jointer
(1) Jet 15" planer
(1) Grizzly 24" bandsaw
(1) Campbell Hausfeld 7 HP 60 gallon 135 psi air compressor
- spray booth, various smaller bandsaws, sanders, drill presses, and assorted fabrication tools

Additional technology labs are located around the Drury campus, most notably in Springfield Hall, home
to four computer labs equipped with Dell PC workstations, Apple 21.5" iMac workstations, and various
printers, scanners, projectors, and flat screen TV screens.

Student Laptop Policy

In 2006 it became a requirement that all students entering the professional program have their own laptop
computers. Specifications are provided before students enter the professional program.

> **See the HSA Student Laptop Policy**

Faculty Offices and Workroom

All faculty are given their choice of Dell or Mac desktop or laptop computers, which are renewed on a
four- to five-year cycle. There are 2 HP 4200 printers dedicated for faculty use and located near the
primary faculty-office clusters.

Each faculty member is provided a private, lockable, and windowed offce. All offices are large enough to
accommodate faculty work, storage of books and files, and meetings with one to two students.

Faculty also have access to a locked Faculty Workroom with work surfaces, a drawing board, flat-file
storage, and technology as listed above.

Drury Center in Greece (DCG) Facilities

The DCG is situated in the heart of Aegina Town, in a large, two-story, stone and stucco building. This building was fully renovated specifically to meet the Center's needs. Within this 3,900 square foot space are offices for faculty and staff, two seminar-type classrooms, a large, open-plan studio area, small reference and fiction libraries, three restrooms, and indoor and outdoor lounge areas. There are five computer workstations, two scanners, two light tables, three printer/photocopiers, and a projector available to students. Each student has a large drawing table and book storage bin for their personal use during the semester. Wireless internet access and air conditioning are provided throughout the building.

DCG Facility Exterior

Student Lounge and Studio

Studio
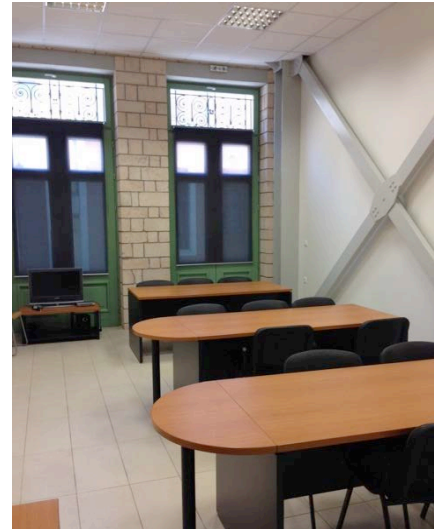
Classroom

Executed and Planned Changes to the Physical Facilities

A number of changes have been made to the HSA since the 2010 NAAB re-accreditation visit. As discussed above in Section 2, Progress Since the Previous Visit, a new single-ply membrane roof was installed in 2012. Combined with removal and repair of windows, caulking of exterior concrete panel joints, and coping repairs, these corrections have essentially eliminated the leaks that had plagued the facility for many years. The HSA building's aging chiller has also received extensive maintenance over the last several months. Together, these maintenance and repair operations have required expenditures by Drury's Facilities Services office in the amount of $138,250.

Other changes have been made to facilitate faculty expansion and more efficient program operations. This process of internal re-programming was begun during AY 2010-11, resulting in a Facilities Programming Study prepared by a faculty committee. The plan's recommendation for faculty office expansion has been partially implemented, funded through program budget reserves that have been created by periodic surpluses in operations budgets. In addition, one space—a no-longer necessary computer lab—was converted to a faculty workroom. Another underutilized space—formerly a resource room mostly housing product binders located next to the main administrative offices—has been converted to a collaborative critique lab available for use by studio classes and smaller groups of students. Plans have also been developed for phased replacement of aging studio furniture, with the first upgrades being applied at the 2nd-year level in the winter of AY 2015-16.

Significant problems that impact the operation or services, with a recommendation for improvements

With roof and window leakage problems now virtually eliminated, and with the aging HSA chiller system at the top of the university's list for replacement, the most important issue to address concerns the building's electrical distribution and lighting systems. Floor-mounted electric supply receptacles should be abandoned in favor of a more convenient system for distributing power. Lighting systems throughout the building also require updating. The HSA administration is working with Drury's Facilities Services office to develop a plan for addressing these issues, including development of a proposal for energy-savings-based grant proposals.

I.2.3   Financial Resources

The HSA is funded through annual budget allocations from the Drury University Office of Academic Affairs. These allocations are based on tuition and fee revenues, and are determined annually in response to budget requests made by the HSA Dean. HSA budget lines are divided between salary-expense lines and operations-expense lines. Operations expenses are primarily funded through a $1,000 Architecture Program Fee assessed to students enrolled in 8 of our 10 design-studio courses. As discussed above in Section 2, the program fee was initiated in 2010 in order to reconcile institutional commitment to a high-quality professional degree program in architecture with the generally lower costs of delivering most other Drury University programs. This approach has allowed the architecture program to increase expenditures for technology, student travel, lectures, visiting professors, faculty development, and program-specific marketing and enrollment efforts. Since the program fees were initiated, the university has allocated 100% of fees-based revenue to architecture-program expenses, and has allowed the program to roll annual surpluses into reserve funds available for special projects.

Faculty and staff salaries are funded primarily through tuition revenues rather than through program fees. As the program fees were initiated, they were expected to fund up to three additional faculty salary lines in addition to operations expenses. One faculty position was added under this plan in 2011, and a second was added in 2012. Since then, it has become clear that funding faculty salaries through an asymmetrical mix of tuition revenues and program-fee revenues is not an optimal model. Consequently, the Drury Office of Academic Affairs (OAA) has agreed to a two-year phased elimination of fees-based funding for faculty salaries, beginning in the 2016-17 academic year, with the OAA funding all faculty salaries. This

will give more clarity to the distinction between salary-expense budgets and operations-expense budgets, and will further strengthen program oversight in managing the latter.

The following table summarizes program budgets since the previous 2010 NAAB re-accreditation visit:

HSA BUDGET HISTORY 2009-2016:	NAAB RE-ACCREDITATION 2009-10	2010-11	2011-12	NAAB FOCUSSED EVAL. 2012-13	2013-14	2014-15	NAAB RE-ACCREDITATION 2015-16
							(projected)
OPERATIONS EXPENSES:							
University allocations	79,625	66,561	65,213	50,772	36,682	33,104	38,104
Program Fee revenue allocations:	0	19,651	99,987	113,720	114,774	98,884	98,680
Subtotal:	**79,625**	**86,212**	**165,200**	**164,492**	**151,456**	**131,948**	**136,784**
SALARY EXPENSES:							
University allocations	1,177,333	1,398,321	1,410,285	1,325,842	1,334,417	1,390,393	1,140,412
Program Fee revenue allocations:	0	60,720	60,720	131,940	131,940	137,160	131,940
Subtotal:	**1,177,333**	**1,459,041**	**1,471,005**	**1,457,782**	**1,466,357**	**1,527,553**	**1,272,352**
TOTAL:	**1,256,958**	**1,545,253**	**1,636,205**	**1,622,274**	**1,617,813**	**1,659,501**	**1,409,136**

Program Revenues and Expenses

Since most of the funding for HSA operations derives from the Architecture Program Fee, the school is directly motivated to help build enrollment in its program, in part because higher student numbers brings more opportunity to fund important initiatives. The program-fee-based funding model has also given clarity to the budgeting process; since available revenues are clearly determined by enrollment levels, program budgets are less susceptible to cuts imposed by the university in response to broader institutional budgeting issues.

The School is granted a great deal of control over the allocation of available funds among the various operations-expense lines in its budget. Salary-expense lines are less flexible, since they are largely determined by base-salary negotiations at the time of hiring, and by standardized salary adjustments following promotions. The HSA dean has influence over these salary lines through consultation with the Office of Academic Affairs.

The summary table on the following page identifies the primary revenue sources available to fund program operations and salaries, along with expense categories associated with those revenues. Revenues and expenses shown are for the most recent completed academic year (2014-15).

> **See 2014-15 Revenue and Expense Summary**

2014-15
**HSA Revenue and Expense
Categories and Amounts**

REVENUES:		notes:
University Allocations - Salaries*	1,390,393	* tuition-based revenue allocations
University Allocations - Operations*	33,104	* tuition-based revenue allocations
Architectural Program Fees*	256,000	* Program fees assessed at rate
Endowed Fund Income	3,000	of $1000/studio for 8 of 10 studios
Donations	9,125	
Plotting Services	722	
Total:	**1,692,344**	

EXPENSES:	
Faculty/Staff Salaries and Benefits	1,527,553
Student Staff Pay and Benefits	4,770
Copying and Reproduction	4,879
Printing	1,272
Postage and Mailing	376
Classroom/Office Supplies and Equipment	4,768
Fabrication Shop Supplies and Equipment	1,000
ACSA Dues	8,786
Non-ACSA Memberships and Dues	4,139
Meals, Banquests, and Entertainment	3,831
Awards Ceremony and Reception	2,634
Faculty Professional Development	9,803
Misc. Faculty and Administrative Travel	5,982
Lecture Series	19,049
Studio Field Trips	24,900
Librarium Exhibition and Prize	6,000
Final Reviews	411
Alumni Relations and Development	3,149
Professional Advisory Council	1,540
AIA Regional Conf. Registrations	1,580
Exhibitions	1,478
Digital Output Equipment	2,510
Digital Output Equipment Supplies	17,792
Digital Output Equipment Repairs	3,963
Visiting Professor of Practice Program	30,048
Total:	**1,692,213**

This table does not reflect special-project revenue and expenses associated with the School's Solar Decathlon Team. This project is supported by Solar Decathlon funding provided by the US Department of Energy, as well as by project fund-raising amounting to more than $453,302 in cash and in-kind donations.

In addition to the funds directly available to the HSA (summarized above), other university divisions contribute to the program through their own budgets, including academic departments that heavily serve our students such as Physics, Art and Art History, and the Drury Core general curriculum. The program also benefits from financial resources available to a myriad of non-academic campus departments and programs, including residence life, first-year experience, facilities and grounds, computer services, campus recreation, campus clinic and wellness programs, counseling, and career services.

The Hammons School of Architecture Center for Community Studies brings in an additional $8000 - $10,000 funding for studio projects each academic year from the various communities and non-profit organizations it serves. This money is exclusively used to support the activities and projects of the Center for Community Studies.

Scholarships and Grant Funds

In addition to the regularly budgeted financial resources discussed above, students and faculty benefit from supplemental funding through scholarships and grants. In our most recent NAAB statistical reporting period (AY 2013-14), 86.8% of architecture majors received institutional grants from the Drury Office of Financial Aid, at an average annual amount of $8,624. 21% of architecture majors received federal grants averaging $4,563, and 27% of majors received state and local grants averaging $2,485. In addition, 59.3% received student loans averaging $8,493.

HSA students also compete for annual scholarships including the Alan Bates Scholarship (usually $2,000, given to 4th-year students) and the BJ Glazier Scholarship (amount varies, available for study-abroad costs). Students are also eligible to receive scholarships from sources including AIA Springfield, AIA St. Louis, AIA Mid-Missouri, the Springfield Contractors Association, and the National Association of Women in Construction Springfield Chapter.

Collaborative student-faculty research and design-build activities had also benefitted from major outside funding since our previous accreditation visit. In 2013, the TKF Foundation awarded a $585,000 grant to a Drury-led team to explore "Landscapes of Resilience." The grant has funded the design and construction of a memorial Butterfly Garden and Overlook in Joplin, Missouri's Cunningham Park. The project is intended to demonstrate and contribute to the understanding of the role of public places in community-healing—in this case following the devastating 2011 Joplin tornado. The grant has provided hands-on design-build experiences to Drury students in architecture and other fields, and has been the basis of faculty research and scholarship.

Outside funding has also supported the school's first participation in the US Department of Energy's Solar Decathlon competition. This major effort, in collaboration with Crowder College, has been led by Drury architecture students, with participation from over 100 students from architecture and other disciplines both at Drury and Crowder. In addition to funding from the Department of Energy, the project has been supported by over $453,000 in corporate and private giving—by far the largest fund-raising initiative ever undertaken by the Hammons School of Architecture.

Additional Financial-Resource Considerations:

Enrollment Issues

The HSA has encountered enrollment declines in recent years consistent with many schools of architecture, as the 2008-09 recession and other factors have caused high-school students and their families to question the long-term viability of architecture careers. In addition, a continuing national decline in the number of high school graduates is predicted. In response to this, the program has collaborated with the Drury admissions and marketing-communication staffs to more clearly articulate the distinctive nature of the HSA program, as one of very few liberal-arts based professional architecture programs. Long-term prospects for controlled growth in architecture-program enrollment are good, signaled by recent increases in numbers of international, distant-domestic, and transfer students.

At the university-scale, enrollment levels have also declined, reflecting regional demographic shifts as well as pressures that are affecting most private liberal-arts institutions. In this context, the continued success of Drury's architecture program has become essential, as it is perhaps the most distinctive of Drury's programs, as well as a primary driver of international and extra-regional enrollment. The Drury Office of Academic Affairs leadership has made a strong and renewed commitment to our program.

Funding-model Shifts

As described above, HSA operations funding has gradually moved toward a self-generated approach, as Architecture Program Fees have become the primary funding source for operations expenses. At the same time, the university's support for a shift of salary-expense funding fully away from program fees will give the program a more predictable and sustainable funding model. This model will also, to some extent, insulate the program from some of the stress brought by declining institutional enrollments—allowing the program to continue to grow in quality and importance for the university.

Institutional Development Efforts

Development activities at Drury are directed from a centralized Office of Development and Alumni Relations. This office has seen a major renewal in leadership, staff, and operations over the past two years. Among the changes is new support for grant-writing efforts, and work is underway to seek grant-funding for renewal of the HSA studio and classroom lighting. Planning has also been initiated for a university-wide endowed-faculty-chair campaign, with one of these chairs devoted to the architecture program.

I.2.4   Information Resources

Institutional context

In keeping with the University's and the School's liberal arts educational philosophy and goals, most of the architecture library collection is housed in the F. W. Olin Library in the center of campus. The Director of the F. W. Olin Library allocates funding for the architecture collection from the library's overall budget. Various library collections are developed with the School's curriculum and goals in mind. This is achieved by involving the teaching faculty as much as their time allows, and by remaining cognizant of the School's course offerings and mission.

Resources

F. W. Olin Library serves the entire university and encompasses nearly every format imaginable. Holdings relating to architecture and art include books, ebooks, dvd's and videos, drawings, digital images, and periodicals.

The Olin Library holds 154,577 volumes, and the collection in architecture-related monographs is strong, with at 20,551 volumes, 8,273 of which are classified with an NA (architecture) call number. The collection is both current and retrospective, and covers a wide range of subjects including architects, architectural history, professional practice, design, typology, theory, cities, development, sustainability, aesthetics, landscape, engineering, building construction, interiors, visual arts, materials, and technology.

Further, through the statewide consortium MOBIUS, Drury students can request books online from most Missouri universities and have the books delivered within a maximum of four days to the Olin Library circulation desk. This includes Washington University, another NAAB accredited architecture program. Over the past five years, the number of books borrowed compared with those loaned has been roughly equal, indicating that Drury does not depend inordinately on other schools to service its curriculum, but rather is adding equally to the overall resource sharing in the state.

New to our collections since our last NAAB visit is our subscription to a large academic eBook collection from Ebsco, which provides an additional 1,060 architecture titles. Ebsco continues to partner with

publishers to provide a growing collection. These offer students the benefit of access any time of day or night, they can be downloaded to almost any device, and they can be read online or offline.

Olin library maintains a collection of 5,291 educational films suggested by faculty from all disciplines. Two hundred and sixty two titles relate to architecture, and another 292 relate to art. Because of the multidisciplinary nature of many films, films purchased for architecture faculty may sometimes be classified in relation to other fields, so these numbers may well be larger.

Olin Library Archives maintains a large collection of architectural drawings by the local architect Richard Stahl, FAIA, including documentation of buildings he designed for the Drury campus. They are well maintained and students frequently study them.

Olin Library closed its 35mm slide collection in 2014 when it was no longer being used due to the wide availability of digital images. Digital images from 14,000 of the slides are still maintained by the library and are available to students and faculty through the architecture librarian. Olin Library has subscribed to ARTstor since its inception by the Andrew W. Mellon Foundation, and this image repository now numbers over 1.8 million images of art, architecture, and human culture.

Olin Library subscribes to 52 architecture journals and 32 of those are on the *AASL Core List of Architecture Periodicals for a First Degree in Architecture*. Another 5 are on the *AASL Supplementary List.* A few additional titles are available electronically through our electronic databases, such as JSTOR, Art Full Text, and ProQuest Central. Olin subscribes to the *Avery Index to Architecture Periodicals* through ProQuest, and any article that we don't have in print or through another database can be ordered through interlibrary loan at no cost to the student or professor.

Staff and Facilities

The librarians and staff of Olin Library are dedicated to serving the university community. A librarian is assigned to the Hammons School of Architecture and has been serving the school for nineteen years. Reference service, library instruction, interlibrary loan services, help with scanning materials, and working one-on-one with students are just a few of the services provided. The archivist works with students regarding historic architectural drawings and other materials relating to the history of Drury that may be found in the archives. Students can email or call the architecture librarian at any time, and she reaches out periodically via email distribution lists to advertise her services and invite students to contact her.

Four additional librarians and a circulation manager also serve the library, along with a dedicated group of student employees. Every full-time employee in the library has at least one master's degree, and many have two.

The Olin Library also benefits from Technology Services' recent move into the library building. Although the Technology Services staff are not technically part of the library, they add a great deal of technical support to faculty, students, and library staff. They were previously housed in a building across the street and were always responsive and helpful, but the closer proximity will allow for a more technologically robust experience for our students and faster trouble-shooting.

The F. W. Olin Library was built in 1992. As library needs change, the building has been able to adapt. Furnishings in areas where students gather and study have been updated. The space previously used for 35mm slides has become a workspace for the maintenance and management of the university art collection, and has also made room for Technology Services.

At the time of our last report in 2009, there was an issue with failing HVAC systems so heating and cooling were being monitored and adjusted manually. Humidity was a particular concern, but repairs have been made since. In 2010, a new HVAC DDC control system was installed, and variable frequency drives installed on all air handlers and cooling pumps. This has resulted in steady temperatures and energy savings. In 2011 a humidity sensing system was installed, as well as a power monitoring system that allows remote monitoring and control from the energy management office. This system has apparently helped minimize atmospheric changes that would have been caused by the move of Technology Services into the library.

There are 47 PCs in the library for student use; all are networked to four large capacity printers and the campus network. Wi-Fi is available throughout for laptops and other personal electronic devices. There are also computers and ceiling mounted projectors or large-screen monitors in all seminar and small-group study rooms. Some of the large monitors are on rolling stands so they provide flexibility and can be moved to wherever students need to gather and share their work. There are two large, flatbed scanners on the main floor, and another in the art collection workroom. Photocopiers, microfiche and microfilm printers/readers, and various antiquated projection machines are maintained in the event they are needed.

Concerns

A decline in overall enrollment—a phenomenon not unique to Drury—has created economic stresses that have affected the library along with other university divisions. Currently, the Director of the library is considering cuts to databases, possibly including ARTstor, and book budgets have been frozen. Retired staff members have not been replaced, and each librarian is serving and representing more disciplinary departments, as well as taking on clerical and paraprofessional duties. Olin Library has gone from a staff of eleven to six in the five years since our last NAAB visit. University leadership has expressed its commitment to increasing investment in the library as resources become available.

> **See Olin Library Collection Development Policy in Section 4**

I.2.5   Administrative Structure & Governance

The President of Drury University is appointed by the governing Board of Trustees of the institution. Reporting to the President are Vice Presidents for Academic Affairs, Administration, Enrollment Management, Alumni and Development, and Student Affairs.

The Vice President for Academic Affairs (VPAA) oversees the Office of Academic Affairs, and is assisted by two Associate Vice Presidents for Academic Affairs. Under the VPAA, academic operations have recently been reorganized (spring 2015) to include three stand-alone professional schools (Architecture, Business, and Education) and three colleges (Humanities and Social Sciences, Natural and Mathematical Sciences, and Graduate Studies). The pre-existing College of Continuing and Professional Studies is also overseen by the VPAA.

