Drury University
Hammons School of Architecture

Visiting Team Report

Bachelor of Architecture (169 credit hours)

The National Architectural Accrediting Board
10 March 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

The team wishes to thank Michael Buono and the entire faculty and staff at the Hammons School of Architecture for their hospitality and the many hours of preparation for the visit. The faculty exhibits, team room and course notebooks were well organized. The team room and course notebooks expressed the underlying mission and vision of the program. The intent of the vision of the school was clearly expressed in the student projects that were displayed.

The interdisciplinary collaboration between architecture and the liberal arts faculty was evident to the NAAB team. The team was impressed with the work ethic and passion of the faculty and staff. Their passion for design excellence and service permeates also to the part-time faculty members.

The team also acknowledges the efforts of the staff. Their work has been essential to the HSA’s daily operations since its inception.

The NAAB team recognizes as strengths the self-assessment process as evidenced by the strategic planning efforts, the development of a proposal to migrate to the Master of Architecture degree, a strong sense of community involvement and community leadership at the Hammons School of Architecture.

2. Progress Since the Previous Site Visit

Condition 3, Public Information (2004): The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.

Previous Team Report (2004): The appropriate statement is provided in the HSA student handbook that, along with the 1998 Guide to Student Performance Criteria, is distributed to all new students upon admission and entry to the school. The required exact NAAB language is not provided in the current 2003–2004 Drury University Academic Catalog. The missing section, as follows, is not included and must be in the next version of the university catalog.

“Master’s degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which when earned sequentially, comprise an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.”

2010 Visiting Team Assessment: This remains not met see comments under public information. The information required from the last report was provided however the latest language that includes the Doctor of Architecture program was not. It will be provided in all future information as we witnessed in the soon to be published 2010-2011 catalog.

Criterion 12.22, Building Systems Integration (2004): Ability to assess, select and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

Previous Team Report (2004): There is no substantial evidence of analytical rigor in
selections that are made with regard to all building systems and, in particular, structural and life-safety systems.

**2010 Visiting Team Report:** This criterion was found to be met

**Criterion 12.27, Detailed Design Development (2004):** Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

**Previous Team Report (2004):** There is no substantial evidence of analytical rigor in the development of projects from programming and schematic design through the design development of all building systems.

**2010 Visiting Team Report:** This criterion was found to be met

**Criterion 12.29, Comprehensive Design (2004):** Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria.

**Previous Team Report (2004):** Because of a lack of clear evidence in compliance with Criteria 12.22, Building Systems Integration, and 12.27, Detailed Design Development, there is also a lack of compelling evidence of compliance with meeting comprehensive design requirements.

**2010 Visiting Team Report:** This criterion was found to be met

**[Causes of Concern taken from VTR dated March 3, 2004]:**

The lack of clear learning objectives in specific course documents was a general concern. All courses included statements indicating the NAAB criteria to be addressed, both the primary and secondary responsibilities, and skill-level outcomes. What remained unclear at times, or was missing entirely, were clear and complete learning objectives in the supporting courses’ syllabi. At times the learning objectives were present but did not clearly reflect the stated outcomes of awareness, understanding, or ability as outlined in Section II, 12, Student Performance Criteria. Two examples of syllabi that were missing learning objectives were the ARCH/ARTS 152 and ARCH 569. Both syllabi outline what students are expected to do, but not what they are expected to learn. The syllabus of ARCH 569 appears to be an updated version of an earlier rendition of the course when it was listed as ARCH 559.

The ARCH 456/GLST 456 course syllabus does include learning objectives. However, this course syllabus is an example of the primary and secondary responsibilities’ not clearly matching the learning objectives.

The ARCH 461, Architecture Internship, syllabus is an example of a course syllabus that includes learning objectives but is vague regarding expected outcomes. It is understood that this course is intended to allow flexibility and to be individualized for each student; it still should prepare students for a clear expected learning outcome.

For the consistency of the curriculum, regardless of which faculty member is teaching the course, it is extremely important that each course syllabus have a set of clear and accurate learning objectives.
objectives. Also, the stated learning objectives should at least match the primary course criteria. Inclusion of the secondary responsibilities would be beneficial.

The vagueness of the syllabus in stating the expected outcomes of the ARCH 461 course is compounded by what the team perceived as confusion over whether the course is intended to be simply an internship experience (work in a firm) or a genuine practicum experience (education in a work setting). While the course description seems to anticipate a practicum-type experience, the lack of clear learning objectives, combined with a lack of review of criteria for the particular employer-educator, gives the team the concern that any truly pedagogical intent is not being achieved regularly in this course. While the Intern Development Program (IDP) may articulate a broad range of desired job activities for those students who engage in IDP-related internships, many students happily pursue unrelated activities, but they do so with minimal guidance for themselves or their employers as to the educational goals of the practicum.

As the program currently relies on adjunct faculty to teach several of the core courses in the professional program, for example, professional practice, structures, architectural design studio, computing in architecture, sustainability, facility program, and environmental systems, it is important to have a clear strategy and policy for accommodating changes in availability of the specific people who currently teach these courses. Efforts might be made to regularize these teaching obligations and utilize adjuncts only in specialized areas to enrich the program where expertise does not exist within the regular faculty.

Faculty and students raised concerns about the process currently in place to evaluate and select students who are qualified to move from the preprofessional component of the program to the professional component. It is critical that the department and campus review the process and come to agreement on a policy so that program quality and facility utilization are not in jeopardy and that students clearly understand what is expected of them in the process.

In the previous accreditation review, it was stated that student advising and, more specifically, faculty advisors needed stronger guidelines and procedures to assist them in their responsibilities in advising students. Online registration has further resulted in a disconnection between students and their advisors. Both students and faculty have stated this is an issue of concern.

2010 Visiting Team Assessment: The team found evidence that the concerns from the last report have been met.

3. Conditions Well Met

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4. Conditions Not Met

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5. Causes of Concern

1. **Physical Resources** - 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.

2. **Studio Culture** 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 with the studio to have influence in the studio culture policy.

3. **Financial Resources**: 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.

4. **3.1.4 Architectural Education and the Profession**: This area is met, 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.

5. **Concerns about 3.13.3 Graphic Skills as it relates to programming**: 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 “Rendevous 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.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Drury University is a small liberal arts school that provides a positive framework for architecture education and the academic context. The architectural program effectively benefits from this humanistic, moral, ethical liberal arts context and contributes to the university in several areas. One area is by utilizing the programs 19 credit hours of free electives to secure a minor in another program on campus. Faculty members are also actively involved in the general education curriculum. For example, Dr. Saundra Weddle was jointly appointed in the architecture program and the art and art history program.

The architecture program continues to seek opportunities to be engaged in the university's academic context by having core cross listed offerings, better publication of a minor in architecture, university approval for selected architecture courses to meet general education requirements and offering dual major opportunities beyond the current BArch/MBA, such as Art History, Graphic Design, Foreign Languages and Mathematics.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students’ diversity, distinctiveness, self-worth, and dignity are nurtured.

The study abroad program offered by Drury University allows students to become immersed in an unfamiliar culture. It gives students the opportunity to see people different from themselves and experience architecture and its response in different ways and through different means. Drury’s Volos program remains successful in introducing
students to multiple cultures while teaching traditional means of design in the European setting.

The GP21 core curriculum, specifically the Alpha seminar required during the first two semesters of enrollment, gives students new perspective while allowing growth as leaders and productive members of society. GP21 provides students with classes thought of as non-traditional to architecture. These courses enrich the architecture education by bringing new ideas and responses to issues architecture students experience.

The Hammons School of Architecture’s class representative program suggests student’s involvement in administration. Composed of leaders from all five years, this council represents those students with strong voices and knowledge of peer action and feeling toward all aspects of the school.

The American Institute of Architecture Students and Tau Sigma Delta give students opportunity to develop as leaders while providing opportunities for connections at the university level and national level. Students remain positive that the newly established Drury University chapter of the AIAS Freedom by Design™ program might supplement the design/build opportunity, giving students the chance to take action and leadership. Attendance to the annual FORUM conference of the AIAS is paid through the program, allowing students to make national connections and become stronger leaders while building their education. Encouragement to attend conferences such as this reflects Hammons School of Architecture’s desire to enrich students’ experiences and national opportunities.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

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The transition to internship and licensures is addressed in several aspects the curriculum. One of the strengths is the required 360-hour internship that occurs between the end of the second year and the beginning on the fifth year. Discussions with the students further reinforced the value of this experience. The students are also encouraged to enroll in the IDP processes during the internship. NCARB’s national IDP director also had recently visited the school to further inform the students on IDP and registration. The student must provide a copy of the IDP file prior to registering for ARCH 520 Exploration in Architectural Design.

The appreciation of the diverse and collaborative roles of an architect, along with the obligation to the client and the public are clearly delineated in several areas of the curriculum. Particularly ARCH316, Architectural Design IV, ARCH 519 along with the community studies studio all exposes the students to the many aspects of practice. The course content and practical experience cover the client role, ethics, professional judgment and collaborative skills are all covered in the content.
The high percentage of licensed faculty and the requirement for licensure for all tenured faculty further enhances the connection to the profession.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met Not Met
[ ] [ ]

This area is met, (see causes for concern) the concerns are related to “… 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. The team has concerns about how”… students learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise”

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met Not Met
[ ] [ ]

The program did demonstrate an understanding of social and environmental problems and an ability to address them with sound architecture and urban design solutions. The Hammons School of Architecture with its core general education curriculum demonstrates their commitment to the environment and social issues on all local and global scale. This is further demonstrated through the schools practice of using guest critics, lecture exhibit series, internship, foreign study program and individualized student advising. The program further supports its commitment to the understanding the social and environmental problems through its community-based studio. This community based
studio exposes the students to real life issues based primarily in small town rural Missouri.