As a stand-alone professional school, the Hammons School of Architecture is administered by a Dean, who is assisted by an Associate Dean. School standing committees include a Curriculum Committee, an Assessment and Program Review Committee, an International Studies Committee, a Lectures and Exhibitions Committee, and a Marketing and School Advancement Committee. Students participate in the Lectures and Exhibitions Committee as well as in ad hoc Faculty Search Committees.

The HSA Dean is advised by a Professional Advisory Council that meets at least once per academic year, as well as by members of the student body through monthly Student Leadership Lunches.

The diagram on the following page summarizes this administrative structure.

> **See Administrative Structure Diagram**

Administrative Structure For Drury and HSA:
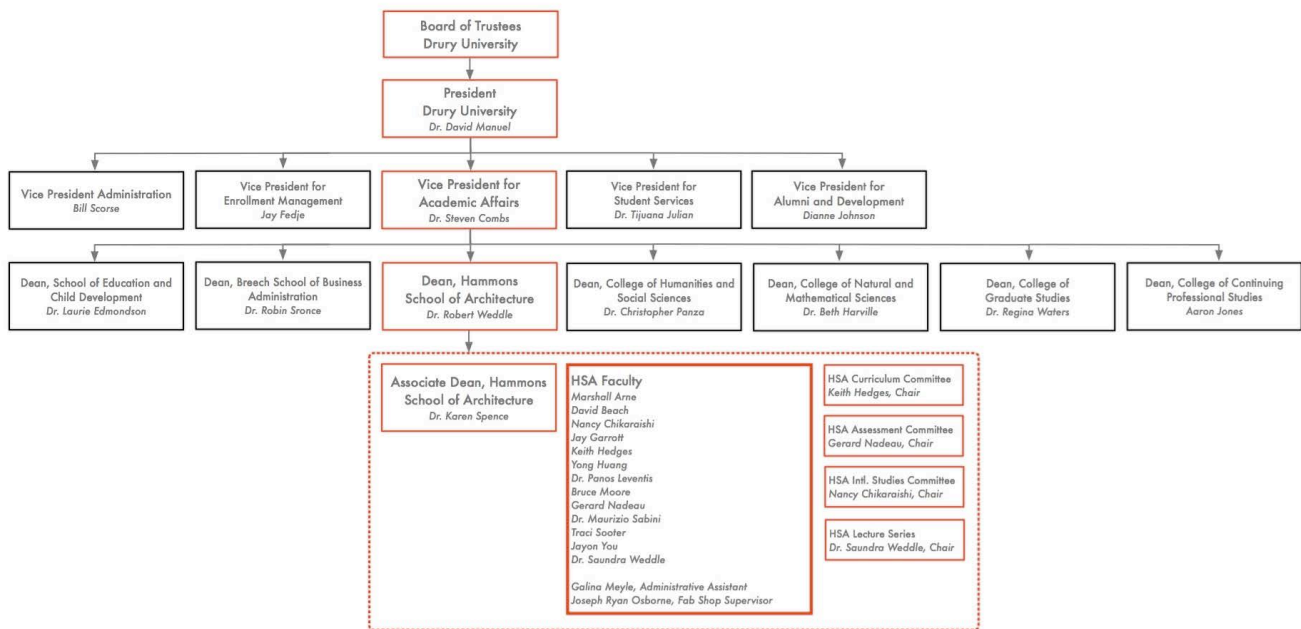
II.1.1   Student Performance Criteria

Primary and secondary responsibilities for achieving the twenty-six NAAB Student Performance Critieria (SPC) are assigned by the program as summarized by the SPC Matrix on the following page:

> **See SPC Matrix**

> **See Enlarged SPC Matrix**

> **See Course Descriptions (Dropbox)**

NAAB STUDENT PERFORMANCE CRITERIA MATRIX

Hammons School of Architecture
2016 R-Accreditation Visit

Primary Responsibility: ●
Secondary Responsibility: ○

REALM A — CRITICAL THINKING & REPRESENTATION
REALM B — BUILDING PRACTICES, TECHNICAL SKILLS AND KNOWLEDGE
REALM C — INTEGRATED ARCH. SOLUTIONS
REALM D — PROFESSIONAL PRACTICE

Column key:

- A1: Ability: Professional Communication Skills
- A2: Ability: Design Thinking Skills
- A3: Ability: Investigative Skills
- A4: Ability: Architectural Design Skills
- A5: Ability: Ordering Systems
- A6: Ability: Use of Precedents
- A7: Understanding: Historical Traditions and Global Culture
- A8: Understanding: Cultural Diversity and Social Equity
- B1: Ability: Pre-Design
- B2: Ability: Site Design
- B3: Ability: Codes and Regulations
- B4: Ability: Technical Documentation
- B5: Ability: Structural Systems
- B6: Ability: Environmental Systems
- B7: Understanding: Building Envelope Systems and Assemblies
- B8: Understanding: Building Materials and Assemblies
- B9: Understanding: Building Service Systems
- B10: Understanding: Financial Considerations
- C1: Understanding: Research
- C2: Ability: Integrated Evaluations and Decision Making
- C3: Ability: Integrative Design
- D1: Understanding: Stakeholder Roles in Architecture
- D2: Understanding: Project Management
- D3: Understanding: Business Practices
- D4: Understanding: Legal Responsibilities
- D5: Understanding: Professional Conduct

Pre-Professional Program — 1st – 2nd Year

Category	Course	Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Drury CORE	CORE 101	Drury Seminar																										
	(various)	Drury Foundations (written and oral expression)																										
	(various)	Ethical Foundations																										
	EXSP 220	Personal Wellness																										
History & Theory	ARCH 251	History of Art, Architecture, and Urbanism I							●	●																		
	ARCH 252	History of Art, Architecture, and Urbanism II						○	●	●																		
	ARCH 356	History of Modern Architecture							●																			
Math, Structures & Technology	MATH 203	Mathematics and Inquiry																										
	PHYS 201	Principles of Physics																										
	ARCH 233	Introduction to Building Systems															●	●	○	○								
	ARCH 234	Structures 1													●													
Studios & Representation	ARTZ 111	Foundations of Studio and Design		○		○	○																					
	ARTZ 123	Drawing																										
	ARCH 112	Architectural Design II		○		○	●			○																		
	ARCH 124	Architectural Representation	○																									
	ARCH 213	Architectural Design III				●					●																	
	ARCH 214	Architectural Design IV				○				○	○	○																
	ARCH 225	Introduction to Computers in Architecture	○													○												

Professional Program — 3rd – 5th Year

Category	Course	Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Drury CORE	CORE 201	Global Foundations																										
		Foreign Language Sequence																										
International Studies	ARCH 418	Global Studio																										
	ARCH 426/428	Travel Journal							○	○																		
	ARCH 456/458	Culture and Place							●	●																		
History & Theory	ARCH 253	Theories of Architecture	●		○					○																		
	MARC 557	Architecture Seminar	●		●						○										●	○						
Structures & Technology	ARCH 334	Structures II (formerly ARCH 336)										●			●													
	ARCH 335	Environmental Systems I														●	○	●	●	○								
	MARC 538	Environmental Systems II (formerly ARCH 437)														●	●	●	●	○								
	MARC 539	Structures III (formerly ARCH 438)													●													
Professional Practice	ARCH 427	Professional Communication	○											●				○					○					
	ARCH 461	Internship																							○			
	ARCH 467	Facility Programming									●														○			
	ARCH 569	Professional Practice																		●				●	●	●	●	●
Studios	ARCH 315	Architectural Design V				●	○					●					●	○					○					
	ARCH 417	Architectural Design VII: Community Studies Studio	○	○	○			●			○	○													○			
	MARC 519	Architectural Design VIII: Comprehensive Studio			●								●	○	○	○	○		○		○	●	●					
	MARC 520	Architectural Design IX Exploration		●	○																							
	MARC 521	Architectural Design X: Thesis Studio		●				●			○											●						

Pedagogy and Methodology for Addressing Realm C: Integrated Architectural Solutions

The HSA curriculum integrates content through a structured development of coursework culminating in the two-semester fifth-year thesis project (MARC 557 / MARC 521). Prior to the fifth year, students demonstrate abilities to integrate multiple design and technical challenges through the MARC 519 Comprehensive Design Studio, taken in the spring of the fourth year. This studio requires students to integrate program and site analysis, conceptual design, and systems integration through a series of development exercises and phased critique and presentations. Research and analysis are applied to site and program, and precedent investigations connect built examples with construction document sets. Six specific technology-integration exercises—along with computer and physical modeling and drawings focused on accuracy—help students develop integration methodologies. Processes of design, investigation, and selection are documented through a portfolio tracking design development as well as completed final presentations. Together these demonstrate students' abilities to address design issues from broad and integrative perspectives.

By placing the Comprehensive Studio in the fourth year, the program has made an intentional decision to foster more specialized explorations during the fifth year. While the Comprehensive Studio is charged with further development and measurement of students' integrative abilities, this development continues through the fifth year, as the thesis process embraces broader cultural, social, and environmental concerns.

Methodology for Assessing 'High-Pass' and 'Low-Pass' Work

For the purpose of demonstrating student performance, work has been categorized either as 'high-pass' (work receiving grades of B+, A-, or A) or 'low-pass' (work receiving grades of C-, C, or C+). Grades received for studio projects may not translate directly into final course grades, since faculty may take into account grades on other required projects or exercises, attendance, and overall commitment and improvement. HSA students must obtain grades of C- or higher to receive credit for all courses required by the HSA M.Arch. curriculum. University grading policies give guidance to faculty for determining grades on assignments, projects, and exams.

> **See Information on Drury's Grading System**

II.2.1   Institutional Accreditation

Drury University has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools since 1915. Drury received a ten-year Reaffirmation of Accreditation in 2011, and will next be evaluated in 2020-21.

> **See North Central Association Affiliation Status Statement**

II.2.2   Professional Degrees and Curriculum

Drury University, through the HSA, offers only one architecture degree: an accredited Single Institution M.Arch. No non-accredited pre-professional or post-professional degrees are available at this time. The program requires no pre-requisite degree or other preparatory program. A minimum of 168 credit hours is required for the M.Arch. degree, distributed as shown in the table on the following page:

Credit Hour Distribution – HSA M.Arch. Curriculum:

General Studies:	55 credit hours	(NAAB requires minimum of 45)
Optional Studies:	15 credit hours	(NAAB requires minimum of 10)
Professional Studies:	113 credit hours	(no minimum NAAB requirement)
Undergraduate Credits:	132 credit hours	(no minimum NAAB requirement)
Graduate Credits:	36 credit hours	(NAAB requires minimum of 30)
Total Credits:	**168 credit hours**	(NAAB requires minimum of 168)

Drury students not majoring in Architecture may choose to obtain a Minor in Architecture. No minors or concentrations are offered within the M.Arch. curriculum, but many students who obtain the M.Arch. also obtain minors in other fields.

Degree candidates in the 5-year M.Arch. program typically take the following credit hours per semester:

(*note: 6th and 7th semesters may be interchanged depending on study-abroad semester)

1st Semester:	15 credits	2nd Semester:	17 credits
3rd Semester:	17 credits	4th Semester:	17 credits
5th Semester:	17 credits	*6th Semester:	17 credits
*7th Semester:	17 credits	8th Semester:	17 credits
9th Semester:	17 credits	10th Semester:	17 credits

> **See typical 5-year curriculum Course Sequence**

HSA students study off-campus to satisfy their required study-abroad experience. Most attend a full semester at the Drury Center in Greece (DCG), located on the island of Aegina. Only two courses are required to satisfy the Study Abroad requirement: ARCH 426 (Travel Journal: Mediterranean Cultures) and ARCH 456 (Culture and Place: the Greek Legacy). Most students attending the DCG program also take a 3-hour Global Studio (transitioning beginning Spring 2016 to the 5-hour ARCH 418 Global Studio), Greek language courses, and CORE 201 Global Foundations.

Students who choose not to attend the DCG program may attend an approved alternative semester-long program at another institution, or a minimum 5-week short-term study abroad program offered by HSA faculty. Students in these short-term programs must take ARCH 428 (Journaling: Urban Form in the Global Context) and ARCH 458 (Culture and Place: The Theoretical and Historical Context). Beginning fall 2016 they will also take the ARCH 418 Global Studio during the fall following the study-abroad experience.

> **Return to the DCG Facilities Description in Section 3**

> **See NAAB-required Branch Campus Questionnaire in Section 4**

II.3   Evaluation of Preparatory Education

Because the HSA Single Institution M.Arch. program requires no specific pre-requisite or preparatory degrees, preparatory education is considered only in courses of transfer applications. Evaluation of work submitted for transfer credit occurs when transfer applicants are admitted to the university. The assessment is completed by the Registrar's Office for coursework related to the general curriculum and the HSA Associate Dean for coursework related to the architecture curriculum. Credit is given for courses that are judged to be equivalent in content and credit hours to courses offered at Drury. Students are placed in year levels that are appropriate to their previous coursework and are provided with advising to address coursework needs. Students who are evaluated for admission to the pre-professional program must have completed the coursework necessary to meet the communicated admission requirements for the professional program. Students who are evaluated to be in the professional program must have completed the coursework necessary to meet the communicated degree requirements.

> **See HSA Transfer Student Worksheet in Section 4**

II.4   Public Information
All information required by Part Two (II): Section 4 of the 2014 *Conditions for Accreditation* can be found through the HSA website.

> **See required Public Information**

III.1.1   Annual Statistical Reports

The HSA submits Annual Statistical Reports each year as required by NAAB.

> **See signed Verification Statement from University Registrar concerning Annual Reports**

III.1.2   Interim Progress Reports

The HSA has submitted Interim Progress Reports as required by the NAAB 2010, 2012, and 2015 *Procedures for Accreditation.*

Section 4. Supplemental Material

> **HSA M.Arch. Curriculum Course Descriptions (Dropbox)**

> **HSA Studio Culture Policy**

> **HSA Assessment Plan (Dropbox)**

> **HSA 2014-15 Assessment Report (Dropbox)**

> **Drury University Academic Integrity Policy**

> **Olin Library Collection Development Policy**

> **Drury University Equal Opportunity and Affirmative Action Plan**

> **Drury University Appointment and Tenure and Promotion Policies**
(See Drury *Faculty Handbook*, pp. 49-50)

> **Drury University Sabbatical Leave Policy**
(See Drury *Faculty Handbook*, pp. 16-22, 31-40)

> **Branch Campus Questionnaire for Drury Center in Greece**

> **NAAB 2014 to 2009 *Conditions* Comparison Table**

> **HSA Faculty Resumes**

> **Matrix of Teaching Responsibilities for HSA Faculty**

> **Drury Faculty Evaluation Forms**

> **List of HSA Faculty Scholarly and Creative Work**

> **Expandable SPC Matrix**

> **North Central Association Affiliation Status Statement**

> **HSA Transfer Student Worksheet**

> **Signed Verification Statement from University Registrar**

2011

DRURY UNIVERSITY
F.W. OLIN LIBRARY
COLLECTION DEVELOPMENT POLICY

The F. W. Olin Library collection development policy provides a framework for selecting, acquiring, and managing library materials to support the teaching, learning, and research needs of the Drury University community.

The library faculty is ultimately responsible for the library's collection development. Each librarian builds a balanced collection in their liaison disciplines within the limits of an annual budget and in cooperation with departmental faculty. A librarian is assigned as the library's liaison to each discipline on campus. The librarian liaisons establish contacts with the departmental faculty and encourage their recommendations of books and other materials that support the Drury University curriculum and research.

General Criteria for Selection

Monographs
1. Scope. Priority is given to materials, from basic to research level, that support the academic programs and faculty research at Drury University. The library does not usually purchase popular items such as best-selling novels, do-it-yourself manuals, and other materials that are commonly collected by the Springfield-Greene County Public Library system; exceptions may be made based on curriculum needs.
2. Format. Trade paperback editions are purchased for the library unless a hardback copy is specifically requested. A small collection of electronic books is maintained, as well.
3. Language. The library acquires primarily English language books, except when materials in other languages are required to support a course or program.
4. Duplication. Generally the library does not purchase multiple copies of a work, however heavily used items may be duplicated.
5. Textbooks. Following standard academic practice, the library does not purchase textbooks due to limited financial resources and frequent revision of textbook content.

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Periodicals and electronic databases are selected by the library director with input from the subject librarians and the departmental faculty. Recommendations from the faculty are considered based on the curricular needs, electronic access, and ongoing funding. A high degree of selectivity is required for subscriptions due to annual inflation of the price and the related cost of maintenance and bindery (for paper format). Popular newspapers and magazines are subscribed to on a very selective basis. A few foreign-language subscriptions are maintained.

Documentary and feature films will be purchased in DVD format when they support the curriculum; films are selected by liaison librarians in collaboration with departmental faculty.

Sound Recordings and Scores are acquired to support the courses offered by the Department of Music and the Music Therapy program. This collection is developed by the Music Department liaison in conjunction with the music faculty.

Criteria for Selection by Collection

Reference Collection
The library's reference collection consists of general, subject, and interdisciplinary publications in standard formats such as dictionaries, encyclopedias, atlases, statistical compilations, directories, and bibliographies that meet the basic research and information needs of Drury University students and faculty. The paper reference collection is non-circulating. Increasingly, the reference collection is incorporating electronic books.

Juvenile Collection
The library maintains a juvenile collection in support of the School of Education's children's literature requirement.

Curriculum Collection
This collection is non-circulating and is designed to support pre-service and in-service teachers. The collection includes student and teacher textbooks and supplemental materials used in teaching grades Pre-K to 12th. The collection is maintained with as much up-to-date material as possible on a wide range of subjects taught in elementary, middle, and high schools. The out-of-date material is withdrawn when new material is added. This collection also contains current Subject Curriculum Guides for the Springfield R-12 school district.

Materials for the collection are obtained through donations by publishers, teachers, schools, and school district subject coordinators. Duplicate sets of teaching materials are sent to both the St. Robert and Rolla Distance Learning sites to expand their curriculum collections.

Rare Book Collection
Rare books are expensive and the library makes only a few purchases for the Rare Book Collection each year. Selections must be carefully made according to the following criteria:

1. Uniqueness. The item represents an aspect of printing history, or the printer's craft, that is significant. The item represents an example of printing history that is not found in the existing collection.
2. Usefulness for education. The item is one which can be used to illustrate an aspect (and preferably several aspects) of printing history or the history of the book to students.

In some instances, rare books are donated to the library and are placed in the rare book collection. In other instances, a book in the main collection of the library may be transferred into the rare book collection.

Special Collections
Generally speaking, there is not an active collection development policy for Special Collections. For the most part, items are added to the collection through donations, transfers out of the main collection, and the occasional purchase. Some items that come into the Special Collections are publications related to the history of Drury University; other items are placed in Special Collections because of their age, condition, rarity, value, or format (i.e., art books with loose plates). The library receives all Honors and Master's Theses, and these are cataloged and

2011

placed in Special Collections. It may be decided that a theft-prone item will be stored in Special Collections for safekeeping.

Archives
Items added to the Drury University Archives will usually have some connection to the history of Drury University. These may be photographs, personnel records, yearbooks, university publications, and other university documents. The Archivist will strive to collect all items related to the history of the university, both actively (by seeking items and adding them to the collection) and passively (by receiving items from campus offices and departments, as well as donations from alumni and the public). On rare occasions, the library may purchase an item related to the history of Drury University.

It should be noted that items donated to the Drury University Archives become the property of Drury University, under the care of the Archivist and the Director of the Library. The Archivist and Director of the Library will make decisions regarding the retention, disposition, and care of the materials in the archival collection.