Requiring the students to study abroad in international program for a semester long experience in an urban community of Volos, Greece or a five-week long summer opportunity offered in various parts of the world further strengthens the students exposure to social and environmental issues from global perspective.

The students regularly donate time to work on community-based projects such as Habitat for Humanity and other organizations throughout the school year.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

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The Hammons School of Architecture is making effective progress in achieving the NAAB perspectives and how it is fulfilling its mission by the integration of liberal arts and professional studies as a unique trait of Drury University. In 2005, the HSA faculty put in place a procedure establishing an assessment committee consisting of three faculty. The assessment strategy consisted of individual and departmental assessment procedures for the pre-professional and professional programs. The self assessment procedures consisted of course improvements, required portfolio reviews by external and faculty members, a yearly response to NAAB program concerns and recommendations, and annual application area presentations.

Also student course evaluations are conducted every semester. Course evaluations are carefully reviewed by the director and individual faculty as a means of self-assessment.

The director’s student advisory council meets monthly with the director. The council consists of an elected student representative from each design studio, the president of Tau Sigma Delta and the school’s elected AIAS chapter elected executive board.

An alumni association has begun to collect data on the assessment of the program’s graduates.

The Professional Advisory Council also meets twice each year to review the architecture program and provide additional perspectives on the effectiveness of the school’s efforts.

Assessment activities during the 2008/09 focused on the 2010 NAAB team visit.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

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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’s website. The correct language was shown to be included in the new catalog 2010/2011 but 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.

The team has marked this condition as 'Not Met'. The public information statement should be included in future catalogs and promotional materials.

4. 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 an educational environment in which each person is equitably able to learn, teach, and work. The school 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. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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Drury University is a school whose published materials, policies and practices support its commitment to social equity amongst its faculty, students and staff. Its Non-discrimination Statement appears on page 11 of the University’s 2009-10 Academic Catalog. The statement is very clear in its affirmation of “the equality and worth of all peoples”.

HSA actively recruits faculty who will diversify the cultural base of the architecture program. There continues to be a lack of racial diversity amongst the faculty, which is reflective of the local demographic. The program has successfully recruited and retained four full-time women faculty. There is evidence of a slowly evolving shift in the local demographic, insinuating that the University might, once again seek to diversify in its future faculty hires.

The HSA adheres to the University established policy and procedure guidelines for promotion, tenure and evaluation. These are printed in the Drury University Faculty Handbook, and universally available on-line.

Students are recruited through the University’s Office of Admissions. The admissions procedure is described in detail for both entering freshman and transfer students on pages 17-24 of the Drury University of the 2009-10 academic catalog. Admission to the pre-professional architecture program is open to all Drury students; however, admission to the professional program in architecture occurs between second and third year, is based on completion of the pre-professional program with a cumulative 2.75 GPA. This is described on page 80 of the 2009-10 academic catalog.

Students seem to meet regularly with the school director. The staff, on the other hand, indicated that their interactions with the faculty and administrator’s are generally on an “as needed” basis. The university has a human resources office, however, the staff indicated that they are significantly underpaid, have not had regular performance evaluations, but at the same time generally enjoy their work.
5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met [X] Not Met [ ]

Information included as ‘supplemental information’ in Drury University’s APR suggests the first studio culture policy to be written April 3, 2006 by a 5-member ad hoc team of faculty, a student and an alumna. This original language of the current studio culture policy remains untouched, though an additional paragraph has been added to the original three. The policy lays out much to do with emotional intelligence and interaction in the studio environment. Posted on Drury University’s website, placed in the Hammons School of Architecture Student Handbook, and discussed at the all school convocation in August of each year, the studio culture policy is readily available to all faculty, students and staff.

The atmosphere of the students about the studio culture is very positive. Students and faculty presented very few issues involving space, noise, or faculty/faculty, faculty/student, or student/student interaction. Any issues that might arise concerning the facility are shared with all members of the Hammons School of Architecture.

The APR of Drury University does much to allude to a very thorough studio culture policy in which all faculty, students and staff are protected within its language. The wording suggests each voice was considered in writing the studio culture policy, suggesting, also, a strong piece of work to look toward in questioning or challenging issues within the studio from all who partake in the studio culture experience.

Both the lack of upkeep on the current studio culture policy and the small number of student representatives in writing this policy has been acknowledged by the administration. The administration also acknowledges that students are unaware of the studio culture policy both in its existence and its content.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met [X] Not Met [ ]

The program demonstrates adequate human resources for a professional degree program in architecture. There are currently 13 full-time tenure track faculty members and 11 part-time faculty members. In the fall of 2009, there were 220 students identified as pre-professional and professional program architecture students. Over the next 3 years, the HSA administration has a commitment to hire additional faculty. The normal faculty load is one design studio and one classroom course to equal 15 – 18 contact hours per week per semester. Faculty – student
teacher ratios vary from 1:18 to 1:11. Faculty may also choose to teach an additional course and be provided overload payment compensation. Full-time faculty members also serve on a number of school committees, universities, and act as faculty academic advisors. They also maintain an average of 10 posted office hours per week.

There are a few faculty members who have a heavier than normal workload such as serving on 6-8 school and university committees. This is not an equitable practice; however, the normal teaching load does allow full-time faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development. Part-time faculty members are fully engaged and committed to the school. They are also in need of mentoring.

There is a full-time director of the school who is the chief administrative officer of the school and is responsible for planning, administering, budget administration, and assessing the educational experience. An associate director and a director of the center for community studies support him.

Staff positions include an administrative assistant, academic department secretary, woodshop supervisor, and computer system administrator. These staff positions are crucial to the success of the school of architecture; however, no job descriptions and evaluation process is in place.

7. Human Resource Development

_Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program._

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There is a clear policy in the APR outlining both individual and collective opportunities for faculty, student and staff professional growth. The architecture program recognizes that development is necessary for faculty, and staff to remain current in their respective fields and responsibilities.

Student development growth inside and outside the program is also evident. Following is a sample list of activities, scholarships, events, competitions, support services, and other off campus activities that satisfy this criterion.

**Student Enrichment Opportunities**

Scholarships available:
AIA St. Louis, Springfield Contractors Association, Pella Windows, Dan and Melinda Scott Traveling Scott Traveling Scholarship and AIA Springfield

AIAS Grassroots Annual Conference
Architecture Awareness Week
Architectural Competitions
Visiting Lecture And Critics Series
Academic Advising
Personal Advising
Personal Advising
Career Guidance
Internship Placement
Career Guidance
Foreign Study Abroad Program
Field Trips
Professional Societies & Membership (AIAS, Tau Sigma Delta & other university student organization)
Faculty Enrichment Opportunities
Faculty Professional Allowance
Sabbatical Leaves
Funding of travel for national paper presentations
Funding assistance to international conferences
Funding for out of state studio field trips
Funding for research leading to formal art/display opening
Funding for university training seminar/conference
Payment of professional membership dues

Staff Enrichment Opportunities
Tuition remission
Staff Allowance

There are also areas of improvement that are noted for faculty, and staff development such as developing a consistent evaluation system for faculty and staff, and a written faculty handbook that includes the sabbatical leave policy.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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The current building is universally accessible and does provide the physical resources appropriate to a professional architecture program. Each student has an adequately sized workstation and there are critic spaces of various sizes throughout. Additional educational spaces, classrooms, large lecture space, etc. exist within the current building. Each full-time faculty member has an individual office.

The HSA moved into its current 42,000 SF facility in 1990. Though the building is accommodating the program’s current needs, it has been repeatedly 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. Current computer and fabrication have added a significant electrical load to the building. It is presumed that an upgrade will soon be required. It is important to note that with the impending migration to the M. Arch the program anticipates more students, faculty, equipment etc., in order to accommodate this growth the current HSA building will require a significant expansion and infrastructure upgrades.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as
well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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Library collections include over 10,000 cataloged titles, with the Library of Congress NA and other related call numbers to serve the needs of the program. There are adequate visual resources as well. Access to the architectural collections is at the main campus library. The program library is a supplement to the campus collection. The rationale for this switch is that the library is a two block walk from the school. In addition to developing and managing collections, architectural librarians and visual resources professionals provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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HSA exists as a line budget entity within the university with additional support coming from other entities within the university (art faculty, general faculty, Olin Library, F.W. Olin Library Slide Library, Computer Services, university maintenance, etc.).

The school’s operating funds pay for faculty, administrators, staff salaries, maintenance and operations, travel funding and capital equipment.

The school does not have endowment fund separate from the university’s funds at this time.

11. Administrative Structure

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). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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North Central Association of Colleges and Secondary Schools accredit Drury University. It received a full-term of accreditation and will be up for re-accreditation in 2010. Various programs on campus, teacher education, business, architecture etc., maintain discipline-specific accreditations.
The Hammons School of Architecture is a professional program within one of Drury’s four divisions, Fine Arts. The university president and academic vice president, clearly respect architecture as a specialized body of professional knowledge that requires the leadership of a director. The president appoints the director and the director appoints the associate director. All other administrative staff are appointed by the director.

12. 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 with NAAB-accredited professional degree programs.

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The professional five-year Bachelor of Architecture program at Drury University totals 169 credit hours. Included in this count are 68 credits (4 semesters) of pre-professional architectural coursework. In support of Drury’s commitment to the liberal arts and to developing an international perspective, students are required to enroll in 64 credits of global perspective coursework. Of those 64 credits 18 credits have an architectural prefix and 46 of those credits hours are outside of architecture and considered general education.