Intellectual Freedom
In carrying out its collection development responsibilities, the F. W. Olin Library abides by the following principles of the American Library Association as laid out in the Library Bill of Rights.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

Revised 07/xx/11

Branch Campuses Questionnaire

Name of Institution:		Drury University
Title of Degree:		M.Arch.
Name of Program Administrator:		Dr. Robert Weddle, Dean, HSA
Name of Person Completing this Form:		Robert Weddle
Location of Branch Campus, Additional Site, Teaching Site, Online learning, or Study Abroad Program:		Drury Center in Greece (DCG) / Aegina, Greece
Distance from Main/Flagship Campus:		5883 miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site		Five
(List all courses: number, title, credits offered) [insert additional rows as necessary]		
Course Number	Credits offered	Course Title
ARCH 418	5	Architectural Design VII: Urban Context
ARCH 426	3	Travel Journal: Mediterranean Cultures
ARCH 456	3	Culture and Place: The Greek Legacy
GREE 102	3	Elementary Greek II
CORE 201	3	Global Foundations
Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?		A 5-week minimum International Architecture Program experience is required. Most students fulfill that requirement at this location. Approved alternate programs are also allowed.
Who has administrative responsibility for the program at the branch campus?		Eleni Dellagrammaticas, Director, DCG
To whom does this individual report?		Dr. Thomas Russo, Associate Dean for International Programs, Drury University
Where are financial decisions made?		These are collaborative decisions made by the DCG in consultation with the Drury Office for International Programs.
Who has responsibility for hiring faculty?		Eleni Dellagrammaticas, Director, DCG
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?		Most faculty are non-tenure track. For tenure-track faculty, Drury's normal tenure and promotion processes apply.
Does the branch campus have its own curriculum committee?		No
Does the branch campus have its own admissions committee?		No
Does the branch campus have its own grievance committee?		No
Does the branch campus have its own resources for faculty research and scholarship?		No
Does the branch campus have its own AIAS or NOMAS chapter?		No

August 11, 2014

INTRODUCTION TO THE COMPARISON

This table is designed to supplement the final edition of the *2014 Conditions for Accreditation*, and the *Guide to the 2014 Conditions for Accreditation and Preparation of Architecture Program Reports* now available at www.naab.org

The table compares each 2014 condition or Student Performance Criterion (SPC) against the language of the condition or SPC found in the *2009 NAAB Conditions for Accreditation.*

This comparison focuses only conditions and SPC, and does not compare the complete text of the two documents. For example, it does not compare the introductory material, transitional text, or all of the appendices. [NOTE: Only changes to SPC are highlighted]

If you have a specific question about an item that is not addressed by the comparison, please feel free to contact the NAAB either by email at forum@naab.org or by telephone at 202.783.2007.

Thank you and we look forward to hearing from you.

2014 NAAB Conditions for Accreditation	New	Revised	No Change	*2009 NAAB Conditions for Accreditation*
I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development. • Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program. • The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**I.1.1 History and Mission**: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in a contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in a contemporary context. The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc. Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

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I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional. • The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct. • The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**I.1.2 Learning Culture and Social Equity**: • Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional. Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management. Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture. • Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

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I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources. • The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution. • The program must document that institutional, college, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.	Social Equity re-established as a separate element of program identify.			

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I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities. A. **Collaboration and Leadership**. The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles. B. **Design**. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value. C. **Professional Opportunity**. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. D. **Stewardship of the Environment**. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources. E. **Community and Social Responsibility**. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.	There are five new perspectives. Overall, ARC13 participants agreed that programs should no longer be expected to define themselves against the perspectives of the five organizations within architecture. Instead, programs define their approach to values and core principles held in common throughout the profession and the academy relative to both the practice and discipline of architecture. Further, SPC were culled out of these statements and either applied to specific SPC in Condition II.1 or deleted as redundant. The five, new perspectives are: • Collaboration and Leadership • Design • Professional Opportunity			**I I.1.3 Response to the Five Perspectives**: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future. A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge. B. **Architectural Education and Students**. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning. C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and prior to the earliest point of

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	• Stewardship of the Environment • Community and Social Responsibility			eligibility, the information needed to enroll in the Intern Development Program (IDP). **D. Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession. **E. Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.
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 and program mission and culture		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**I.1.4 Long-Range Planning**: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

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I.1.6 Assessment
 	
A. **Program Self-Assessment:** The program must demonstrate that it regularly assesses the following:
 	
   • How well the program is progressing toward its mission and stated objectives.
 	
   • Progress against its defined multiyear objectives.
 	
   • Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
 	
   • Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.
 	
The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.
 	
B. **Curricular Assessment and Development**: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.
		Revised for clarity and to eliminate redundancy with other *Conditions*.		**I.1.5 Self-Assessment Procedures**: The program must demonstrate that it regularly assesses the following:
				▪ How the program is progressing towards its mission.
				▪ Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.
				▪ Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.
				▪ Self-assessment procedures shall include, but are not limited to:
				  ○ Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.
				  ○ Individual course evaluations.
				  ○ Review and assessment of the focus and pedagogy of the program.
				  ○ Institutional self-assessment, as determined by the institution.
				The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

				II.2.3 Curriculum Review and Development The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

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I.2.1 Human Resources and Human Resource Development*:* The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. • The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and teacher that promotes student achievement. • The program must demonstrate that an Architect Licensing Advisor (formerly known as an Intern Development Program [IDP] Educator Coordinator) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined by NCARB, 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.		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**I.2.1 Human Resources & Human Resource Development**: ▪ Faculty & Staff: 　o An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions. 　o Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives. 　o An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement. 　o An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP Coordinator training and development programs. 　o An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement. 　o Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources. ▪ Students: 　o An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships

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				procedures, and student diversity initiatives. These procedures should include first-time first-year students as well as transfers within and outside of the university. ○ An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.
I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement. Physical resources include but are not limited to the following: • Space to support and encourage studio-based learning. • Space to support and encourage didactic and interactive learning, including labs, shops, and equipment. • Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising. • Information resources to support all learning formats and pedagogies in use by the program. If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.[1]		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**I.2.3 Physical Resources**: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following: ▪ Space to support and encourage studio-based learning. ▪ Space to support and encourage didactic and interactive learning. ▪ Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.
I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.		**Revised** for clarity and to eliminate redundancy with other *Conditions*.		**I.2.4 Financial Resources**: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

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[1] In reviewing a program's physical resources, the NAAB is not offering an opinion as to whether, or certifying that, the institution's facilities comply with all applicable fire, safety, building, and health codes and regulations.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture. Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.			N/C	**I.2.5 Information Resources**: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.
I.2.5 Administrative Structure and Governance ▪ **Administrative Structure**: The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution. ▪ **Governance**: The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution		**Revised** for clarity and to eliminate redundancy with other *Conditions*. Also, moved to the end of I.2.		**I.2.2 Administrative Structure & Governance:** ▪ **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff. ▪ **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

ELIMINATED.				**I.3.1 Statistical Reports**
				In this section of the APR, programs are asked to provide statistical data in support of activities and policies that support social equity in the professional degree program as well as other data points that demonstrate student success and faculty development.
				
				▪ Program student characteristics.
				 ○ Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
				  ▪ Demographics compared to those recorded at the time of the previous visit.
				  ▪ Demographics compared to those of the student population for the institution overall.

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| | Qualifications of students admitted in the fiscal year prior to the visit. Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit. Time to graduation. Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit. Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
• Program faculty characteristics Demographics (race/ethnicity & gender) for all full-time instructional faculty. Demographics compared to those recorded at the time of the previous visit. Demographics compared to those of the full-time instructional faculty at the institution overall. Number of faculty promoted each year since the last visit. Compare to number of faculty promoted each year across the institution during the same period. Number of faculty receiving tenure each year since last visit. Compare to number of faculty receiving tenure at the institution during the same period. |

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Moved to the *Guide* as part of APR requirements for Human Resources & Human Resource Development	**I.3.3 Faculty Credentials**: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution. In addition, the program must provide evidence through a faculty exhibit that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.
ELIMINATED. Relevant items relocated within APR instructions. See the *Guide.*	**PART ONE (I): SECTION 4 – POLICY REVIEW** The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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		Revised.		
PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion. The criteria encompass two levels of accomplishment:[2] • *Understanding*—The capacity to classify, compare, summarize, explain, and/or interpret information. • *Ability*—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation. **II.1.1 Student Performance Criteria (SPC):** The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.				**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA** The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program. The criteria encompass two levels of accomplishment: • *Understanding*—The capacity to classify, compare, summarize, explain and/or interpret information. • *Ability*—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation. The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and

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				documenting the results.
Realm A: Critical Thinking and Representation. <mark>Graduates from NAAB-accredited programs must be able</mark> to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. <mark>Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas,</mark> including writing, investigating, speaking, drawing, and modeling. Student learning aspirations for this realm include: • Being broadly educated. • Valuing lifelong inquisitiveness. • Communicating graphically in a range of media. • Assessing evidence. • Comprehending people, place, and context. • Recognizing the disparate needs of client, community, and society.		**Revised.**		**Realm A: Critical Thinking and Representation:** Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include: • Being broadly educated. • Valuing lifelong inquisitiveness. • Communicating graphically in a range of media. • Recognizing the assessment of evidence. • Comprehending people, place, and context. • Recognizing the disparate needs of client, community, and society.
A.1 <mark>Professional Communication Skills</mark>: *Ability* to write and speak effectively and <mark>use representational media</mark> appropriate for both within the profession and with the general public.		A.1 and A.3 have been merged.		A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.
				A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.			N/C	A. 2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
A.3 Investigative Skills: *Ability* to gather, assess, record, and <mark>comparatively evaluate</mark> relevant information <mark>and performance in order to support conclusions related to a specific project or assignment.</mark>		**Revised.**		A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes

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A.4	Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.	**NEW** Based on A.6., Fundamental Design Skills, and expanded.		A. 6.	Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.
A.5	Ordering Systems: *Ability to apply* the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.		**Revised.** Raised to the level of ability.	A. 8.	Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
A.6	Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.		**Revised.**	A. 7.	Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.
A.7	History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.		**Revised.**	A. 9.	Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
A.8	Cultural Diversity and Social Equity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.		**Revised.**	A. 10.	Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
Realm B: Building Practices, Technical Skills, and Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered. Student learning aspirations for this realm include • Creating building designs with well-integrated systems.			**Revised.**	**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:	

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	- Comprehending constructability. ==Integrating the principles of environmental stewardship.== ==Conveying technical information accurately==					- Creating building designs with well-integrated systems. - Comprehending constructability. - Incorporating life safety systems. - Integrating accessibility. - Applying principles of sustainable design.
B.1	Pre-Design: *Ability* to prepare a comprehensive program for an architectural project ==that includes== an assessment of client and user needs; an inventory of spaces ==and their requirements==; an analysis of site conditions (including existing buildings); a review of the relevant ==building codes and standards, including relevant sustainability requirements,== and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.		**Revised.**		B. 1.	Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria
B.2	Site Design: *Ability* to respond to site characteristics, including ==urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation,== in the development of a project design.		**Revised;** list of factors to be considered expanded.		B. 4.	Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.
B.3.	Codes and Regulations: *Ability* to design sites, facilities, and ==systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.==		B.2. and B.5 have been merged.		B. 2.	Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
					B. 5.	Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress
B.4	Technical Documentation: *Ability* to make technically clear drawings, ==prepare== outline specifications, and ==construct== models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.		**Revised.**		A.4.	Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
B.5	Structural Systems: ==*Ability* to demonstrate== the basic principles of structural systems and their ability to withstand ==gravitational, seismic==, and lateral forces, as well as the ==selection== and application ==of the appropriate== structural system.		**Revised.** Raised to the level of ability.		B. 9.	Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

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B.6	Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.		**Revised.** Raised to the level of ability.		B. 8	Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
B.7	Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.		**Revised.**		B. 10.	Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
B.8	Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.		**Revised.**		B. 12.	Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
B.9	Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.		**Revised.**		B. 11.	Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
B.10	Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.		**Revised.**		B. 7	Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4 Based on input at ARC13, the NAAB made a conscious decision to establish a perspective on environmental stewardship and also to embed responsibility for the environment and sustainable practices into several SPC. ARC13 participants believed that a stand-alone SCP on sustainability did not sufficiently express the extent to which environmental considerations needed to be included across the spectrum of design decision-making. As a result, the specific SPC on sustainability was eliminated.					B. 3.	Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

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Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include • Comprehending the importance of research pursuits to inform the design process. • Evaluating options and reconciling the implications of design decisions across systems and scales. • Synthesizing variables from diverse and complex systems into an integrated architectural solution. • Responding to environmental stewardship goals across multiple systems for an integrated solution.				**NEW** This realm is about the ability to demonstrate the full scope of integrative thinking that shapes complex design and technical solutions. Beginning with research and selection, proceeding through decision-making, and concluding with documentation. Creation of this new realm was clearly supported by ARC13 participants.
C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.				A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior
C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.				**NEW** Responds to the aspiration for evaluating options and reconciling the implications of design decisions.
C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.		**Revised.** Specific list of SPC eliminated. Focus placed on the "ability to make design decisions … while demonstrating broad integration and consideration of…"		B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills A.4. Technical Documentation A.5. Investigative Skills A.8. Ordering Systems A.9. Historical Traditions and Global Culture B.2. Accessibility B.3. Sustainability B.4. Site Design B.5. Life Safety B.7. Environmental Systems B.9.Structural Systems

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Realm D: Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning aspirations for this realm include • Comprehending the business of architecture and construction. • Discerning the valuable roles and key players in related disciplines. • Understanding a professional code of ethics, as well as legal and professional responsibilities		Revised. Formerly Realm C.		**Realm C: Leadership and Practice:** Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include: • Knowing societal and professional responsibilities. • Comprehending the business of building. • Collaborating and negotiating with clients and consultants in the design process. • Discerning the diverse roles of architects and those in related disciplines. • Integrating community service into the practice of architecture.	
D.1	Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs		Revised.	C. 3	Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains
D.2	Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.		**Revised.**	C. 4.	Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
D.3	Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.		Revised. New title.	C. 5.	Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
D.4	Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.		Revised. Eliminates list and focuses on broader definitions.	C. 7.	Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.
D.5	Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural		**Revised.**	C. 8.	Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of

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design and practice <mark>and understanding the role of the *NCARB Rules of Conduct* and the *AIA Code of Ethics* in defining professional conduct.</mark>		Specifically focuses on professional conduct by architects.			professional judgment regarding social, political and cultural issues in architectural design and practice.
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4				C. 1.	Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.
Individual SPC eliminated; these principles are now expressed as learning aspirations for Realm A.				C. 2.	Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4				C. 6.	Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities
Individual SPC eliminated; these principles are now expressed as Defining Perspectives, See I.1.4				C.9.	Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

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II.2.1 Institutional Accreditation For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria: 1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: • Southern Association of Colleges and Schools (SACS) • Middle States Association of Colleges and Schools (MSACS) • New England Association of Schools and Colleges (NEASC) • North Central Association of Colleges and Schools (NCACS) • Northwest Commission on Colleges and Universities (NWCCU) • Western Association of Schools and Colleges (WASC). 2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances: a. The institution has explicit, written permission from all applicable national education authorities in that program's country or region. b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation. Institutions in this category that are interested in seeking candidacy for NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.		**Revised.** Now includes access to accreditation of professional degrees in architecture offered by foreign institutions. Places certain restrictions on the institutions relative to quality assurance within their home countries.		**II.2.1 Regional Accreditation**: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies. The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D.		**Revised.** Current definitions for degree programs. Definitions of general studies,		**II.2.2 Professional Degrees and Curriculum**: The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively

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Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.
 	
Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.
 	
The number of credit hours for each degree is specified below. All accredited programs must conform to the following minimum credit hour requirements:
 	
Bachelor of Architecture. Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours, or the quarter-hour equivalent,[3] in academic course work 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.
 	
• **Master of Architecture**. Accredited degree programs awarding the M. Arch. degree may take three forms:
 	
    ○ Single Institution (SI): Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level and all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. The program is a combination of undergraduate and graduate education. Combined undergraduate and graduate degree programs structured in this manner must include general studies, professional studies, and optional studies.
 	
    ○ Preprofessional-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a preprofessional degree[4] in architecture or a related field before admission to the graduate
	professional studies, and optional studies are more closely aligned with current practice in higher education.
	
	Makes the degree titles B. Arch., M. Arch, and D. Arch. exclusive to the NAAB-accredited degree.
	
	Requires programs using these titles for non-accredited degree programs to change the titles.
			with NAAB-accredited professional degree programs.
			
			The number of credit hours for each degree is specified below. Every existing accredited program must conform to the following minimum credit hour requirements by January 1, 2015.
			
			• **Doctor of Architecture.** Accredited degree programs awarding the D. Arch. degree must require either an undergraduate baccalaureate degree; or a minimum of 120 undergraduate semester credit hours; or the undergraduate-level quarter-hour equivalent, and a minimum of 90 graduate-level semester credit hours; or the graduate-level quarter-hour equivalent, in academic coursework in professional studies and electives.
			
			• **Master of Architecture.** Accredited degree programs awarding the M. Arch. degree must require a minimum of 168 semester credit hours; or the quarter-hour equivalent, of which at least 30 semester credit hours; or the quarter-hour equivalent, must be at the graduate level, in academic coursework in professional studies and electives.
			
			• **Bachelor of Architecture.** Accredited degree programs awarding the B. Arch. degree must require a minimum of 150 semester credit hours or the quarter-hour equivalent, in academic coursework in general studies, professional studies and electives.
			
			    Curricular requirements are defined as follows:
			
			• **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of

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[3] Programs that operate on the quarter system must multiply these totals by 1.5 to identify the approximate minimum credit requirements for their programs.

[4] **Preprofessional architecture degree:** The term refers to architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program.

degree program. The graduate-level academic course work must include professional studies and optional studies.

- ○ Non-preprofessional degree-plus: Candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold an undergraduate degree from a regionally accredited institution before admission to the graduate degree program. The graduate-level academic course work must include professional studies and optional studies.

- **Doctor of Architecture**. Accredited degree programs awarding the D. Arch. degree must require an undergraduate baccalaureate degree (minimum of 120 undergraduate semester credit hours, or the undergraduate-level quarter-hour equivalent) for admission. Further, the D. Arch. must require a minimum of 90 graduate-level semester credit hours, or the graduate-level quarter-hour equivalent, in academic course work in professional studies and optional studies.

  General studies, professional studies, and optional studies are defined as follows:

  General Studies. Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this requirement can be satisfied by the general education program of an institution's baccalaureate degree**.**

  Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide co-curricular or extracurricular

the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours, or the quarter-hour equivalent, outside of architectural studies either as general studies or as electives with other than architectural content. For the M. Arch. and D. Arch., this calculation may include coursework taken at the undergraduate level.

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria. The accredited degree program has the flexibility to require additional courses including electives to address its mission or institutional context.

- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

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learning opportunities to supplement or complement required course work. **Optional Studies (Curricular Flexibility).** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests 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 professional studies curriculum.				
PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY EDUCATION The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program. • Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program. • In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. • The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.		**Revised** for clarity. Establishes parallel requirements for public information.		**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION** Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program. In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.
II.4.1 Statement on NAAB-Accredited Degrees All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *2014 Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.			N/C [new appendix number]	**II.4.1 Statement on NAAB-Accredited Degrees** In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 5.

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II.4.2 Access to NAAB Conditions and Procedures
 	
The program must make the following documents electronically available to all students, faculty, and the public:
 	
    The *2014 Conditions for Accreditation*
 	
    The *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)
 	
    The *Procedures for Accreditation* (edition currently in effect)
			N/C	**II.4.2 Access to NAAB Conditions and Procedures**
				In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
				    The 2009 NAAB Conditions for Accreditation
				    The NAAB Procedures for Accreditation (edition currently in effect)

II.4.3 Access to Career Development Information
 	
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.
		Revised. Places focus on program's ability to provide students with access to career development and placement services.		**II.4.3 Access to Career Development Information**
				In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
				    www.ARCHCareers.org
				    The NCARB Handbook for Interns and Architects
				    Toward an Evolution of Studio Culture
				    The Emerging Professional's Companion
				    www.NCARB.org
				    www.aia.org
				    www.aias.org
				    www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs
 	
To promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:
 	
    All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012)
 	
    All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual Reports [narrative] submitted 2009–2012)
 	
    The most recent decision letter from the NAAB
			N/C	**II.4.4 Public Access to APRs and VTRs**
				In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
				    All *Annual Reports*, including the narrative
				    All NAAB responses to the *Annual Report*
				    The final decision letter from the NAAB
				    The most recent *APR*
				    The final edition of the most recent *Visiting Team Report*, including attachments and addenda

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The most recent APR[5] The final edition of the most recent Visiting Team Report, including attachments and addenda				These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.
II.4.5 ARE Pass Rates NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/postsecondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their web sites to the results.			N/C	**II.4.5 ARE Pass Rates** Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.
II.4.6. Admissions and Advising The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution. This documentation must include the following: • Application forms and instructions • Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing • Forms and a description of the process for the evaluation of preprofessional degree content • Requirements and forms for applying for financial aid and scholarships • Student diversity initiatives	**NEW** These are the new public information requirements that correspond to II.3, Evaluation of Preparatory Education.			

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[5] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

II.4.7 Student Financial Information • The program must demonstrate that students have access to information and advice for making decisions regarding financial aid. • The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.				
III.1 Annual Statistical Reports: The program must submit annual statistical reports in the format required by the NAAB *Procedures*. The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.	**NEW** This condition formalizes what has previously been covered in decision letters and the *Procedures for Accreditation*.			
III.2 Interim Progress Reports. The program must submit Interim Progress Reports to the NAAB (See, NAAB *Procedures for Accreditation*).	**NEW** This condition formalizes what has previously been covered in decision letters and the NAAB *Procedures*.			**I.3.2. Annual Reports**: The program is required to submit annual reports in the format required by Section 10 of the *2009 NAAB Procedures*. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the *NAAB Responses* to the annual reports. The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics. The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all *NAAB Responses* to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the *Focused Evaluation Program Report* and *Focused Evaluation Team Report*, including appendices and addenda should also be included.

ELIMINATED AS A CONDITION OF ACCREDITATION. Now included in the *Guide* among the materials required as supplemental to an APR.	**Appendix 3**: List of Documents to be Available in the Team Room (Part I: Policy Review) The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to: - Studio Culture Policy - Self-Assessment Policies and Objectives - Personnel Policies including: - Position descriptions for all faculty and staff - Rank, Tenure, & Promotion - Reappointment - EEO/AA - Diversity (including special hiring initiatives) - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical. - Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar) - Square feet per student for space designated for studio-based learning - Square feet per faculty member for space designated for support of all faculty activities and responsibilities - Admissions Requirements - Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs - Policies on use and integration of digital media in architecture curriculum - Policies on academic integrity for students (e.g., cheating and plagiarism) - Policies on library and information resources collection development - A description of the information literacy program and how it is integrated with the curriculum

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Appendix 1: Statement on NAAB-Accredited Degrees — Required Text for Catalogs and Promotional Materials
 	
The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs.
 	
    "In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.
 	
    Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree."
 	
    This text is to be followed by the following information about each NAAB-accredited program:
 	
    [name of university, name of academic unit] offers the following NAAB-accredited degree program(s) (If an institution offers more than one track for an M. Arch. or D. Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately):
 	
    [name of degree] (prerequisite + total number of credits required)
 	
In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:
 	
SAMPLE TEXT FOR ACCREDITED PROGRAMS
 	
    In the United States, most registration boards require a degree from an accredited professional degree program as a
			N/C
			New appendix number.
				Appendix 5: Required Text for Catalogs and Promotional Materials
				
				The following statement must be included, in its entirety, in the catalogs and promotional materials of all accredited programs and candidate programs.
				
				    In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.
				
				    Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.
				
				    [Name of university, name of academic unit] offers the following NAAB-accredited degree program(s) (*If an institution offers more than one track for an M. Arch or D.Arch. based on the type of undergraduate/preparatory education required, please list all tracks separately*):

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prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.
 	
Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.
 	
[name of university, name of academic unit (department, college, or school)], offers the following NAAB-accredited degree programs:
 	
   B. Arch. (150 undergraduate credits)
 	
   M. Arch. (preprofessional degree + 42 graduate credits)
 	
   M. Arch. (non-preprofessional degree + 63 credits)
 	
   Next accreditation visit for all programs: 2017
 	
In addition to the above text, programs that have been granted candidacy status must also include the following in its entirety:
 	
"The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be
				[Name of degree] (Prerequisite + total number of credits required)
				
				In addition, the program is required to publish the year of the next accreditation visit for each accredited program. A sample follows:
				
				SAMPLE TEXT FOR ACCREDITED PROGRAMS:
				
				In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.
				
				Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.
				
				Any University, College of Art and Design, Department of Architecture offers the following NAAB-accredited degree programs:
				
				B. Arch. (150 undergraduate credits)

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equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information." This text is to be followed by the following information about each candidate program: [name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture: [name of degree] [prerequisite + total number of credits required] [year candidacy was awarded] [year and purpose of the next visit] [projected year of initial accreditation] A sample follows: **SAMPLE TEXT FOR CANDIDATE PROGRAMS** In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial				M. Arch. (pre-professional degree + 42 graduate credits) M. Arch. (non-pre-professional degree + 60 credits) Next accreditation visit for all programs: 2013 In addition to the previous text, all programs that have been granted candidacy status must include the following in its entirety: The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. [Name of university, name of academic unit] was granted candidacy status for the following professional degree program(s) in architecture: [Name of degree] (Prerequisite + total number of credits required) – Year candidacy was awarded, the year and purpose of the next visit and projected year of initial accreditation. A sample follows:

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accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information. [name of university, name of academic unit (department, college, or school)], is in candidacy for accreditation of the following NAAB-accredited degree program: 　M. Arch. (preprofessional degree + 45 graduate credits) 　Initial Candidacy granted: 2014 　Next visit for continuation of candidacy: 2016 　Projected year of initial accreditation: 2020				**SAMPLE TEXT FOR CANDIDATE PROGRAMS** In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must

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				have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.
				Anyplace University, School of Architecture and Landscape Architecture was granted candidacy for the following professional degree program in architecture:
				M.Arch. (pre-professional degree + 45 graduate credits) – 2009.
				Next visit for continuation of candidacy: 2011
				Projected year of initial accreditation: 2013

Marshall Arne
Associate Professor

Courses Taught:
ARCH 213 - Architectural Design III - Concept, Environment and Site
ARCH 214 - Architectural Design IV - Human Needs and Activities
ARCH 458 - Culture and Place - The Theoretical and Historical Context
MARC 520 - Architecture Design IX - Explorations
MARC 521 - Architectural Design X - Thesis
MARC 552 - Design Theory and History Elective

Educational Credentials:
M.Arch., University of Illinois, Urbana, 1984
B.S. Architectural Studies, University of Illinois, Urbana, 1982
Architectural Studies Abroad, University of Illinois/Unité Pedagogique 3, Versailles, France, 1982

Teaching Experience:
Drury University, Hammons School of Architecture, 2001-present
Mount Mary College, Paris, France, Instructor, 1996
Mount Mary College, Milwaukee, Wisconsin, Visiting Lecturer, 1995
University of Wisconsin, Milwaukee, Wisconsin, Lecturer and Assistant Professor, 1990-1994
University of Illinois, Versailles, France, Instructor, 1993

Professional Experience:
Principal, Art and Architecture, Milwaukee, Wisconsin - Springfield, Missouri, 2000-present
Senior Designer, Eppstein Uhen Architects, Milwaukee, Wisconsin, 1999-2000
Senior Associate and Director, Devine Deflon Yaeger, Milwaukee, Wisconsin, 1997-1998
Principal, Art and Architecture, Milwaukee, Wisconsin, 1994-1997
Architect, Designer, Engberg Anderson, Milwaukee, Wisconsin, 1988-1994
Architect, Designer, Callister, Gately and Bischoff, Tiburon, California, 1987-1988
Project Designer, Stone Marraccini and Patterson, San Francisco, California, 1984-1987

Licenses/Registration:
Registered Architect, State of California (retired), State of Wisconsin, State of Missouri
NCARB Certification

Selected Publications and Recent Research:
"Capstone Experience in Context of the Liberal Arts", ACSA Southeast Regional Conference
         on Finishing Schools, 2003
Design Award, City of Evanston design Council, Prairie Avenue Apartments, 2003
First Prize, Francis J. Plum Traveling Fellowship in Architecture, 1993
First Prize, Peoria, Illinois Northside Neighborhood Design Competition, 1993
First Prize, Bastille Days Festival 1993 Arch de Triomphe Design, 1993
Award, University of Miami International Campus Plan 1986, 1986

Professional Memberships:
Alpha Rho Chi Fraternity, Alumni, National Architecture Fraternity
American Institute of Architects

David R. Beach, AIA
Associate Professor

Courses Taught:
ARCH 111 - Foundations of Studio and Design
ARCH 225 - Introduction to Computers in Architecture
ARCH 417 - Architectural Design VI - Community Studies
MARC 519 - Comprehensive Design VIII - Comprehensive Studio
MARC 520 - Architectural Design IX - Exploration
MARC 570 - Urban and Regional Studies Elective

Educational Credentials:
B.Arch., Drury University, 1997
B.A. Studio Art, Drury University, 1997
M.Arch., University of Oklahoma, 2009

Teaching Experience:
Drury University, Hammons School of Architecture, 2007-present

Professional Experience:
Camino Nuevo Vida: Architectural design lead for a 20,000 square foot vocational training school in Las
        Pintitas, Mexico.
Discovery Center – Renovation: LEED Gold Certified 30,000 square foot addition to a children's science
        center.
Dickerson Park Zoo – Additions: New facilities for Elephants, Giraffes, Snakes, Tigers, Mountain Lions,
        Monkeys, and a slew of other wild creatures.
Celebration City: Part of a three architecture firm design team to create a new amusement park in
        Branson, Missouri.
Missouri vs. Tobacco: Graphics and animations for litigation package.

Licenses/Registration:
Registered Architect, Missouri, 2006.

Selected Publications and Recent Research:
"Merging Spaces Through Curricular Collaborations: Architecture and Scenic Design for the Theatre," in
        Design Principles and Practices: An International Journal," in progress.
"Design Differently with Fusion360," Autodesk University, 2014.
"Migrating Disruptive Technology from Research to Practice: BIM to BITS, AIA Central States Conference
2014: Confluence – Architects in Collaboration, 2014.
"Revit to Real: Low Cost Prototyping Processes for Architects," AGC St. Louis BIM Expo, 2014.
"From Observation to Immersion: BIM to Rift," AGC St. Louis BIM Expo, 2014.
"Camino Nuevo Vida" (poster), Association of Collegiate Schools of Architecture Fall Conference, 2013.
"Building Simulation Strategies to Push Design Thinking," Association of Collegiate Schools of
        Architecture Fall Conference, 2013.
"Energy Analysis and Design Thinking in a BIM Workspace," AGC St. Louis BIM Expo, 2013.
"Introducing a Post-Prerendered World," AGC St. Louis BIM Expo, 2013.
"Structural Simulation for Architects: An Introduction to Structural Thinking for Design Students," Autodesk
        University, 2012.

Professional Memberships:
American Institute of Architects.

Nancy Chikaraishi, AIA
Professor

Courses Taught:
ARCH 124 - Architectural Representation
ARTZ 111 - Foundations of Studio and Design
ARTZ 123 - Drawing
MARC 550 - Design Theory and History Elective
PDEV 390 - Leadership and the Solar Decathlon

Educational Credentials:
M.Arch., University of Illinois at Urbana-Champaign,1984
B.S. Architectural Studies, University of Illinois at Urbana,1982

Teaching Experience:
Drury University, Hammons School of Architecture, 2001-present
University of Illinois in Versailles, France, (adjunct instructor) 1993, 2009
University of Wisconsin at Milwaukee, (adjunct instructor) 1995-1999
University of Illinois at Urbana-Champaign, (adjunct instructor) 1995

Professional Experience:
Art & Architecture, LLC, Milwaukee, WI, 1999-2015
Devine deFlon Yaeger Architects, Inc, Milwaukee, Wisconsin, 1999, Architect/Designer
Engberg Anderson Design Partnership, Milwaukee, WI, 1991-1997, 1998-1999, Architect/Designer
Beckley/Meyers, Milwaukee, Wisconsin, 1986-1991, Architect/Designer
Welton Becket Associates, Chicago, Illinois, 1985-1986, Designer
Perkins & Will, Chicago, Illinois, 1983, Designer

Licenses/Registration:
Registered Architect, State of Wisconsin, 1991-current, Registered Architect, State of Illinois, 2002-2011

Selected Publications and Recent Research:
"Landscapes of Resilience," National Funded Grant: TKF Foundation, Research and Design, Cornell
     University, US Forest Service, Drury University, $694,194
National Grant Award: Solar Decathlon 2015, Drury University and Crowder College, $50,000,
Design Build Projects: Solar Decathlon 2015 ShelteR3 Irvine, CA; Butterfly Garden and Overlook, Joplin,
     Missouri, Monarch Eco-House, Joplin, Missouri 2013, Volunteer Tribute, Joplin, Missouri, 2011
"Community Resilience Through Two Models of Public Space Intervention: Top-Down Stakeholder Driven
     and Bottom-Up Grass Roots Community Initiatives," ACSA/Architectural Institute of Korea
     International Conference, Seoul, South Korea, 2014.
"Landscapes of Resilience – understanding how the creation and care of green spaces can affect
     resilience in times of crisis," Resilience 2014 International Conference, Montpelier, France, 2014,
     with T. Sooter.
"Community Design Studio in an Architecture Curriculum Addresses Disaster Mitigation and Sustainable
     Reconstruction: The Monarch Eco-Home, International conference on Disaster Mitigation,
     Preparedness, Response and Sustainable Reconstruction," University of Massachusetts Boston,
     2014.

Professional Memberships:
American Institute of Architects

Jay G. Garrott
Professor and Director of the Center for Community Studies

Courses Taught:
ARCH 124 - Representation
ARCH 417 - Architectural Design VI - Community Studies

Educational Credentials:
M.Arch., North Carolina State University, 1975
B.Arch., Texas A & M University, 1972

Teaching Experience:
Drury University, Hammons School of Architecture, 1984-present
Carnegie-Mellon University, Department of Architecture, 1980-1984
University of Nebraska-Lincoln, Department of Architecture, 1977-80
Miami University, Department of Architecture, 1976-77
Wake Technical Institute, Department of Architectural Technology, 1974-76

Professional Experience:
Design Collaboration with Bruce E. Moore, 2002-2004
VP, Neo-Genesis, Inc., 1978-1984
D. Thomas Kincaid, 1972-74
Anthony Caporina, 1970-1972
O'Neil Ford, Powell & Carson, 1970

Licenses/Registration:
Architecture Registration: Ohio 1978-present

Selected Publications and Recent Research:
"Collaborative Visioning: A Community/University Model", Missouri Main Street Connection, Get Plugged In Downtown Revitalization Conference, St. Louis, MO, 2014
"Reassessment of Professional Roles in Community Development", Community Development Society Conference, Beyond the Boundaries: Creating Innovation through Regional Collaboration, Charleston, SC, 2013.
"A Model of Public-Private Educational Collaboration for Community Development", Community Development Society Conference, Beyond the Boundaries: Creating Innovation through Regional Collaboration, Charleston, SC, 2013
"Architecture and Community Design in the Era of Limited Oil", School of Architecture and Urban Planning Lecture Series, North China University of Technology, Beijing, PRC, 2012
"$20 per Gallon: Speculation on the Rising Cost of Gasoline and Its Impact on Society", University English Lecture Series, Department of Foreign Languages, Tsinghua University, Beijing, PRC, 2012.
"A Community Visioning Process for Downtown Renewal and Preservation", Missouri Preservation Conference, Proud of Our Past-Shaping Our Future, Joplin, MO, 2011
"The Organization and Implementation of Community—University Learning Partnerships: The Drury Model", Rural Sociology and Community Development Society Conference, Reshaping Rural America in an Urban Society: Innovative Approaches for Community Change, Boise, ID, 2011

Professional Memberships:
Community Design Society
Association for Community Design

Keith E. Hedges, AIA
Associate Professor

Courses Taught:
ARCH 233 - Introduction to Building Systems
ARCH 234 - Structures I
ARCH 336 - Structures II
ARCH 438 / MARC 539 - Structures III

Educational Credentials:
M.S. Structural Engineering, Iowa State University, 1997
M.Arch., Iowa State University, 1997
B.S. Architectural Studies, University of Illinois, 1987

Teaching Experience:
Drury University, Hammons School of Architecture, 2009 – present
University of Wyoming, Dept. of Civil and Architectural Engineering, 2005 – 2009
University of Nebraska-Lincoln, Dept. of Architecture, 2004 – 2005
Iowa State University, Dept. of Architecture, 1999 – 2003

Professional Experience:
Terrus Real Estate Group, Des Moines, Iowa, 2000 – 2003
Principal Financial Group, Des Moines, Iowa, 1997 – 1999, 1993 – 1995
Brost Architects and Planners, Cedar Rapids, Iowa, 1987 – 1989

Licenses/Registration:
NCARB Certificate, National Council of Architectural Registration Boards, 2002
Registered Architect, State of Iowa, 1999

Selected Publications and Recent Research:
"Introduction to architectural structures: Lessons learned from parti pris pedagogy," *360 Degrees of Engineering Education*! Paper presented at the 121st ASEE Annual Conference and Exposition (Paper No. AC 2014-10134). Indianapolis, IN: ASEE, 2014
"Early onset structural simulation strategies to inform architectural design through building information modeling (BIM)," in S. Yazdani, & A. Singh (Eds.) *New Developments in Structural Engineering and Construction* (Vol. 2, pp. 1179-1184). Singapore: RPS, 2013, with D. Beach.
"Advancing the dialogue on collaborative models for green building design," In G. Elvin (Ed.) *The AIA Report on University Research Volume 5*. Washington, DC: The American Institute of Architects, 2012, with C. Livingston.
"The 2010 Haiti earthquake: Real-time disaster inquiry in the classroom," *Your Passport to Engineering Education*. Paper presented at the 118th ASEE Annual Conference and Exposition (Paper No. AC 2011-2746). Vancouver, BC, Canada: ASEE, 2011.
"BIM facilitates architectural design in engineering education," *2010 ASEE Global Colloquium on Engineering Education* (Paper No. 184). Washington, DC: ASEE, 2010.