The final 19 credits of the Bachelor of Architecture program are free electives. These electives provide the Drury student with the opportunity to complete a minor in another field.

13. Student Performance Criteria

The accredited degree program must ensure 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.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

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These skills where demonstrated and well met across the curriculum; particularly in the writing assignments in Alpha Seminar semester one and two and history of art and architecture during the first year, second year’s global studies sequence, the general studies courses of Global Awareness and Cultural Diversity and Values Inquiry. The foreign studies experience during the fourth year builds further upon these skills through journaling, Culture and Place one and two; fifth year studio Explorations in Architectural Design.
13.2 Critical 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 them against relevant criteria and standards

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The ability is demonstrated in courses GLST 101, 102, 201, 301 Arch 151, 253, 112, 213, 519 and 520 and evidenced by written persuasive essays, position statements, examination, work plans, written building analysis, thesis booklets and graphically designed studio projects.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

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This item is met. From first year through 5th year a variety of manual and digital skills are illustrated and are well evident. See causes of concern regarding graphics used in programming.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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Evidence is readily available as 13.4 is a primary objective in eleven courses of study in architecture courses alone; this skill can also be found in many global studies courses as secondary objectives, suggesting students are learning how to research on many differing levels. A high level of skill in source-finding, documentation and citing is present in all research and in all courses as stated.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

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This criteria is introduced in Arch 111/Art 111, evidenced with increasing complexity in student projects in the next two studios, Arch 112 and Arch 213.
13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

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Basic architectural principles are generally in evident in the student design work.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

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The collaborations skills are evident throughout the program. Both the Community Studies Studio along with ARCH 467 clearly demonstrates the required ability to understand and work collaboratively. This evidence was found both in the studio work and written documentation.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

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These skills were demonstrated and well met across the curriculum; particularly in the writing assignments in Alpha Seminar semester one and two and History of art and architecture during the first year, second year’s global studies sequence, the general studies courses of Global Awareness and Cultural Diversity and Values Inquiry. The foreign studies experience during the fourth year builds further upon these skills through journaling, Culture and Place one and two; fifth year studio Explorations in Architectural Design.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

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Understanding the non-western parallel and divergent canons and traditions of architecture and urban design is demonstrated in the courses GLST 101, 102, 151, 152, 201, Arc 426, 355 and evidenced by written persuasive essays, exams, Identification of images, and logbooks.
13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

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This criterion was met in both the studio work and lecture course work.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

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The use of relevant precedents is incorporated in ARCH213, 417 and demonstrates the necessary ability.

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

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Understanding of the theories and methods of inquiry is demonstrated in courses, GLST 201, Arch 214, and 467 and evidenced by written essays, exams, identification of images, and logbooks.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

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Understanding of the diverse issues that characterize different cultures and individual and the implications of this diversity is demonstrated in courses, Arch 214, 418, and 467 and evidenced by the design manuals, written essays and written charrette experience.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

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Accessibility is primary in only ARCH 214, though secondary in six other courses. Students understand codes and ADA as seen in project books of ARCH 214, though the ability to apply this knowledge into studio projects is inconsistent and incomplete.

### 13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

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The understanding of the principles of sustainability in making architecture and urban design decisions that conserve resources is demonstrated in courses Arch 233, 337, 335, 316, and 519 and evidenced by drawings, exams, HVAC calculations, exams, and case studies.

### 13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

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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.
13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

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This condition is met relative to the ‘schematic design’ of a project.

13.18 Structural Systems

Understanding of 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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Understanding structural systems behavior and applications is evident in several courses. The structure series and associated support courses clearly meet the requirements.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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The principles and applications of environmental systems are clearly demonstrated first in the Environmental Systems courses. Additional evidence of their application appears in the upper division studios, particularly in Arch 316.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

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The student work shows an understanding of life safety. Many of the studio projects include egress diagrams and life safety concepts.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

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A clear understanding of the principles and performance of the building envelope were found in Arch 233, 315, 316, 337, and 519. Each of the courses had a thorough and comprehensive integration of the envelope into the various projects and assignments.

### 13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

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In combination, Arch 335 and 337, demonstrate a comprehensive review of the overall topic and course sub-topic information. These are robustly supported by course assignments.

### 13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

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This condition is met by conceptual integration of structural systems, as well as building envelope, environmental, and some building service systems.

### 13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

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Understanding the fundamentals of building cost, life-cycle cost, and construction estimating is demonstrated in courses Arch 355, 337, 467, and 569 and evidenced by statements of probable cost, examination, and the facilities programming document.

### 13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

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Understanding the fundamentals of building cost, life-cycle cost, and construction estimating is demonstrated in courses Arch 355, 337, 467, and 569 and evidenced by statements of probable cost, examination, and the facilities programming document.
### 13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

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Students show high proficiency in technical drawing skill as evidenced in bathhouse projects completed in ARCH 315; ARCH 569 allows students to apply concepts of outline specification using previous or current studio projects.