Professional Memberships:
AIA, ASEE, ASCE, SEI, BTES, NIBS

Dr. Panos Leventis, RA
Associate Professor and International Studies Coordinator

Courses Taught:
ARCH 418 - Global Studio - Public Spaces in Historic Fabric
ARCH 426 - Travel Journal - Mediterranean Cultures
ARCH 456 - Culture and Place: The Greek Legacy

MARC 521 - Architectural Design X - Thesis Studio
MARC 570 - Urban and Regional Studies Elective

Educational Credentials:
Ph.D., History and Theory of Architecture, McGill University, 2004
M.Arch.II, University of California Los Angeles,1996
B.Arch., University of Southern California,1993

Teaching Experience:
Drury University, Hammons School of Architecture, 2004 – present
University of Cyprus (Visiting Lecturer), 2005-2006
Drury University, Volos, Greece, (Adjunct Lecturer), 2004-2005
McGill University, School of Architecture, (Adjunct Co-Instructor), 2000-2003
University of Southern California, Milan/Como, Italy, (Teaching Assistant In-Residence), 1994
University of Southern California, (Teaching Assistant), 1993

Professional Experience:
Architect, Buildings and projects in Cyprus and Greece, Nicosia, Cyprus, 1997
Collaborating Architect, TEAM 4 Architecture Office, Athens, Greece, 1997
Collaborating Architect, Ioannis Vikelas Architecture Office, Athens, Greece, 1996
Collaborating Architect, Studio Panos Koulermos, Los Angeles, California, USA, 1994-1996
Collaborator, *Design-X* Studio (Bruno Bondanelli), Los Angeles, California, USA, 1993
Collaborator, *Mappamundo* Studio (Ralph Wenge), Los Angeles, California, USA, 1992
Collaborator, Studio Panos Koulermos, Los Angeles, California, USA, 1988-1990

Licenses/Registration:
Licensed and Registered Architect in Greece, 1998-present, and Cyprus, 1995-present

Selected Publications and Recent Research:
 "Dead Ends and Urban Insignias: Street Art along the UN Buffer Zone in Nicosia, Cyprus", 2016 (*fc*)
 "The Topography of Late Medieval and Renaissance Famagusta (Cyprus)", 2015 (*fc*)
 "Urban Resistance Tourism in Stressed Cities: The Case of Athens", 2015 (*fc*)
 "Visualizing the Crisis on an Urban Canvas: Two Artists in the Streets of Athens", 2015 (*fc*)
 "Dressing the Port, Dressing the Square: Signs in the Urban Landscape of Famagusta", 2014
 "Walls of Crisis: Street Art and Urban Fabric in Central Athens, 2000-2012", 2013
"700 Years Ago: Stories of Habitation from 14th Century Nicosia", 2013

Professional Memberships:
EAHN (European Architectural History Network), 2015-present
American Institute of Architects, Europe Chapter, International Associate Member, 2011-14
RSA (Renaissance Society of America), 2006-present
SADAS (Association of Greek Architects), 1999-present
SAK (Cyprus Association of Architects), 1996-present

Bruce E. Moore, AIA, LEED AP
Professor and IDP Architect Licensing Advisor

Courses Taught:
ARCH 315 - Architectural Design V - Synthesis
ARCH 335 - Environmental Systems I
ARCH 427 - Professional Communication
ARCH 437 / MARC 538 - Environmental Systems II
MARC 519 - Architectural Design VIII - Comprehensive Studio

Educational Credentials:
M.Arch., University of Michigan, 1982
B.S. Architectural Studies, University of Michigan, 1980

Teaching Experience:
Drury University, Hammons School of Architecture, 2000 – present
Louisiana State University, School of Architecture, 1982-1986

Professional Experience:
Architectural Consultant, Springfield, MO, 1987-present
Reeds Spring Middle School and Theater, Acoustical Consultant, 2012-present
Nevada Performing Arts Center, Acoustical Consultant, 2011
Exeter School, Acoustical Consultant, 2009
Hickory Hills Elementary School, LEED for Schools Acoustical Consultant, 2008
Springfield Greene County Botanical Center Proposal (unbuilt), 2004
Ambler Diversity of Life Building, Springfield Zoo, MO, designer and architect, 2001
RMMC Office, Springfield, MO, designer and architect, 2000
BodyWorks Theater, Springfield, MO, designer and architect, 1999
Halfway Corner Store, Halfway, MO, designer, 1998
The Studio, Springfield, MO, design, c.d.'s, contract administration, 1997
Research Assistant, Building Technology Laboratory, University of Michigan, 1981-1982
Research Assistant, Energy Conscious Design Information Center, Building Technology Laboratory,
        University of Michigan, 1980-1982

Licenses/Registration:
MO #A-5561, 1987-present

Selected Publications and Recent Research:
Dr. Michele Melaragno, *An Introduction to Shell Structures: The Art and Science of Vaulting* Co-Editors Bruce
        E. Moore and Jerzy Starczewski. New York: Van Nostrand Reinhold, 1991.
"Architecture in Collaboration," *Proceedings of the 1990 ACSA West Central Regional Meeting*. Drury
        College, Springfield, MO, 1990.
 Reviewer, M. David Egan, *Architectural Acoustics*, Second Edition. New York: McGraw-Hill.

Professional Memberships:
American Institute of Architects
AIA Missouri, Past Board Member and Past President
AIA Springfield, Past Board Member and Past President

Gerard Nadeau, AIA, LEED AP
Assistant Professor

Courses Taught:
ARTZ 111 - Foundations of Studio and Design
ARCH 112 - Architectural Design II: Proportion, Scale, and Space
ARCH 213 - Architectural Design III: Concept, Environment, and Site
MARC 520 - Architectural Design IX: Exploration
MARC 530 - Technology and Sustainability Elective

Educational Credentials:
M.Arch., Columbia University, 1998
B.Arts., English, 1985

Teaching Experience:
Drury University, Hammons School of Architecture, 2010 – present
Boston Architectural College, Lead Architecture Faculty, 2005-2010
Columbia University, Teaching Assistant, 1997

Professional Experience:
Founder, gNa+ Design, Springfield, MO, 1999-Present
Project Architect; Epstein Joslin Architects, Cambridge, MA, 2010
Senior Project Designer; Bergmeyer Associates, Inc., Boston, MA, 2007-2000
Designer, Project Architect; Thomas R. Huth Architects, Newton, MA, 2000-2007
Designer, Project Architect, H.P. Rovinelli Architects, Arlington, MA, *1998-2000*

Licenses/Registration:
Commonwealth of Massachusetts Registered Architect #20638

Selected Publications and Recent Research:
"The mystical Forest of Arden Annex enchants Stetson University in Florida." *Bustler*.
        22 July 2015. Web 1 August 2015.
"Forest of Arden Annex." *Archinect*. 22 July 2015. Web 1 August 2015.
U.S. Patent #8,833,000 "Continuous Tension, Discontinuous Compression Systems and Methods,"
        USPTO Patent Full-Text and Image Database. 16 September 2014. Web 12 July 2015. >
 "Space as Event as Oeuvre" in *102nd ACSA Annual Meeting Proceedings, Globalizing Architecture/
        Flows and Disruptions*, John Stuart & Mabel Wilson, eds. Washington: ACSA Press, 2014.

Professional Memberships:
American Institute of Architects

Dr. Maurizio Sabini, RA
Professor

Courses Taught:
ARCH 315 - Architectural Design V: Synthesis
ARCH 356 - History of Modern Architecture
MARC 557 - Architecture Senior Seminar
MARC 521 - Architectural Design X: Thesis

Educational Credentials:
Ph.D., Architecture, IUAV, Venice, Italy, 1987
M.Arch. (Post-professional), SUNY Buffalo, 1982
Laurea in Architettura, (First Professional Degree in Architecture), IUAV, Venice, Italy, 1981

Teaching Experience:
Drury University, Hammons School of Architecture, 2012 - present
Kent State University, College of Architecture and Environmental Design, 2000-12
Catholic University of America, School of Architecture and Planning,1999
IUAV, Venice, Italy, 1995-98

Professional Experience:
Architect, "Studio Sirotich", Trieste, Italy, 1998-2000
Private Practice, Rimini, Italy, 1994-97
Architect, "Hermann & Valentiny", Vienna, Austria, 1992-93
Consultant Architect in Nairobi, Kenya, 1988-92
Private Practice, Venice, Italy, 1984-88

Licenses/Registration:
Professional License in Italy since 1983
Currently registered with the Rimini chapter, No. 479

Selected Publications and Recent Research:
 "Infrastructure and the Just City", in Marco Bovati et al., eds., *Cities in Transformation. Research & Design*, 2 volumes. Padua: Poligrafo: Padua, 2014.
"Wittgenstein's Ladder. The Non-Operational Value of History in Architecture," in *Journal of Architectural Education* 64:2, March 2011.
Curated Italian translation of: Robert Venturi, Denise Scott Brown and Steven Izenour, *Imparare da Las Vegas. Il simbolismo dimenticato della forma architettonica,* (or. ed.: The MIT Press 1972), M. Orazi ed., 2nd Ital. ed., Macerata, Italy: Quodlibet 2010 – 1st Ital. ed.: Venice [I]: Cluva Ed. 1985.
The Kent State Forum on the City, series of co-edited books: *CittaEmilia* [2012], *The New Turin* [2011], *The Genoa Lab* [2010] by Alinea Ed., Florence [I], and *Changing Milan* [2008] by Kent State Un.
"Pragmatic Modernism. The Dutch Laboratory on Architecture, Landscape and the City", in: *Getting Real: Design Ethos Now,* proceedings of the ACSA Annual Meeting, Washington DC, 2006.
"Adaptive Re-Use of the Arsenale Complex in Venice", in I. Serageldin et al. (eds), *Historic Cities and Sacred Sites. Cultural Roots for Urban Futures*, Washington DC: The World Bank 2001, 98-101.
L'intelligenza del luogo, exhibition catalogue of own design work, 8-23/6/1996, Rimini: Raffaelli Ed.,1996
Louis I. Kahn, essay + editing, Barcelona: Ediciones del Serbal 1994

Professional Memberships:
American Institute of Architects, International Associate and Associate
Italian association of registered architects (Ordine degli Architetti)

Traci Sooter, AIA, LEED AP
Professor and Director of Design-Build Programs

Courses Taught:
ARTZ 111 - Foundations of Studio and Design
ARCH 214 - Architectural Design IV - Human Needs and Activities
ARCH 427 - Professional Communication
PDEV 390 - Leadership and the Solar Decathlon

Educational Credentials:
M.Arch, Washington University in St. Louis, 1999
Master of Construction Management, Washington University in St. Louis, 1999
B.Sci., Marketing, Southwest Missouri State University, 1984

Teaching Experience:
Drury University, Hammons School of Architecture, 1999 - present

Professional Experience:
Director, Design/Build Program + Professor, Drury University, Hammons School of Architecture,
    Springfield, MO, fall 1999 to Present
Jennings + McKee Architects, Fayetteville, AR (formally the office of E. Fay Jones) 2001, 2002

Licenses/Registration:
Registered Architect, Missouri

Selected Publications and Recent Research:
"Whole School Design/Build in the Liberal Arts Tradition," ACSA Fall Conference, Working Out: Thinking
    While Building, Dalhousie, Nova Scotia, Canada, 2014, with N. Chikaraishi and K. Hedges.
"Landscapes of Resilience – understanding how the creation and care of green spaces can affect
    resilience in times of crisis," Resilience 2014 International Conference, Montpelier, France, 2014,
    with N. Chikaraishi.
"Building Stakeholder Partnerships after the Joplin Tornado," International conference on Disaster
Mitigation, Preparedness, Response & Sustainable Reconstruction Conference, University of
    Massachusetts, Boston, 2014.
"Architects as Leaders: Best Practices for Engaging Community after the Joplin Tornado," AIA National
    Convention, Denver, 2013, with N. Chikaraishi, K. Hedges, B. Dake.
"Drury University," in *Design Build Studio*, William Carpenter, 2011.

Professional Memberships:
American Institute of Architects

Dr. Karen Cordes Spence, AIA, LEED AP
Associate Dean and Associate Professor

Courses Taught:
ARCH 112 - Design II: Proportion, Scale and Space
ARCH 253 - Theories of Architecture
ARCH 467 - Facility Programming
ARCH 557 - Thesis Seminar

Educational Credentials:
Ph.D. Architecture, Texas A&M University, 1996
M.Sci. Architecture, University of Cincinnati, 1993
B.Arch., University of Arkansas, 1987

Teaching Experience:
Drury University, Hammons School of Architecture, 1999 - present
Texas A&M University, Assistant Lecturer, 1993-1996
University of Cincinnati, School of Architecture and Interior Design, Teaching Assistant, 1991-1993
University of Arkansas, School of Architecture, Visiting Assistant Professor, 1990-1991

Professional Experience:
Karen Cordes Spence, Architect, Springfield, Missouri, 1998 to present
Project Architect, Fennell Purifoy Architects, Little Rock, Arkansas, 1997 to 1998
Project Architect, Schaefer Johnson Cox Frey and Associates, Wichita, Kansas, 1996 to 1997
Intern Architect, Keyes Condon Florance Architects, Washington, D.C., 1998 to 1990
National Vice-President, American Institute of Architecture Students, Washington, D.C., 1987 to 1988

Licenses/Registration:
Architect License #A-8262, State of Missouri, issued June 1999
Architect License #8818, State of Maryland, issued September 1990
NCARB Certificate #49890, issued February 1998
LEED AP

Selected Publications and Recent Research:
Research and writing for *A Primer for Theory in Architecture*, Routledge, expected publication in January
        2017.
"Presence and Absence," chapter in *Shadow Patterns: Essays on the Architecture of E. Fay Jones*,
        University of Arkansas Press, expected publication in Fall 2015.
"Historical Technology or Technological History?" SESAH Regional Conference, Fayetteville, Arkansas,
        October 2014.
Profiled in "Becoming an Architect," Lee Waldrep, author, Hoboken, New Jersey: John Wiley and Sons,
        Inc., 2014, pp. 10, 41, 85, 175, 280-283, 308.
"Oscillating between Art and Equipment: A Hermeneutics of Sustainability," ACSA National Conference,
        Montreal, Canada, March 2011.

Professional Memberships:
American Institute of Architects

Jayon You
Assistant Professor
(on leave AY 2015-16)

Courses Taught:
ARTZ 111 - Foundations of Studio and Design
ARCH 112 - Design II: Proportion, Scale and Space
MARC 520 - Architectural Design IX: Exploration
MARC 552 - Design Theory and History Elective
MARC 572 - Urban and Regional Studies Elective

Educational Credentials:
Master of Landscape Arch. and Regional Planning, University of Pennsylvania, 2008
Certificate in Urban Design, University of Pennsylvania, 2008
Master of Social and Cultural Anthropology, Oxford University, Oxford, UK, 2005
B.A. Philosophy, Politics, and Economics, University of Pennsylvania, 2003

Teaching Experience:
Drury University, Hammons School of Architecture, 2010 - present
Texas A&M University, Assistant Lecturer, 1993-1996
University of Cincinnati, School of Architecture and Interior Design, Teaching Assistant, 1991-1993
University of Arkansas, School of Architecture, Visiting Assistant Professor, 1990-1991

Professional Experience:
Arriola & Fiol, Barcelona, Spain, 2009-10
WRT, Urban Design and Planning Division, Philadelphia, PA, 2008
Büro Kiefer, Berlin Germany, 2007
Marta Fry Landscape Associates, San Francisco, CA, 2007
De Wiersse Garden and Estate, Vorden, Holland, 2006

Selected Publications and Recent Research:
 "Social Organizing, Entrepreneurship and Programming as Design," Urban Affairs Association
        Conference, San Antonio TX, 2014.
"Sense of Place and Identity in a Globalizing Environment," 4th Global Conference on Interculturalism,
        Meaning, and Identity, Prague, Czech Republic, 2011.

Dr. Robert Weddle, AIA, LEED AP
Dean and Professor

Courses Taught:
ARCH 124 - Architectural Representation
ARCH 213 - Architectural Design III: Concept, Environment, and Site
ARCH 154 - Why Cities Matter
ARCH 213 - Architectural Design III
ARCH 356 - History of Modern Architecture

Educational Credentials:
PhD, History of Architecture and Urbanism, Cornell University, 1998
Master of Arts, History of Architecture and Urbanism, Cornell University, 1993
Master of Architecture, University of Illinois at Urbana-Champaign, 1985
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1982

Teaching Experience:
Drury University, Hammons School of Architecture, 1999 – present
Bryn Mawr College, Growth and Structure of Cities Program, Lecturer, 1997-98
University of Illinois at Urbana-Champaign, School of Architecture,
    Study Abroad Program at Versailles, France,1994-97, 1985-88

Professional Experience:
Architect, McBride and Kelley Architects, Ltd., Chicago, IL, 1991
Intern Architect, McBride and Kelley Architects, Ltd., Chicago, IL, 1989-91
Intern Architect, LaPage and Associates, Wheaton, IL, 1984,1985,1988-1989

Licenses/Registration:
State of Illinois
LEED AP

Selected Publications and Recent Research:
"Claiming Les Halles: Urban Identity, Transformation, and Resistance," European Association for Urban
    History, 11th International Conference, Prague, Czech Republic, 2012.
"Formless Diagrams: The Employment of Studio Methods in the History Classroom," Spaces of History /
    Histories of Space: Emerging Approaches to the Study of the Built Environment, College of
    Environmental Design, University of California, Berkeley, 2010.
"Precedent, Diagram, and the Activation of History," ACSA Annual Meeting,
    New Orleans, Louisiana, 2010.
 "Urbanism and its Limitations: Confronting the Belly of Paris," Invited lecture, University of Cincinnati,
    College of Design, Architecture, Art, and Planning, 2009.
"Claiming Les Halles: Architecture and the Right to the City," ACSA Annual Meeting,
    Houston, Texas, 2008.
"Sound, Light, and the Mystique of Space," in *Festival Architecture,* ed. Sarah Bonnemaison and
    Christine Macy. New York and London: Routledge, 2007.

Professional Memberships:
American Institute of Architects

Dr. Saundra Weddle
Professor
Assistant Chair, Art and Art History

Courses Taught:
ARCH 153 - Why Buildings Matter
ARCH 251 - History of Architecture, Urbanism, and Art I
ARCH 252 - History of Architecture, Urbanism, and Art II
ARCH 557 - Architecture Senior Seminar
ARCH 458 - Culture and Place: The Theoretical and Historical Context
ARTH / ARCH 320 - Baroque Art & Architecture
ARTH 362 - History of Museums and Collecting

Education Credentials:
Ph.D., History of Architecture and Urbanism, Cornell University, 1997
M.A., History of Architecture and Urbanism, Cornell University, 1992
B. A. Pennsylvania State University, Advertising/French, 1986

Professional Experience:
Assoc. Professor, Drury University 2007-2012
Asst. Professor, Drury University, 2000-2006
Visiting Assistant Professor, Syracuse University, 1998-1999

Selected Publications and Recent Research:
The Chronicle of the Florentine Convent of Le Murate, *Written by Suora Giustina Niccolini, 1598.*
　　　　Toronto: The Centre for Reformation and Renaissance Studies, University of Toronto Press,
　　　　2011.
Architectures of Resistance and Control: Venetian Convents through the Early Modern Period.
　　　　In progress.
"Suspect Places in Venetian Convents," in *Encountering the Renaissance: Festschrift for Gary Radke,*
　　　　forthcoming 2016.
"Domus Humilis: The Conversion of Venetian Convent Architecture and Identity," in *Conversions: Gender*
　　　　and religious change in early modern Europe. University of Manchester Press, forthcoming 2016.
"Female Convent Architecture in Early Modern Italy," in *Cambridge History of Religious Architecture of*
　　　　the World. Cambridge: Cambridge University Press, forthcoming 2016.
"'Tis Better to Give than to Receive: Client-Patronage Exchange and its Architectural Implications at
　　　　Florentine Convents," in *'A paradise where devils dwell': Studies on Florence and the Italian*
　　　　Renaissance in Honour of F. W. Kent. Brepols, Europa Sacra series, forthcoming 2015.
Beyond Precedent, Theme Issue of the *Journal of Architectural Education*, 62:2 (March 2011), co-editor
　　　　with Marc J. Neveu.
4 book reviews published since 2010; 17 conference presentations since 2010

Professional Memberships:
Editorial board, *Journal of Architectural Education,* 2015-2017
Editorial board, *Architectural Histories,* 2012-2017
Renaissance Society of America

Matrix of HSA Faculty Teaching Assignments, Fall 2013 – Fall 2015

Fall 2013

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Arne, Marshall	Licensed architect with over 18 years professional practice experience in design leadership roles. Teaching emphasis is on design and design representation.	ARCH 213	MARC 520	
Beach, David	Licensed architect and researcher with specialized expertise in BIM, building simulation modeling, and virtual-reality strategies for architectural representation.	ARCH 111	MARC 520	
Chikaraishi, Nancy	Licensed architect and exhibited artist with grant supported research/creative work in disaster resilience and recovery.	ARCH 315		
Garrott, Jay	Licensed architect and Director of Drury/HSA Center for Community Studies, expertise in community-based design and community engagement processes.	ARCH 417		
Hedges, Keith	Licensed architect with MS in Structural Engineering and research expertise in BIM and structural simulation modeling. Developed new collaborative and engaged-learning strategies for structures education.	ARCH 233	ARCH 336	
Huang, Yong	Licensed architect with exhibited work and practice experience in top-level global design firms including BIG, Davis Brody Bond, and Herzog and de Meuron.	ARCH 213	ARCH 467	
Leventis, Panayiotis	Licensed architect and PhD with competition-winning design work and published scholarship. Research expertise in urban theory, urban history, and contemporary urban street art.	ARCH 390	ARCH 426	
Louderback, Rufus	Licensed architect with 18 years practice experience in diverse project types. Involved in projects from conceptual design through design development, project management, and construction administration.	ARCH 213		
Lowery, Todd	Visual artist with MFA and record of outstanding teaching. Work emphasizes painting and installation, and has been exhibited internationally. Professional experience in graphic design and illustration.	ARCH 111		
Moore, Bruce	Licensed architect and LEED AP with active consulting practice specializing in advanced architectural acoustics and other building-systems issues.	ARCH 315	ARCH 335	
Nadeau, Gerard	Licensed architect, LEED AP, and artist with 12 years professional practice experience and emphasis on sustainability, community engagement, and structural innovation.	ARCH 111	MARC 520	
Osborne, Joseph Ryan	B.Arch. and MFA in furniture design, with emphasis on sustainability and the application of bio-composites in the production of furniture and accessories.	MARC 532		
Sabini, Maurizio	Licensed architect and PhD with more than 15 years international practice experience. Published theorist and critic with emphasis on contemporary architecture and urban design.	MARC 557		
Singh, Raman	Published author and journalist with Ph.D. and specializations in literature and film criticism. Over 35 years teaching experience.	ARCH 456		
Spence, Karen	Licensed architect, PhD, and LEED AP with research expertise in architectural theory emphasizing phenomenology, sustainability, and regional identity.	MARC 557		
Weddle, Robert	Licensed architect, PhD, and LEED AP	ARCH 154	ARCH 356	

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
	with research expertise as an architectural and urban historian with emphasis on mid-twentieth-century urbanism.			
Weddle, Saundra	PhD and widely published architectural and urban historian with research expertise in the history of women and women's convents in early-modern Italy.	ARCH 251	MARC 552	
You, Jayon	Landscape architect MLA, urban designer, and social anthropologist with research expertise in informal urbanism, urban revitalization, and public health.	ARCH 111	MARC 572	
Young, Phillip	Licensed architect and active practitioner with over 15 years experience in professional-practice leadership.	ARCH 427		

Spring 2014

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Arne, Marshall	Licensed architect with over 18 years professional practice experience in design leadership roles. Teaching emphasis is on design and design representation.	ARCH 214	MARC 521	
Beach, David	Licensed architect and researcher with specialized expertise in BIM, building simulation modeling, and virtual-reality strategies for architectural representation.	ARCH 225	MARC 519	
Buono, Michael	Licensed architect and LEED AP with long career of service as educator and administrator at four accredited architecture programs.	ARCH 124	MARC 519	
Garrott, Jay	Licensed architect and Director of Drury/HSA Center for Community Studies, expertise in community-based design and community engagement processes.	ARCH 124	ARCH 417	
Hedges, Keith	Licensed architect with MS in Structural Engineering and research expertise in BIM and structural simulation modeling. Developed new collaborative and engaged-learning strategies for structures education.	ARCH 234	ARCH 438	
Huang, Yong	Licensed architect with exhibited work and practice experience in top-level global design firms including BIG, Davis Brody Bond, and Herzog and de Meuron.	ARCH 214	ARCH 467	
Katsoufi, Eleni	Registered Architect in Greece with 23 years practice experience and numerous published and exhibited projects and competition distinctions.	ARCH 390	ARCH 456	
Kiesling, John	Published author and former US Foreign Service Officer with MA in Ancient History and Archaeology from Univ. of California at Berkeley.	ARCH 426		
Leventis, Panayiotis	Licensed architect and PhD with competition-winning design work and published scholarship. Research expertise in urban theory, urban history, and contemporary urban street art.	MARC 521	MARC 572	
Moore, Bruce	Licensed architect and LEED AP with active consulting practice specializing in advanced architectural acoustics and other building-systems issues.	ARCH 437	MARC 519	
Nadeau, Gerard	Licensed architect, LEED AP, and artist with 12 years professional practice experience and emphasis on sustainability, community engagement, and structural innovation.	ARCH 112	MARC 532	
Sabini, Maurizio	Licensed architect and PhD with more than 15 years international practice experience. Published theorist and critic with emphasis on contemporary architecture and urban design.	ARCH 356	MARC 521	
Spence, Karen	Licensed architect, PhD, and LEED AP with research expertise in architectural theory emphasizing phenomenology, sustainability, and regional identity.	ARCH 112	ARCH 467	

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Swan, Christopher	Licensed architect and active practitioner with 15 years experience and emphasis on historic preservation and adaptive re-use projects, civic projects for state federal and municipal clients, K-12 education, and hotels.	MARC 569		
Weddle, Robert	Licensed architect, PhD, and LEED AP with research expertise as an architectural and urban historian with emphasis on mid-twentieth-century urbanism.	ARCH 124		
Weddle, Saundra	PhD and widely published architectural and urban historian with research expertise in the history of women and women's convents in early-modern Italy.	ARCH 153	ARCH 252	
You, Jayon	Landscape architect MLA, urban designer, and social anthropologist with research expertise in informal urbanism, urban revitalization, and public health.	ARCH 112	MARC 552	
Young, Phillip	Licensed architect and active practitioner with over 15 years experience in professional-practice leadership.	ARCH 427		

Fall 2014

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Arne, Marshall	Licensed architect with over 18 years professional practice experience in design leadership roles. Teaching emphasis is on design and design representation.	ARCH 213		
Beach, David	Licensed architect and researcher with specialized expertise in BIM, building simulation modeling, and virtual-reality strategies for architectural representation.	MARC 572		
Buono, Michael	Licensed architect and LEED AP with long career of service as educator and administrator at four accredited architecture programs.	ARTZ 111	ARCH 213	
Chikaraishi, Nancy	Licensed architect and exhibited artist with grant supported research/creative work in disaster resilience and recovery.	ARCH 315		
Garrott, Jay	Licensed architect and Director of Drury/HSA Center for Community Studies, expertise in community-based design and community engagement processes.	ARCH 417		
Hedges, Keith	Licensed architect with MS in Structural Engineering and research expertise in BIM and structural simulation modeling. Developed new collaborative and engaged-learning strategies for structures education.	ARCH 336		
Huang, Yong	Licensed architect with exhibited work and practice experience in top-level global design firms including BIG, Davis Brody Bond, and Herzog and de Meuron.	MARC 520	MARC 552	
Leventis, Panayiotis	Licensed architect and PhD with competition-winning design work and published scholarship. Research expertise in urban theory, urban history, and contemporary urban street art.	ARCH 426	ARCH 456	
Lowery, Todd	Visual artist with MFA and record of outstanding teaching. Work emphasizes painting and installation, and has been exhibited internationally. Professional experience in graphic design and illustration.	ARTZ 111		
Moore, Bruce	Licensed architect and LEED AP with active consulting practice specializing in advanced architectural acoustics and other building-systems issues.	ARCH 335	ARCH 427	
Nadeau, Gerard	Licensed architect, LEED AP, and artist with 12 years professional practice experience and emphasis on sustainability, community engagement, and structural innovation.	ARTZ 111	MARC 520	
Osborne, Joseph Ryan	B.Arch. and MFA in furniture design, with emphasis on sustainability and the	ARCH 233		

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
	application of bio-composites in the production of furniture and accessories.			
Sabini, Maurizio	Licensed architect and PhD with more than 15 years international practice experience. Published theorist and critic with emphasis on contemporary architecture and urban design.	ARCH 315	MARC 557	
Spence, Karen	Licensed architect, PhD, and LEED AP with research expertise in architectural theory emphasizing phenomenology, sustainability, and regional identity.	ARCH 461	ARCH 467	
Warren, Jacqueline	Widely exhibited artist with MFA in painting and printmaking from Arizona State Univ. Drury Artist in Residence with long record of excellent teaching.	ARTZ 111		
Weddle, Robert	Licensed architect, PhD, and LEED AP with research expertise as an architectural and urban historian with emphasis on mid-twentieth-century urbanism.	ARCH 154	ARCH 356	
Weddle, Saundra	PhD and widely published architectural and urban historian with research expertise in the history of women and women's convents in early-modern Italy.	ARCH 251	MARC 557	
You, Jayon	Landscape architect MLA, urban designer, and social anthropologist with research expertise in informal urbanism, urban revitalization, and public health.	MARC 520		

Spring 2015

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Arne, Marshall	Licensed architect with over 18 years professional practice experience in design leadership roles. Teaching emphasis is on design and design representation.	ARCH 214	MARC 521	
Beach, David	Licensed architect and researcher with specialized expertise in BIM, building simulation modeling, and virtual-reality strategies for architectural representation.	ARCH 225	MARC 519	
Buono, Michael	Licensed architect and LEED AP with long career of service as educator and administrator at four accredited architecture programs.	ARCH 124	MARC 519	
Garrott, Jay	Licensed architect and Director of Drury/HSA Center for Community Studies, expertise in community-based design and community engagement processes.	ARCH 124	ARCH 417	
Hedges, Keith	Licensed architect with MS in Structural Engineering and research expertise in BIM and structural simulation modeling. Developed new collaborative and engaged-learning strategies for structures education.	ARCH 234	ARCH 438	
Huang, Yong	Licensed architect with exhibited work and practice experience in top-level global design firms including BIG, Davis Brody Bond, and Herzog and de Meuron.	ARCH 214	ARCH 467	
Katsoufi, Eleni	Registered Architect in Greece with 23 years practice experience and numerous published and exhibited projects and competition distinctions.	ARCH 390	ARCH 456	
Kiesling, John	Published author and former US Foreign Service Officer with MA in Ancient History and Archaeology from Univ. of California at Berkeley.	ARCH 426		
Leventis, Panayiotis	Licensed architect and PhD with competition-winning design work and published scholarship. Research expertise in urban theory, urban history, and contemporary urban street art.	MARC 521	MARC 572	
Moore, Bruce	Licensed architect and LEED AP with active consulting practice specializing in advanced architectural acoustics and other building-systems issues.	ARCH 437	MARC 519	
Nadeau, Gerard	Licensed architect, LEED AP, and artist with 12 years professional practice	ARCH 112	MARC 532	

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
	experience and emphasis on sustainability, community engagement, and structural innovation.			
Sabini, Maurizio	Licensed architect and PhD with more than 15 years international practice experience. Published theorist and critic with emphasis on contemporary architecture and urban design.	ARCH 356	MARC 521	
Spence, Karen	Licensed architect, PhD, and LEED AP with research expertise in architectural theory emphasizing phenomenology, sustainability, and regional identity.	ARCH 112	ARCH 461	
Swan, Christopher	Licensed architect and active practitioner with 15 years experience and emphasis on historic preservation and adaptive re-use projects, civic projects for state federal and municipal clients, K-12 education, and hotels.	MARC 569		
Weddle, Robert	Licensed architect, PhD, and LEED AP with research expertise as an architectural and urban historian with emphasis on mid-twentieth-century urbanism.	ARCH 124		
Weddle, Saundra	PhD and widely published architectural and urban historian with research expertise in the history of women and women's convents in early-modern Italy.	ARCH 153	ARCH 252	
You, Jayon	Landscape architect MLA, urban designer, and social anthropologist with research expertise in informal urbanism, urban revitalization, and public health.	ARCH 112	MARC 552	
Young, Phillip	Licensed architect and active practitioner with over 15 years experience in professional-practice leadership.	ARCH 427		

Fall 2015

Faculty member	Summary of expertise, recent research, or experience	Course number	Course number	Course number
Arne, Marshall	Licensed architect with over 18 years professional practice experience in design leadership roles. Teaching emphasis is on design and design representation.	MARC 520	MARC 552	
Beach, David	Licensed architect and researcher with specialized expertise in BIM, building simulation modeling, and virtual-reality strategies for architectural representation.	ARTZ 111	ARCH 315	
Chikaraishi, Nancy	Licensed architect and exhibited artist with grant supported research/creative work in disaster resilience and recovery.	ARTZ 111		
Garrott, Jay	Licensed architect and Director of Drury/HSA Center for Community Studies, expertise in community-based design and community engagement processes.	ARCH 417		
Hedges, Keith	Licensed architect with MS in Structural Engineering and research expertise in BIM and structural simulation modeling. Developed new collaborative and engaged-learning strategies for structures education.	ARCH 233	ARCH 336	
Huang, Yong	Licensed architect with exhibited work and practice experience in top-level global design firms including BIG, Davis Brody Bond, and Herzog and de Meuron.	ARCH 467	MARC 520	
Katsoufi, Eleni	Registered Architect in Greece with 23 years practice experience and numerous published and exhibited projects and competition distinctions.	ARCH 456		
Leventis, Panayiotis	Licensed architect and PhD with competition-winning design work and published scholarship. Research expertise in urban theory, urban history, and contemporary urban street art.	ARCH 390	ARCH 426	
Moore, Bruce	Licensed architect and LEED AP with active consulting practice specializing in advanced architectural acoustics and other building-systems issues.	ARCH 335	ARCH 427	ARCH 437

Nadeau, Gerard	Licensed architect, LEED AP, and artist with 12 years professional practice experience and emphasis on sustainability, community engagement, and structural innovation.	ARTZ 111	ARCH 213	
Sabini, Maurizio	Licensed architect and PhD with more than 15 years international practice experience. Published theorist and critic with emphasis on contemporary architecture and urban design.	ARCH 315	MARC 557	
Sooter, Traci	Licensed architect, LEED AP, and Director of HSA Design-Build programs. Specializes in community-based design-build projects, sustainability, and disaster resilience.	ARTZ 111		
Spence, Karen	Licensed architect, PhD, and LEED AP with research expertise in architectural theory emphasizing phenomenology, sustainability, and regional identity.	ARCH 253		
Warren, Jacqueline	Widely exhibited artist with MFA in painting and printmaking from Arizona State Univ. Drury Artist in Residence with long record of excellent teaching.	ARTZ 111		
Weddle, Robert	Licensed architect, PhD, and LEED AP with research expertise as an architectural and urban historian with emphasis on mid-twentieth-century urbanism.	ARCH 213		
Weddle, Saundra	PhD and widely published architectural and urban historian with research expertise in the history of women and women's convents in early-modern Italy.	ARCH 251	MARC 557	

HSA Faculty Research and Creative Projects, 2010-2015

Initiated Research or Creative Projects

Ongoing

"Landscapes of Resilience," Supported by the National Awards Program for Integrated Research & Design Projects in conjunction with Open Spaces Sacred Places: The Healing Power of Nature; Fiduciary: Drury University. PI: Tidball K. (Cornell University), Co-Investigators: Svendsen E., Campbell L., Falxa-Raymond, N.,[Traci Sooter, Nancy Chikaraishi, Keith Hedges, with Natalie Wlodarczyk, Jennifer Silva-Brown, and Jayon You] Total budget is $694,194. Begun March 2013, continues through 2017.

Solar Decathlon 2015, Disaster resilient home, Drury University and Crowder College [Traci Sooter, Nancy Chikaraishi, Marshall Arne, Keith Hedges, and Drury faculty Regina Waters, Kelley Still, and Steve Mullins] October 2013-October 2015.

2015

U.S. Patent #8,833,000 "Continuous Tension, Discontinuous Compression Systems and Methods," *USPTO Patent Full-Text and Image Database.*16 September 2014. Web 12 July 2015. [Gerard Nadeau]

Camino Nuevo Vida, 20,000 square foot vocational training school in Las Pintitas, Mexico in a community with high poverty, high crime, and low opportunity, begun 2012, estimated completion 2015 [David Beach with student/alumnus Samuel McBride]

"Sustainable City: The Design of Light Rail Stations": a research and design project in the Suzhou City, China [Yong Huang]

"Auto Park": a design competition, Nanjing, China [Yong Huang]

"New Typology of Neighborhood Center": a research and design competition in the Yishan Lake residential district, Suzhou, China [Yong Huang]

Youth Park: a research and design project in the Suqian City, China [Yong Huang]

Steel Construction and Library Design: ACSA Student Design Competition [Yong Huang]

National World War One Memorial in Washington DC, sponsor: The US WWI Centennial Commission, Washington DC, International Competition [Maurizio Sabini]

Bamiyan Cultural Center, Bamiyan, Afghanistan. UNESCO-sponsored competition, Architectural design for a new cultural center [Panos Leventis with students/alumni A. Clayton, N. Endejan, Z. Hassib, K. Rogan]

2014

The ARTS Urban Plaza in Suzhou Industrial Park: conceptual design in December 2014; currently under construction [Yong Huang]

The Beijing City Planning Exhibition Center, a research and conceptual design project, Beijing, China [Yong Huang]

"Inhabitable Object", an experimental design-build project, Suzhou, China [Yong Huang]

Research and Development Center of the Suzhou Bank, a design competition, Suzhou, China [Yong Huang]

The Solar Energy Tower, a conceptual design proposal, Suqian, China [Yong Huang]

Visitor Center in the Taihu Lake Park, a design proposal, Taihu, China [Yong Huang]

President Barack Obama Presidential Library, sponsor: Chicago Architectural Club, Chicago, Illinois, International Competition [Maurizio Sabini]

Butterfly Garden and Overlook, Cunningham Park, Joplin, Missouri, Open Spaces, Sacred Places TKF Foundation grant research project. [Traci Sooter, Nancy Chiakaraishi, Keith Hedges] June 2012-May 2014.

2012

Pallourokampos Linear Park, Latsia, Cyprus, Honorable Mention: Architectural and urban design for a new linear park, International Architectural Competition: [Panos Leventis with D. Antoniou, G. Dimitroglou, E. Katsoufi]

2011

Germanina Estate and Park, Geroskipou, Cyprus. First prize: Architectural and urban design for a new cultural center and park, Cyprus, International Architectural Competition [Panos Leventis with D. Antoniou, G. Dimitroglou, E. Katsoufi]

G.S.P. Urban Square, Nicosia, Cyprus, Architecture and urban design for a new downtown public space International Architectural Competition [Panos Leventis with D. Antoniou, G. Dimitroglou, E. Katsoufi]

Consultation

Ongoing

Reeds Spring Middle School and Theater, with Robin Schraft, Theater Consultant and Dake | Wells Architecture of Springfield MO, Reeds Spring, Missouri. AIA Springfield and AIA CSR Unbuilt Architecture Award. 2013-present. Currently under construction. [Bruce Moore]

Multiple safe rooms throughout southwest Missouri with multiple architects in southwest Missouri. 2009-present. [Bruce Moore]

2015

Dake | Wells Architecture Office with Dake | Wells Architects of Springfield, Missouri, acoustical consultant. 2013-2015. [Bruce Moore]

2014

Nevada Performing Arts Center, Nevada Public Schools, with Robin Schraft Theater Consultant and Hunter and Millard Architects of Joplin, MO. 2012-2014. [Bruce Moore]

Ellis Hall Steinway Room, with Missouri State University campus architect. Missouri State University, Springfield Missouri. 2014. [Bruce Moore]

Women Center of West Plains, Missouri, with NForm Architecture of Springfield, MO. 2013-2014. [Bruce Moore]

Elsie Plaster Auditorium, Crowder College, Neosho, Missouri, with Paragon Architecture of Springfield, Missouri. 2013-2014. [Bruce Moore]

2013

Springfield Catholic High School, LEED for Schools Acoustical Consultant, with Jack Ball Architects of Springfield, MO. 2011 – 2013 calculations and CDs. Construction recently completed. [Bruce Moore]

Nevada High School Band and Choral Rooms, Nevada, Missouri, with Hunter and Millard of Joplin, Missouri. 2013. [Bruce Moore]

UWI Convocation Hall, Trinidad, University of the West Indies, with CO-RD Ltd. Of Trinidad and Tobago. Proposal and interview with client only. 2013. [Bruce Moore]

Springfield Fire and Police Training Facility, Springfield, Missouri, with Paragon Architecture of Springfield, Missouri. Room remediation. 2012-2013. [Bruce Moore]

Missouri State University West Plains Recreation Center, West Plains, Missouri, with Dake | Wells Architecture of Springfield, Missouri. 2013. AIA Springfield Design Award. [Bruce Moore]

2012

Springfield 11 Imax Theater, Springfield, Missouri, with Butler Rosenbury & Partners of Springfield, Missouri. Noise abatement and remediation while under construction. 2011-2012. [Bruce Moore]

Carrington Hall Renovation, Missouri State University, Springfield, Missouri with Dake | Wells Architecture of Springfield, Missouri. 2011-2012. AIA Springfield and AIA Missouri Design Awards. [Bruce Moore]

O'Reilly Family Event Center, Drury University, Springfield, Missouri with H Design Group of Springfield, Missouri. 2010-2012. [Bruce Moore]

2010

Crowder College Classrooms, Neosho, Missouri with Paragon Architecture of Springfield, Missouri. Reverberation remediation. 2010. [Bruce Moore]

Forensic Consultation:

Bullding Code and ADA opinions, depositions and testimony on over 58 cases with over 55 law firms for both the plaintiff and the defendant. [Bruce Moore]

2016

National

"Critical Call," *ACSA Annual Meeting,* Session Chair [Maurizio Sabini]

*"*More on Nuns and Their Art: How Convent Architecture Shaped Nuns' Experience of Art," *Renaissance Society of America* [Saundra Weddle]

2015

International

Architecture of Urbanism, two lectures at Shanghai International Design Center and China Academy of Art [Yong Huang]