### 13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

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Evidence exists that the client’s role in architecture is not only emphasized in lecture courses but also was directly dealt with by students in the Community Studies Studio.

### 13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

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As this was a cause of concern in the last report it was evident that substantial attention was paid to this requirement. The team found evidence throughout the work that this criterion was met across multiple courses.

### 13.29 Architect’s Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

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This criteria was met in ARCH 569 professional practice.

### 13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such
as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

This criteria was met in ARCH 569 professional practice

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

All evidence shows ARCH 461 and ARCH 569 fulfill this condition, however it is a concern that these courses – preparing students for the internship and professional aspects – are taken after the summer internship’s completion is required.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Understanding of the need for architect’s to provide leadership in the building codes and construction process, on issues of growth, development, and aesthetics in their communities is demonstrated in Arch 417 and 569 and evidenced by the design produced in the design-build studio, the center for community studies and the community studies studio.

13.33 Legal Responsibilities

Understanding of the architect’s responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

The various requirements of this criterion are evidenced in the Arch 569, Professional Practice and realized in many subsequent courses, particularly present in the Community Studies Studio.
13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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Some of the Community Studies offered such as Brookfield, MO and Joplin, MO offer the opportunity for exposure to ethical issues involved in the development of professional judgment, but no particulars are presented in the student work regarding ethical dilemmas or conflicts addressed and resolved.
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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 Drury University Architecture Program Report.

Drury University was founded by Congregationalists and is in covenant as a church-related university with the United Church of Christ and the Christian Church (Disciples of Christ). The university is proud of the heritage and traditions that result from these associations. As a church-related university, Drury has a chaplain, provides voluntary opportunities for worship and is committed to the development of the whole person, including spiritual and ethical development.

The original charter states that the university shall provide an academic experience that develops young men and women to be intellectually, socially and culturally productive citizens. That challenge remains the university's focus as it seeks to provide all students with a shared intellectual, social and moral educational experience, as best provided by liberal arts education.

The university has sought to integrate each of the 57 traditional pre-professional, professional and graduate programs of study with this common intellectual, social and moral educational experience. Integration of professional programs with the liberal arts curriculum is a tradition at Drury University and has resulted in the establishment of several high-quality, distinctive programs including The Breech School of Business, The School of Education, and The Hammons School of Architecture.

Drury University, with more than 70 majors and academic programs, enrolls more than 5,163 students. Approximately 1555 are enrolled in the day school, 3,040 are enrolled in the evening school and satellite programs, 400 in the Master of Education program and 52 are in the Master of Business Administration program. Of the traditional day school students approximately 220 are in the five years of the School of Architecture program, with 116 declared in the professional program.

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, recreation and social development. These include intercollegiate and intramural athletics, student government, choir, theatre, volunteer programs, Greek organizations, Christian ministries, 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 is a member of the Association of American Colleges and Universities, the American Council on Education, Associated New American Colleges, and the Council of Independent Colleges. Drury received a full 10-year term of accreditation in 2000. The next accreditation visit will occur in the fall of 2010.

Since the last NAAB visit the university has had significant leadership change at the upper administration level. In 2005, President John Moore retired after 22 years of service. A national search was conducted and Dr. John Sellars, formerly of Syracuse University, was selected as president. Dr. Sellars resigned in the spring of 2007 and Mr. Todd Parnell was named interim president. In January 2008 Mr. Parnell became the 16th president of Drury University.
Drury University is a non-profit education corporation chartered in the state of Missouri. The University is chartered by a Board of Trustees. For a list of members see www.drury.edu/boardoftrustees.

2. Institutional Mission

The following text is taken from the 2010 Drury University Architecture Program Report.

The Drury Community: Engaging Our Future 2007-2015
Adopted by the Drury University Faculty, Spring 2007

Heritage:

In 1873 the Springfield Association of Congregational Churches resolved to open an institution of higher learning in southwest Missouri, to assist in healing the horrid wounds of the civil war. Drury's founders envisioned a college that would bring the New England liberal arts tradition to a Midwestern setting, and viewed their students as future teachers of religion and morality, as well as classically educated citizens and leaders. The founders believed that the silent work of reconciliation, occurring as the children of Confederates and Unionists sat together in classes, would contribute to real union of all parts of the country. Academic rigor and liberal learning have always been cornerstones of a Drury education. Drury's initial requirements for admission and curriculum were modeled after the best eastern colleges.

Although Drury has grown in size and complexity, its nature and mission have remained unchanged for more than 135 years. Drury's classrooms have always been places where teachers and students engaged the great questions of the day. Religion and reason have co-existed from the beginning, as have the liberal arts and professional programs. Drury has maintained long-standing covenant relations with the Christian Church (Disciples of Christ) and the United Church of Christ. These faith communities have supported a progressive culture in which women and men have always been admitted and educated on an equal basis, diverse faith identities are respected, and intellectual inquiry is honored. These institutional commitments to inclusion, diversity and academic freedom continue to this day.

Mission:

Drury is an independent university, church-related, grounded 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.

Vision:

With abiding commitments to our heritage and with renewed commitments to the global community and innovative teaching and scholarship: Drury will be a premier university where the nation's finest teacher/scholars and professional staff educate students to become engaged, ethical, and compassionate citizens for servant leadership in communities characterized by change, complexity and global interdependence.

Strategic Goals
1. We will strengthen and sustain an entrepreneurial student-centered community characterized by exceptional faculty and staff committed to personalized education, the integration of liberal and professional learning and global engagement. We will be committed to:

   a. Engaging Student
      - secure scholarship funds and endowments to assure continued access to higher education for dedicated students
      - strengthen academic support programs for all students, including adult learners on satellite campuses and in online programs
      - promote undergraduate scholarly experiences to develop reflective students and practitioners in all academic disciplines
      - increase internship opportunities to promote integration of liberal and professional learning develop new graduate and undergraduate programs and sites that respond to the changing intellectual landscape, new educational markets and global demographics in an intellectually and fiscally viable manner (e.g., landscape architecture, behavioral neuroscience, Asian Studies, music therapy, studio art, sustainability studies)
      - develop curricular and co-curricular programs to address the changing needs of second-year students as they transition through their college careers
      - implement student intellectual biography/portfolio as framework for demonstrating intellectual growth during college career
      - enhance intramural and extra-curricular opportunities and facilities
      - identify and provide resources for student-led efforts to develop spaces and programming that will motivate students to stay and be part of the campus community at night and on weekends

   b. Engaging Faculty
      - recruit/retain the nation’s finest faculty teacher/scholars committed to personalized education and accessibility to students
      - develop equitable and competitive compensation structures with all faculty levels ranked in the top quartile of Masters I/II universities (adjusted for COL)
      - develop faculty load structures which allow excellence in all aspects of faculty work, including revision of formal faculty load to credit the full range of faculty responsibilities and support enhanced expectations for appropriate mission-driven scholarly productivity by 2012
      - create 3 year individual, departmental and institutional ‘growth plans’ in which each level informs and is informed by the others
      - enhance formative and summative faculty evaluation procedures to assure excellence in all aspects of faculty work
      - endow 10-20% of all faculty positions by 2015
      - develop and endow a dynamic Center for Faculty Excellence
      - create post-doctoral teaching positions for outstanding future faculty members
      - secure external and endowed funds to provide competitive scholarship support funds

   c. Engaging Staff
      - recruit/retain the nation’s finest outstanding professional staff committed to personalized education and accessibility to students
      - develop equitable and competitive compensation structures for all staff positions
      - create and implement professional development plans for all staff members
• nurture and sustain a culture of courtesy
• engage staff, faculty and administration beyond departmental boundaries
• enhance staff role in campus governance

d. Engaging Community
• enrich relationships between students, staff, faculty, administration, and alumni through increased involvement by faculty, staff, and administration in alumni affairs
• develop educational and community service programs that inform and are informed by our institutional commitment to the Ozark region
• strengthen intercollegiate and intramural athletics programs enhance leadership opportunities through the Greek system and its integration into campus life
• contribute to regional economic and environmental vitality through programs of the Edward Jones Center, Center for Sustainable Environments and appropriate community outreach courses.

e. Engaging (the) World
• require study away experiences for all traditional undergraduate students and provide external and endowed funding for scholarships to support this initiative
• increase international travel/study opportunities for staff and faculty
• develop wider diversity in curricular offerings to more accurately reflect global diversity, particularly in languages and world cultures
• design and implement ‘global pathways’ through GP21 to focus and enrich student global learning opportunities
• craft appropriate strategic partnerships with universities, governments and businesses around the world to increase student/faculty exchange, internship opportunities and new programming options
• develop and implement a campus-wide plan for sustainability in all campus operations
• increase utilization of new information technologies to enhance global learning

f. Engaging Lives
• develop flexible working structures that facilitate healthy relationship between professional and personal lives
• reinforce Drury's spiritual traditions and seek to understand the diverse spiritual needs of all members of the Drury community
• assure we are meeting needs for professional student counseling
• develop programs to promote life-long learning skills and opportunities
• increase staffing in Counseling Center
• provide credit and non-credit personal development classes for members of the community
• revitalize alumni mentoring program to bridge generational divides
• expand mentoring opportunities for students
• reinforce vitality of shared campus governance