"Mapping an Early Modern Port: Networks and Urban Topography in Famagusta, 1324-1571," *Renaissance Society of America* [Panos Leventis]

"Territories and Networks in Renaissance City" and "Renaissance Technologies," European Architectural History Network panels, *Renaissance Society of America* [Saundra Weddle, panel organizer]

"Venetian Convent Architecture in its Topographical Contexts," *Sister Act: Female Monasticism and the Arts Across Europe, ca. 1250-1550, Courtauld Institute of Art* [Saundra Weddle]

"Interrogating Monastic Enclosure," *Sixteenth-Century Studies Conference*, Vancouver, Canada [Saundra Weddle]

National

"Examination of Avant-garde, Efficient, and Socially Sustainable Contemporary International Architecture," *AIA National Convention* [Maurizio Sabini]

Regional

"Immersion in Virtual Worlds: The Future of Experiential Learning," *Developing Success for Youth Conference Presentation and workshop* [David Beach in collaboration with Drury University Assistant Professor of Education Asikaa Cosgrove]

"Life Interrupted: The Defining Moment in My Parent's Life", Daughters of the American Revolution, Aurora, Missouri [Nancy Chikaraishi]

2014

International

Adaptive Architecture, lecture at China Academy of Art and SIP Design & Research Institute in Suzhou, China [Yong Huang]

"Infrastructure as a Transformative Cultural Project in the Post-industrial City," *ACSA/Architectural Institute of Korea International Conference, South Korea.* [Yong Huang]

"Community Resilience Through Two Models of Public Space Intervention: Top-Down Stakeholder Driven and Bottom-Up Grass Roots Community Initiatives," *ACSA/Architectural Institute of Korea International Conference, South Korea* [Nancy Chikaraishi]

"Community Design Studio in an Architecture Curriculum Addresses Disaster Mitigation and Sustainable Reconstruction: The Monarch Eco-Home, an Educational Response to the Joplin 2011 Tornado," *Disaster Mitigation, Preparedness, Response and Sustainable Reconstruction,* University of Massachusetts, Boston, MA [Nancy Chikaraishi and Traci Sooter]

"Taxis and WD in Athens: Visualizing the Crisis on an Urban Canvas" *Department of Architecture, Frederick University, Nicosia, Cyprus.* [Panos Leventis]

"The Other as Street Artist: Visualizing the Crisis in Downtown Athens, 2008-2014" [Panos Leventis]

"Aesthetic Energy of the City" *Urban Forms Foundation and University of Lodz*, Lodz, Poland. [Panos Leventis]

"(Re)-Approaching Heritage: Monuments, Mobility and Public Space in Aigina Town" *Euro-Mediterranean Campus for Sustainable Development: Planning Sustainable Cities,* Aigina, Greece. [Panos Leventis]

"Landscapes of Resilience - understanding how the creation and care of green spaces can affect resilience in times of crisis," *Resilience Conference, Montpellier, France* [Traci Sooter and Nancy Chikaraishi]

National

"Introduction to architectural structures: Lessons learned from parti pris pedagogy," *ASEE Annual Conference and Exposition* (Paper No. AC 2014-10134). [Keith Hedges]

"Space as Event as Oeuvre" *ACSA annual meeting*. [Gerard Nadeau]

"Urban Crises and Transformations and the Future of Architectural Education – A Conversation with Leaders of US Architecture Schools," organizer and moderator, expo/forum: "Perspective USA 2014," organized by *THE PLAN magazine* New York [Maurizio Sabini]

"Cities under Stress: Resilience through Street Art and Alternative Tourism in Athens" *Association of American Geographers, Annual Meeting,* [Panos Leventis with D. Ioannides, P. Leventis, E. Petridou]

Regional

"Historical Technology or Technological History?" *Southeast Society of Architectural Historians Regional Conference,* [Karen Cordes Spence]

"Design Differently with Fusion 360," *Autodesk University 2014.* [David Beach]

"Migrating Disruptive Technology from Research to Practice: BIM to BITS," *AIA Central States Conference* [David Beach]

"Revit to Real: Low Cost Prototyping Processes for Architects," *Associated General Contractors (AGC) St. Louis BIM Expo* [David Beach]

"From Observation to Immersion: BIM to Rift," *Associated General Contractors (AGC) St. Louis BIM Expo* [David Beach]

"Visualizing Design in Process," *Missouri ACTE (Association for Career and Technical Education) TEAM 2014 Conference* [David Beach]

"Whole school design-build in the liberal arts tradition," *ACSA regional conference*. [Traci Sooter, Nancy Chikaraishi, Keith Hedges]

"The Value of the Liberal Arts for Architectural Education," *Futures of the Profession,* AIA St Louis Masonry Institute [Maurizio Sabini]

"Walls of Crisis: Street Art and Urban Fabric in Central Athens, 2000-2012" *Taubman College of Architecture and Urban Planning, University of Michigan, Ann Arbor, Michigan* [Panos Leventis]

Truman State University Colloquium on Research of Italian Renaissance Art and Architecture [Saundra Weddle]

2013

International

"Infrastructure and the Leisurely City," *LARASA [Leisure and Recreation Association of South Africa] Congress*, University of KwaZulu-Natal, Durban, South Africa [Maurizio Sabini]

"The Architecture of the Linear City," *China Academy of Art,* Hangzhou, China [Maurizio Sabini]

"Extreme service-learning: Engaging a university design-build course with a broadcast network television show in the aftermath of the Joplin tornado," *7th International Structural Engineering and Construction Conference,* Honolulu, HI, 19 June 2013. [Keith Hedges]

"Early onset structural simulation strategies to inform architectural design through building information modeling (BIM)," *7th International Structural Engineering and Construction Conference,* Honolulu, HI, 19 June 2013. [David Beach and Keith Hedges]

"Unlikely Alliances: The Spatial Implications of Resistance in Early Modern Venetian Convents," Sixteenth-Century Studies Conference, San Juan, Puerto Rico [Saundra Weddle, paper presenter and session co-organizer]

"Venetian Convents and Urban Contexts," paper presenter in workshop, Italia Illustrata. *Digital Mapping and Techniques of Visualizing the Pre-modern Italian City,* Kunsthistorisches Institut in Florence, Italy [Saundra Weddle]

National

"Architects as leaders: Best practices for engaging community after the Joplin tornado," *AIA National Conference* [Traci Sooter, Nancy Chikaraishi, Keith Hedges in collboration with Brandon Dake]

"Venetian Convents and the Significance of Place," in the session "Situating Patterns of Patronage in the Italian Renaissance City," *Renaissance Society of America* [Saundra Weddle]

"Commitment, Conversion and Conflict: Convent Foundation and Urban Development in Renaissance Venice," *Newberry Library Conference on Early Modern Religious: Comparative Contexts* [Saundra Weddle]

Regional

"Camino Nuevo Vida," *Association of Collegiate Schools of Architecture Fall Regional Conference*, Poster presentation [David Beach in collaboration with student, Samuel McBride]

"Building Simulation Strategies to Push Design Thinking," *Association of Collegiate Schools of Architecture Fall Regional Conference 2013.* [David Beach]

"Energy Analysis and Design Thinking in a BIM Workspace," *Associated General Contractors (AGC) St. Louis BIM Expo* [David Beach]

"Introducing a Post-Pre-rendered World," *Associated General Contractors (AGC) St. Louis BIM Expo* [David Beach]

"Capture, Design, Create – Expanding the Craft of Architecture," *Missouri ACTE (Association for Career and Technical Education) TEAM* [David Beach]

"The City in Crisis: Urban Fabric and Street Art in Central Athens, 2008-2012" *Department of Geography and Planning, Missouri State University* [Panos Leventis]

2012

International

"The Architecture of the Linear City," *Economy of the Urban Form, Festival dell'Architettura* 2012, Reggio Emilia/Parma/Modena/Bologna, Italy [Maurizio Sabini]

"Infrastructure and the Leisurely City," World Leisure Organization Biennial Conference, "Transforming Cities – Transforming Leisure," Rimini, Italy [Maurizio Sabini]

"Heterotopias of Crisis: Urban Fabric and Street Art in Athens, 2008-2012, "*School of Architecture, University of Nicosia*, Nicosia, Cyprus. [Panos Leventis]

"700 Years Ago: Stories of Habitation from Fourteenth Century Nicosia," *Department of Architecture, Frederick University*, Nicosia, Cyprus. [Panos Leventis]

"The City in Crisis: Urban Fabric and Street Art in Athens, 2008-2012," *European Tourism Research Institute, Mid-Sweden University*, Östersund, Sweden. [Panos Leventis]

"Claiming Les Halles: Urban Identity, Transformation, and Resistance," European Association for Urban History, International Conference, Prague, Czech Republic, 2012. [Robert Weddle]

"Converting Convents," *Symposium: Gender and Conversion*, University of York [Saundra Weddle]

National

"Structural Simulation for Architects: An Introduction to Structural Thinking for Design Students," *Autodesk University*. [David Beach]

"Piazzas and Tongues: Language and Public Space in Late Medieval Famagusta"
Annual Meeting, *Renaissance Society of America* [Panos Leventis]

"Borne from Disaster: A Design-Build Service Learning Project in Response to the Joplin Tornado"
International Association for Research on Service-Learning and Community Engagement, IARSLCE annual conference [Traci Sooter]

"Florentine Convent Architecture in Ritual Contexts" *Renaissance Society of America* [Saundra Weddle]

Session: "Bridging Divides and Building Identity in Pre-Modern Mediterranean Cities," *Renaissance Society of America* [Saundra Weddle, respondent]

Regional

"Building a Long-Term University and Community School Partnership," *The American Association for the Advancement of Science - Southwest and Rocky Mountain Division Conference (AAAS-SWARM)* [David Beach in collaboration with Shawn Schaefer, University of Oklahoma].

"Creating Interactive Design Hubs," invited lecture and workshop at Oklahoma State University Lecture. [David Beach]

2011

International

"Deploying Interactive 3D in Integrated Design," *ISEC-6, Zurich, Switzerland.* [David Beach and Keith Hedges].

"Representations of Female Franciscanism in Late Quattrocento Venetian Convents," *Renaissance Society of America* [Saundra Weddle]

National

"Oscillating between Art and Equipment: A Hermeneutics of Sustainability,**"** *ACSA National Conference.* [Karen Cordes Spence]

"Design Games for Empowered Civic Value," *Hawaii International Conference on Arts & Humanities.* [David Beach, Presentation and Session Chair]

"Beginning BIM in the Educational Design Studio: Autodesk® Project Vasari to Revit® Core," *Autodesk University* [David Beach]

"The 2010 Haiti earthquake: Real-time disaster inquiry in the classroom," *ASEE Annual Conference and Exposition* (Paper No. AC 2011-2746) [national]. [Keith Hedges]

"Foreign Traders' Settlements in Famagusta, 14th – 16th Centuries" *Renaissance Society of America* [Panos Leventis]

"Female Franciscans and Convent Architecture in Renaissance Venice," in the session: Sacred Art in Italy: Religious Works in Context, paper presenter, Sixteenth-Century Studies Conference [Saundra Weddle]

Regional

Kansas State University Colloquium on Research of Italian Renaissance Art and Architecture [Saundra Weddle]

2010

International

"BIM facilitates architectural design in engineering education [poster]," *2010 ASEE Global Colloquium on Engineering Education*. [Keith Hedges]

"Re-Dressing the Piazza: Symbolism and Urban Identity in Venetian Famagusta"
Renaissance Society of America, Venice, Italy [Panos Leventis]

"Modesty's Mask at the Church and Convent of Santa Maria dei Miracoli in Venice," *Renaissance Society of America* [Saundra Weddle]

National

"Formless Diagrams: The Employment of Studio Methods in the History Classroom"
Spaces of History/Histories of Space: Emerging Approaches to the Study of the Built Environment College of Environmental Design, University of California at Berkeley
[Robert Weddle]

"BIM facilitates architectural design in engineering education," *ASEE Global Colloquium on Engineering Education* (Paper No. 184). [Keith Hedges]

"Precedent, Diagram, and the Activation of History," *ACSA Annual Meeting*, [Robert Weddle]

Regional

"The 2010 Haiti earthquake: Real-time disaster inquiry in the classroom," *ASEE Midwest Section 2010 Conference*. [Keith Hedges]

Publications

Books

The Chronicle of the Florentine Convent of Le Murate, *Written by Suora Giustina Niccolini, 1598,* edited, translated and annotated version of the original manuscript, published in the *Other Voices* series for The Centre for Reformation and Renaissance Studies, University of Toronto Press, 2011. Reviews: Anne J. Schutte.. H-Italy, H-Net Reviews. July, 2012. URL: https://www.h-net.org/reviews/showrev.php?id=35835; Judith C. Brown, *Renaissance and Reformation/Renaissance et Réforme*, 34:4 (2011), pp. 167-169; and Cynthia J. Cyrus, *Renaissance Quarterly* 65:1 (Spring 2012), 241-43. [Saundra Weddle]

Forthcoming

A Primer for Theory in Architecture, Routledge Publications, January 2017 scheduled publication date [Karen Cordes Spence]

Imago Urbis Famagustæ: Urban Itineraries in a Late Medieval and Renaissance Port City. [Panos Leventis]

Wounded Cities, vol. 1: The Shrine. [Panos Leventis with Todd Lowery]

Architectures of Resistance and Control: Venetian Convents through the Early Modern Period [proposal under consideration Ashgate] [Saundra Weddle]

Convent Networks in Early Modern Europe [proposal under consideration with Ashgate] [Saundra Weddle with Marilyn Dunn, Loyola University]

Book chapters

Forthcoming

"The Topography of Late Medieval and Renaissance Famagusta" In: *Famagusta*, eds. A. Connari, G. Grivaud, C. Otten-Froux and C. Schabel (Brepols). [Panos Leventis]

"Urban Resistance Tourism in Stressed Cities: Athens" In: *Reinventing the Local: Travel Communities and Peer-Produced Place Experiences*, eds. P. Russo (Channel View). [Panos Leventis with D. Ioannides and E. Petridou]

Interviews and Commentary in *Becoming an Architect*, Lee Waldrep, author
Hoboken, New Jersey: John Wiley and Sons, Inc., 2014, pp. 10, 41, 85, 175, 280-283, 308. [Karen Cordes Spence]

"Suspect Places in Venetian Convents," in *Encountering the Renaissance: Festschrift for Gary Radke,* eds. Molly Bourne and Victor Coonin. [Saundra Weddle]

"Domus Humilis: The Conversion of Venetian Convent Architecture and Identity," in *Conversions: Gender and religious change in early modern Europe,* eds. Helen Smith and Simon Ditchfield (University of Manchester Press) [Saundra Weddle]

"Female Convent Architecture in Early Modern Italy," in *Cambridge History of Religious Architecture of the World,* ed., Richard Etlin (Cambridge University Press) [Saundra Weddle]

"'Tis Better to Give than to Receive: Client-Patronage Exchange and its Architectural Implications at Florentine Convents," in eds. Cecilia Hewlett and Peter Howard, *'A paradise where devils dwell': Studies on Florence and the Italian Renaissance in Honour of F. W. Kent* (Brepols, Europa Sacra series) [Saundra Weddle]

2014

"Infrastructure and the Just City", in: Marco Bovati et al. [eds.], *Cities in Transformation. Research & Design*, vol. 2, pp. 1298-1305. [Maurizio Sabini]

2013

"Extreme service-learning: Engaging a university design-build course with a broadcast network television show in the aftermath of the Joplin tornado," In S. Yazdani, & A. Singh (Eds.) *New Developments in Structural Engineering and Construction* (Vol. 2, pp. 1463-1468). Singapore: Research Publishing Services. [Traci Sooter, Nancy Chikaraishi, and Keith Hedges]

2011

"Deploying interoperable BIM and online interactive 3D in integrated design," In S. O. Cheung, S. Yazdani, N. Ghafoori, & A. Singh (Eds.) *Modern Methods and Advances in Structural Engineering and Construction* (pp. 537-542). Singapore: Research Publishing Services. [Keith Hedges and David Beach]

2010

Entry in William Carpenter, *Design Build Studio* (Decatur, GA: Lightroom Press) [Traci Sooter]

Journals and electronic publications

Forthcoming

"Presence and Absence" essay in *Shadow Patterns: Essays on the Architecture of E. Fay Jones*
University of Arkansas Press, 2015 [Karen Cordes Spence]

The Plan Journal, a new on-line research journal to be launched in Fall 2015, editor [Maurizio Sabini]

"Visualizing the Crisis on an Urban Canvas: Two Artists in the Streets of Athens, 2008-2014" In: *Street and Urban Creativity Scientific Journal*, 1 (Lisbon). [Panos Leventis]

"Stories of Habitation from 14th Century Nicosia" (text in Greek) In: *Archaeologia Cypria* (Journal of the Cyprus Association of Archaeologists), 7 (Nicosia). [Panos Leventis]

2015

"The mystical Forest of Arden Annex enchants Stetson University in Florida." *Bustler*. 22 July 2015. Web 1 August 2015. [Gerard Nadeau]

"Forest of Arden Annex." *Archinect*. 22 July 2015. Web 1 August 2015. [Gerard Nadeau]

2014

"Dressing the Port, Re-Dressing the Square: Signifiers in the Urban Landscape of Famagusta"
In: *Montreal Architectural Review* (Annual Journal), 1 (Montreal: McGill), pp. 67-87. [Panos Leventis]

"Las Paredes de la Crisis: Arte Urbano y Ciudad en el Centro de Atenas" (abstract in Spanish) In: *On The Waterfront* (Journal on Public Space, Urban Design and Public Art), 33. Barcelona: Universidad Autonoma de Barcelona, pp. 5-36. [Panos Leventis]

"Walls of Crisis: Street Art and Urban Fabric in Central Athens, 2000-2012" In: *Architectural Histories* (European Architectural History Network Journal, Crisis Issue), 1:19: pp. 1-10. [Panos Leventis]

2013

"The polarities of liberal learning [editorial]," *Journal of Architectural Engineering Technology*, *2:e110*. [Keith Hedges]

"Parallel thinking and the BIM imperative," *The International Journal of Design Management and Professional Practice, 6*(4), 19-26. [Keith Hedges and David Beach]

"700 Years Ago: Stories of Habitation from 14th Century Nicosia" (text in Greek) In: *CY-ARCH* (Online Journal on Architecture in Cyprus), pp. 1-22. [Panos Leventis]

2012

"The place, product, and process of design thinking inside the Building Information Modeling (BIM) domain," *Journal of Architectural Engineering Technology*, *1:103*. [Keith Hedges and David Beach]

"Connecting big data and the design and construction industries with BIM schema," [editorial]. *Journal of Architectural Engineering Technology*, *1:e101*. [Keith Hedges]

"Advancing the dialogue on collaborative models for green building design," In G. Elvin (Ed.) *The AIA Report on University Research Volume 5*. Washington, DC: The American Institute of Architects. [Keith Hedges and C. Livingston]

2011

"Pre-Design Simulation Strategies," *Design Principles and Practices: An International Journal*. [David Beach and Keith Hedges]

"Pre-design simulation strategies," *Design Principles and Practices: An International Journal*, *5*(5), 609-620. [David Beach and Keith Hedges]

"The limitations of LEED: A case study*," Journal of Green Building*, 6 (1), 25-33. [A. S. Denzer and Keith Hedges]

Re-publication of interview with Marc Neveu and Alberto Perez-Gomez, excerpted from JAE issue, cited below, in *Arkitectur N: The Norwegian Review of Architecture* 1 (2011), 14-19.

2010

"Socially responsible collaborative models for green building design," In G. Elvin (Ed.) *The AIA Report on University Research Volume 4* (pp. 84-102). Washington, DC: The American Institute of Architects. [Keith Hedges, A. S. Denzer, C. Livingston and M. Hoistad]

Conference Proceedings

2014

"Infrastructure as a Transformative Cultural Project in the Post-industrial City," *ACSA International Conference.* [Yong Huang]

"Space as Event as Oeuvre" ACSA annual meeting. in *102nd ACSA Annual Meeting Proceedings, Globalizing Architecture/ Flows and Disruptions*, John Stuart & Mabel Wilson, eds. (Washington: ACSA Press, 2014) 228-236. [Gerard Nadeau]

"Genoa_Lab", in: Manuel Gausa & Mose' Ricci [eds.], *MED.NET.REP.0.1*. [Maurizio Sabini]

2013

"Building Simulation Strategies to Push Design Thinking," *Association of Collegiate Schools of Architecture Fall Regional Conference 2013*. [David Beach]

"Early onset structural simulation strategies to inform architectural design through building information modeling (BIM)," *The International Structural Engineering and Construction Society - ISEC7* [David Beach and Keith Hedges]

"Extreme service-learning: Engaging a university design-build course with a broadcast network television show in the aftermath of the Joplin tornado." *The International Structural Engineering and Construction Society - ISEC7,* Vol. 2, pp. 1463-1468) Singapore: Research Publishing Services. [Traci Sooter, Nancy Chikaraishi, Keith Hedges]

2012

"Building a Long-Term University and Community School Partnership," *The American Association for the Advancement of Science - Southwest and Rocky Mountain Division Conference (AAAS-SWARM)* [David Beach in collaboration with Shawn Schaefer, University of Oklahoma].

"Structural Simulation for Architects: An Introduction to Structural Thinking for Design Students," *Autodesk University*. [David Beach]

2011

"Beginning BIM in the Educational Design Studio: Autodesk® Project Vasari to Revit® Core," *Autodesk University* [David Beach]

"Deploying Interactive 3D in Integrated Design," *ISEC-6, Zurich, Switzerland.* [David Beach and Keith Hedges].

Video Series

 "BIM to Fabrication for Conceptual Design" Video series and learning guide published by Autodesk Design Academy. 2015 http://academy.autodesk.com/curriculum/bim-to-fabrication-for-conceptual-design. [David Beach]

Edited Journal

Beyond Precedent, Theme Issue of the *Journal of Architectural Education*, 62:2, 2011 [Saundra Weddle, co-editor with Marc J. Neveu]

Book reviews

"Politics, Architecture and the Informal City", review of book and exhibitions by Urban-Think Tank, *The Journal of Architectural Education* – on-line version, Fall 2013 [Maurizio Sabini]

"Gabriella Zarri, ed., *Velo e Velatio: Significato e Rappresentazione nella Cultura Figurativa dei Secoli XV-XVII*, Edizioni di Storia e Letteratura, 2014," *The Catholic Historical Review.* [Saundra Weddle]

"Arcangela Tarabotti, *Letters Familiar and Formal,* ed. Meredith K. Ray and Lynn Lara Westwater, *Renaissance Quarterly"* (Winter 2013) [Saundra Weddle]

"E. Ann Matter and Gabriella Zarri, *Una mistica contestata: la vita di Lucia da Narni (1476-1544) tra agiografia e autobiografia,*" *Sixteenth Century Journal*, XILV/1 (2013): 278-9. [Saundra Weddle]

"Anne Leader, *The Badia of Florence: Art and Observance in a Renaissance Monastery,*" *Renaissance Quarterly* 65:4 (Winter 2012), 1207-1208. [Saundra Weddle]

Exhibited Creative Work

2016

ACSA Steel Competition – Library Winner, 104th ACSA Annual Meeting in Seattle, WA (March 17-19, 2016); American Institute of Architects' National Convention in Philadelphia, PA (May 19-21, 2016). [Yong Huang]

2015

Set Design, Core Dance, Decatur, Georgia, Remembrance: Commemorating the 70th Anniversary of the Closing of the Japanese Internment Camps. [Nancy Chikaraishi]

2014

Atelier HAY, "Best 50-Architecture Space Art from China & the US" Exhibition, New York City [Yong Huang]

"Life Interrupted Paintings and Drawings, WWII Japanese-American Internment Camp Museum," Solo Exhibition at the Jerome-Rohwer Interpretive Museum and Visitor Center in McGehee, Arkansas April-July 2014 [Nancy Chikaraishi]

2011

Installation: Beijing 798 Art Gallery, fall 2011.[Yong Huang]

Faculty Evaluation Timeline & Activities

Faculty Development Plan (annual goals)[1]	Faculty Development Plan (annual goals)	Faculty Development Plan (annual goals)	Faculty Development Plan (3-year goals if unanimous positive third year review[4])	Faculty Development Plan (if needed)	Faculty Development Plan (if needed)
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Self-Evaluation Statement[2]	Self-Evaluation Statement	Self-Evaluation Statement	Self-Evaluation Statement	Self-Evaluation Statement	Self-Evaluation Statement
		Third Year Review Portfolio			**Tenure Review Portfolio**
		Cover Letter			Cover Letter
		Current CV			Current CV
		Teaching Philosophy Statement			Teaching Philosophy Statement
		All Faculty Development Plans			All Faculty Development Plans
		All Self-Evaluation Statements			All Self-Evaluation Statements
		Department Evaluation[3]			Department Evaluation
					Non-Department Faculty Evaluation[5]

[1] Faculty Development Plans shall be accepted by the Department Chair & VPAA prior to the start of the fall semester
[2] Self-Evaluation Statements are due no later than four weeks after the completion of the spring semester
[3] Department Evaluation added to portfolio after submission to P&T Committee and includes department member letters and Department Chair Evaluation
[4] Unanimous positive third year review is the Department Chair, P&T Committee, and VPAA each stating the candidate demonstrates "satisfactory progress toward tenure"
[5] Non-Department Faculty Evaluation added after submission to P&T Committee and includes 5 letters by faculty outside the candidate's department

Faculty Evaluation Timeline & Activities

Faculty Development Plan (3-year goals)					Faculty Development Plan (3-year goals)
Year 7	**Year 8**	**Year 9**	**… // …**	**Promotion**	**Full Professor**
Self-Evaluation Statement	Self-Evaluation Statement	Self-Evaluation Statement		Self-Evaluation Statement	Self-Evaluation Statement (3-year)
				Promotion Review Portfolio	
				Cover Letter	
				Current CV	
				Teaching Philosophy Statement	
				All Faculty Development Plans[1]	
				All Self-Evaluation Statements[1]	
				Department Evaluation	
				Non-Department Faculty Evaluation	

[1] All Faculty Development Plans and Self-Evaluation Statements since tenure

Faculty Development

Faculty Development Forms

DRURY UNIVERSITY 1873

FACULTY DEVELOPMENT PLAN

Academic Year	---Select Year--- ◇
Faculty Member's Name	
Academic Department	---Select Academic Department--- ◇
Date	**December 02, 2015**

COMPLETED POSITIVE THIRD-YEAR REVIEW OR TENURED ○ Yes ○ No

A unanimous positive third year review includes the Department Chair, Promotion and Tenure Committee, and the VPAA/Dean each determining that the candidate demonstrates "satisfactory progress toward tenure".

The professional growth of faculty in the areas of teaching, scholarship, and service is vital to our students' success and the success of Drury University. Please use the following space to state at least three (3) goals you have for the coming evaluation period (one year for faculty without a unanimous positive third year review* and three years for faculty with a unanimous positive third year review or tenure). Individual goals may include more than one of the three primary areas of evaluation (teaching, scholarship, and service), but at least one goal is required for each of the areas. A description of your activities relative to these goals will be required at the end of the evaluation period in your Self-Evaluation Statement.

Professional Goals:

1. (Type or paste here (and/or attach files) - no word limit)

    *NOTE: Pasting from a document will remove formatting.
    If you wish to keep the format, please attach the file.

    [Choose File] No file chosen

2. (Type or paste here (and/or attach files) - no word limit)

Misc. Documents

Ungrouped

Faculty_Evaluation_Timeline_and_Activities_final_23jan2013.pdf (.pdf, 128K)

Faculty Development

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Faculty Development Forms

DRURY UNIVERSITY · 1873

Faculty Self-Evaluation Statement

Academic Year	---Select Year--- ⬍
Faculty Member's Name	[ ]
Academic Department	---Select Academic Department--- ⬍
Date	**December 02, 2015**
Full Professor	○ Yes ○ No
First Year Faculty	○ Yes ○ No

(It is understood that first year faculty won't have previous goals; Please summarize your progress during year one.)

The professional growth and evaluation of faculty should use evidence from a variety of sources, and self-evaluation is the principal requirement among them. Please use the following space to describe your activities during the evaluation period that allowed you to meet your stated goals for the period and any relevant institutional goals for your position. In the event that your stated goals were altered, describe those adjustments in the appropriate space(s) below. In addition to providing an overview of your year's activities in the space immediately below, you should use the succeeding three sections to clearly document how you were an effective teacher, scholar, and citizen.

(Type or paste here (and/or attach files) - no word limit)

[   ]

[Choose File] No file chosen

Teaching Activities:

Please document your teaching responsibilities, activities, and effectiveness during the evaluation period, with a focus on relevant goals and your students' professional growth. Evaluation of teaching shall consider evidence and documentation from course planning and review, proficiency of

Misc. Documents

Ungrouped

Faculty_Evaluation_Timeline_and_Activities_final_23jan2013.pdf (.pdf, 128K)

Faculty Development

![Drury University logo — 1873]

DRURY UNIVERSITY

DEPARTMENT CHAIR EVALUATION OF FACULTY

Academic Year	---Select Year---
Faculty Member's Name	
Academic Department	---Select Academic Department---
Date	**December 02, 2015**

The Department Chair shall evaluate the work of faculty members in achieving the mission and goals of the department and University and in light of the faculty member's specific roles within the institution. While teaching is the central role of faculty at Drury and the Chair's evaluation assumes the majority of each faculty member's efforts are spent in this endeavor, scholarship and service are important faculty roles and success in these areas relative to departmental objectives and requirements is compulsory.

The Chair shall use goals in the latest approved Faculty Development Plan to evaluate the achievement of stated goals. The Department Chair Evaluation of Faculty is to be completed every year, and a written narrative evaluation also shall be completed by the Chair every year in which the faculty member submits a Faculty Self-Evaluation Statement (i.e., every three years for full professors and annually for all other faculty). The Chair may use any appropriate evidence at the Chair's disposal (e.g., peer observation) as evidence in the evaluation, but the Faculty Self-Evaluation Statements and supporting documentation shall be the primary source of evidence for the evaluation in the years in which it is required.

	Entirely Unacceptable	Below Expected	Drury's High Expected	Extraordinary *
Teaching				
Achievement of Stated Goals	○	○	○	○
Level of Work and Contribution	○	○	○	○
Scholarship				
Achievement of Stated Goals	○	○	○	○

Ungrouped

Faculty_Evaluation_Timeline_and_Activities_final_23jan2013.pdf (.pdf, 128K)

NAAB STUDENT PERFORMANCE CRITERIA MATRIX

Hammons School of Architecture
2016 R-Accreditation Visit

Primary Responsibility: ●
Secondary Responsibility: ○

REALM A — CRITICAL THINKING & REPRESENTATION
REALM B — BUILDING PRACTICES, TECHNICAL SKILLS AND KNOWLEDGE
REALM C — INTEGRATED ARCH. SOLUTIONS
REALM D — PROFESSIONAL PRACTICE

Column legend:

- A1: Ability: Professional Communication Skills
- A2: Ability: Design Thinking Skills
- A3: Ability: Investigative Skills
- A4: Ability: Architectural Design Skills
- A5: Ability: Ordering Systems
- A6: Ability: Use of Precedents
- A7: Understanding: Historical Traditions and Global Culture
- A8: Understanding: Cultural Diversity and Social Equity
- B1: Ability: Pre-Design
- B2: Ability: Site Design
- B3: Ability: Codes and Regulations
- B4: Ability: Technical Documentation
- B5: Ability: Structural Systems
- B6: Ability: Environmental Systems
- B7: Understanding: Building Envelope Systems and Assemblies
- B8: Understanding: Building Materials and Assemblies
- B9: Understanding: Building Service Systems
- B10: Understanding: Financial Considerations
- C1: Understanding: Research
- C2: Ability: Integrated Evaluations and Decision Making
- C3: Ability: Integrative Design
- D1: Understanding: Stakeholder Roles in Architecture
- D2: Understanding: Project Management
- D3: Understanding: Business Practices
- D4: Understanding: Legal Responsibilities
- D5: Understanding: Professional Conduct

Pre-Professional Program — 1st – 2nd Year

Category	Course	Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Drury CORE	CORE 101	Drury Seminar																										
	(various)	Drury Foundations (written and oral expression)																										
	(various)	Ethical Foundations																										
	EXSP 220	Personal Wellness																										
History & Theory	ARCH 251	History of Art, Architecture, and Urbanism I							●	●																		
	ARCH 252	History of Art, Architecture, and Urbanism II						○	●	●																		
	ARCH 356	History of Modern Architecture							●																			
Math, Structures & Technology	MATH 203	Mathematics and Inquiry																										
	PHYS 201	Principles of Physics																										
	ARCH 233	Introduction to Building Systems															●	●	○	○								
	ARCH 234	Structures 1													●													
Studios & Representation	ARTZ 111	Foundations of Studio and Design		○		○	○																					
	ARTZ 123	Drawing																										
	ARCH 112	Architectural Design II		○		○	●			○																		
	ARCH 124	Architectural Representation	○																									
	ARCH 213	Architectural Design III				●						●																
	ARCH 214	Architectural Design IV					○			○		○	○			○												
	ARCH 225	Introduction to Computers in Architecture	○																									

Professional Program — 3rd – 5th Year

Category	Course	Title	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
Drury CORE	CORE 201	Global Foundations																										
		Foreign Language Sequence																										
International Studies	ARCH 418	Global Studio							○	○																		
	ARCH 426/428	Travel Journal							○	○																		
	ARCH 456/458	Culture and Place							●	●																		
History & Theory	ARCH 253	Theories of Architecture	●		○					○																		
	MARC 557	Architecture Seminar	●		●						○										●	○						
Structures & Technology	ARCH 334	Structures II (formerly ARCH 336)										●			●													
	ARCH 335	Environmental Systems I														●	○	●	●	○								
	MARC 538	Environmental Systems II (formerly ARCH 437)														●	●	●	●	○								
	MARC 539	Structures III (formerly ARCH 438)													●													
Professional Practice	ARCH 427	Professional Communication	○											●				○					○					
	ARCH 461	Internship																										
	ARCH 467	Facility Programming									●										○							
	ARCH 569	Professional Practice																		●				●	●	●	●	●
Studios	ARCH 315	Architectural Design V				●	○	●			○	●					●	○					○					
	ARCH 417	Architectural Design VII: Community Studies Studio	○	○	○			●			○	○												○				
	MARC 519	Architectural Design VIII: Comprehensive Studio			●								●	○	○	○	○		○		○	●	●					
	MARC 520	Architectural Design IX Exploration		●	○						○																	
	MARC 521	Architectural Design X: Thesis Studio		●				●			○											●						

The Higher Learning Commission

NCA Higher Learning Commission
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604-1413

| Chicago, Illinois 60602-2504 | 312-263-0456
2 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

DRURY UNIVERSITY
900 N. Benton Ave.
Springfield, MO 65802

Affiliation Status: Candidate: Not Applicable
Accreditation: (1915- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Private NFP
Degrees Awarded: A, B, M

Conditions of Affiliation:

Stipulations on Affiliation Status: Instruction abroad limited to select courses which may be offered in Volos, Greece.

Approval of New Additional Locations: Prior Commission approval required.

Approval of Distance and Correspondence Courses and Programs: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

Reports Required: Progress Report: 11/30/2011; A report on institutional planning.
Progress Report: 11/30/2012; A report on assessment of student learning.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2010 - 2011
Year for Next Comprehensive Evaluation: 2020 - 2021
Date of Last Action: 03/21/2011

Name Change:
Drury College to Drury University (1/1/2000)

ORGANIZATIONAL PROFILE

DRURY UNIVERSITY
900 N. Benton Ave.
Springfield, MO 65802

Enrollment Demographics (by headcount) (HLC Posted: 04/20/2010)

	Full-Time	Part-Time
Undergraduate:	3348	1645
Graduate:	281	245

Educational Programs (HLC Posted: 04/20/2010)

		Program Distribution	Total Awarded
Leading to Undergraduate degrees:	Associate	18	194
	Bachelors	62	698
Leading to Graduate degrees:	Masters	8	160
	Specialist	0	0
	Doctoral	0	0
Certificate Programs:		0	0

Dual Enrollment (HLC Posted: 04/20/2010)

Headcount in all dual enrollment (high school) programs 372

Off-Campus Activities (HLC Posted: 04/20/2010)

In-State:	Campuses:	Cabool (Cabool Campus) ; Ft. Leonard Wood (Ft. Leonard Wood Campus) ; Lebanon (Lebanon Campus) ; Rolla (Rolla Campus)
	Additional Locations:	Ava (Drury University Ava Campus) ; Ozark (Richwood Valley Campus of Ozarks Technical Community College) ; Thayer (Drury University Thayer Campus)
	Course Locations:	2
Out-of-State:	Campuses:	None
	Additional Locations:	None
	Course Locations:	None
Out-of-U.S.:	Campuses:	None
	Additional Locations:	None
	Course Locations:	Volos, Greece (Drury Center in Greece)

Distance Education Programs (HLC Posted: 04/20/2010)

Associate - 03.0201 Natural Resources Management and Policy (A.S. Environmental Management) (Internet)
Associate - 24.0102 General Studies (A.S. General Studies) (Internet)
Associate - 52.0201 Business Administration and Management, General (A.S. Business Administration) (Internet)
Associate - 52.0207 Customer Service Management (A.S. Organizational Studies) (Internet)
Bachelor - 24.0102 General Studies (Bachelor of General Studies) (Internet)
Bachelor - 52.0201 Business Administration and Management, General (B.B.A. Bachelor of Business Administration) (Internet)
Bachelor - 52.0207 Customer Service Management (B.S. Organizational Studies) (Internet)
Certificate - 13.0301 Curriculum and Instruction (Certificate in Instructional Math) (Internet)

ORGANIZATIONAL PROFILE

DRURY UNIVERSITY
900 N. Benton Ave.
Springfield, MO 65802

Certificate - 13.0301 Curriculum and Instruction (Certificate in Instructional Technology) (Internet)
Certificate - 13.0301 Curriculum and Instruction (Certificate in Web Design) (Internet)
Master - 13.0301 Curriculum and Instruction (Masters of Education, Instructional Technology) (Internet)

Correspondence Education Programs   (HLC Posted: 04/20/2010)

None

Hammons School of Architecture Transfer Student Worksheet

Student:
Prepared by:

Institutions Previously Attended:	NAAB Accredited?		Calendar System?	
_____	Yes	No	Semester	Quarter
_____	Yes	No	Semester	Quarter
_____	Yes	No	Semester	Quarter

_____ Courses previously taken did not transfer for the Master of Architecture program.

_____ Courses previously taken did transfer for the Master of Architecture program.
The evaluation of coursework is as follows:

Institution:	Course:			
_____	_____	transfers as	ARCH 111: Design I	3 hrs.
_____	_____	transfers as	ARTZ 123: Drawing	3 hrs.
_____	_____	transfers as	ARCH 251: History I	3 hrs.
_____	_____	transfers as	MATH 211: Precalculus	3 hrs.
_____	_____	transfers as	ARCH 112: Design II	5 hrs.
_____	_____	transfers as	ARCH 124: Representation	2 hrs.
_____	_____	transfers as	ARCH 252: History II	3 hrs.
_____	_____	transfers as	ARCH 213: Design III	5 hrs.
_____	_____	transfers as	ARCH 233: Building Systems	3 hrs.
_____	_____	transfers as	PHYS 201: Physics	4 hrs.
_____	_____	transfers as	ARCH 214: Design IV	5 hrs.
_____	_____	transfers as	ARCH 234: Structures I	3 hrs.
_____	_____	transfers as	ARCH 354: Modern History	3 hrs.
_____	_____	transfers as	ARCH 225: Computers	3 hrs.
_____	_____	transfers as	ARCH 253: Theories	3 hrs.
_____	_____	transfers as	_____	_____
_____	_____	transfers as	_____	_____
_____	_____	transfers as	_____	_____
_____	_____	transfers as	_____	_____

Monday, August 03, 2015

To Whom It May Concern,

As University Registrar, my office is responsible for all data reporting at the federal and state level, as well as regional and program accreditation for degree programs at Drury University. With this statement, I am confirming that the data submitted annually to NAAB is accurate and consistent with the data submitted to federal, state, and regional agencies.

Sincerely,

Cindy Jones

Cindy Jones
University Registrar