2. To support our community, we will attain financial strength through prudent fiscal stewardship, enrollment and program growth, appropriate tuition and extramural funding strategies and broadened support from Trustees, alumni and patrons. We will:

a. achieve 9,000 annual credit hours in graduate programming by 2011
b. achieve 60,000 credit hours in CGCS undergraduate programming by 2011
c. achieve Drury College enrollments of 1800 students by 2015 while maintaining a student:faculty ratio of 13:1  
d. complete a successful $100 million comprehensive fundraising that will launch by 2010  
e. increase gift income to exceed $12 million per year by 2012  
f. grow the endowment to $150 million by 2015  
g. realize a return on the endowment that is in the top quartile of peer colleges and universities  
h. realize a net tuition rate that is consistent with a top 10 Midwest private comprehensive university  
i. develop new sustainable revenue generating possibilities consistent with Drury’s mission and standards  
j. operate with a balanced operating budget, including the appropriate funding of depreciation or deferred maintenance expand recruiting efforts into high population growth areas, including NW Arkansas  
k. establish relationships and articulation agreements with community colleges to assure wider access for transfer students consistent with Drury’s liberal arts core  

3. To house our community, we will build a sustainable physical and technological environment that promotes teaching/learning, scholarship, and citizenship that assure quality, productivity, safety and efficiency. We will:

a. meet or exceed guidelines of the Campus Climate Commitment in all campus buildings and operations  
b. construct a new Student Center to promote student life, programming, and wellness  
c. improve and expand student residential facilities  
d. construct a new performing arts center  
e. provide facilities for GP21 programs and faculty commensurate with its centrality to the Drury intellectual experience  
f. renovate the front area of the Olin Library to an `information commons’ in which students could interact, engage in programming, and visit with faculty, staff, and students  
g. construct a campus events center and student fitness facility  
h. renovate or construct new Breech School of Business Administration  
i. provide facilities for the Edward Jones Center for Entrepreneurship and Innovation  
j. equip all campus learning spaces with appropriate learning technologies  
k. assure safety and security at all campus sites  

4. To communicate the value of our community, we will elevate regional and national recognition of Drury University’s students, faculty, staff, alumni and programs. We will:

a. organize all institutional activities to reflect a fundamental commitment to value added assessment of students’ real intellectual and personal growth during their Drury careers  
b. be rated in the top quartile nationally on each dimension of the National Survey of Student Engagement by 2012  
c. implement an assertive strategic communication and marketing plan that coordinates activities across campus  
d. leverage consortial relationships (e.g., ANAC, AACU) to take leadership roles in the national higher education community  

5. To enrich our community, we will nurture an environment of inclusion for all persons to build a more culturally and ethnically diverse campus. We will:
a. create a President's Council on Diversity to build on the recommendations of the 2001 Diversity Task Force, identify assertive and achievable goals for campus diversity by 2008 and monitor progress
b. secure external and endowed funds to support institutional commitment to diversity
c. increase the recruitment, and retention of domestic minority students, focusing especially on changing demographics of southwest Missouri and northwest Arkansas
d. increase the percentage of students coming from nations outside the US
e. build a community in which the faculty, staff and administration reflect this increasing diversity
f. create and sustain appropriate support structures for minority students, faculty and staff to assure long-term success
g. develop meaningful quantitative and qualitative measures of progress toward diversity as a means of increasing dialogue within the Drury community about diversity
h. work to improve the educational success and lives of minority students in our local communities
i. establish productive relationships with educational, community and religious organizations central to the minority communities in our region
j. strengthen our K-16 programs and partnerships (e.g., Comer) that lay the foundation for student success at all levels of the educational system
k. develop career pathways to assure increased representation of women and minority in formal and informal campus leadership positions
l. build and sustain structures of campus governance that promote critical self-reflection and respect for human dignity

3. Program History

The following text is taken from the 2010 Drury University Architecture Program Report.

The architecture program at Drury University traces its beginning to a series of architecture electives which were first offered in the Department of Art in the late 1970's. The popularity and number of these architecture courses increased throughout the late 70's and early 80's, resulting in a 4-year Bachelor of Arts degree offered by the department of art. A number of local architects were invited to assist the university in the development of these courses. This Architecture Curriculum Advisory Committee provided excellent guidance during the school's formative years. Upon the advice of this committee, the university began to explore the possibility of 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 among the university faculty. These discussions culminated in May 1984 with the ratification of the five-year Bachelor of Architecture professional degree by the faculty and Board of Trustees.

Since its inception in the late 1970's, the Professional Advisory Council has played a vital part in the evolution of the architecture program at Drury University. Through the ongoing dedication of these professionals and other interested citizens, the program has been enriched and broadened.

In addition to the guidance received from the Professional Advisory Council, the program has received advice from a number of nationally-recognized architectural educators. In 1982, Cecil Steward, FAIA and Dean of the College of Architecture at the University of
Nebraska-Lincoln, was hired by the university to assist in the development of a plan for the creation of the five-year professional program. As part of Dean Steward's recommendations, the university scheduled a NAAB Advisory Visitation in the spring of 1984. The team was comprised of David Woodcock, AIA then Head of the Department of Architecture at Texas A&M University, and John Maudlin-Jeronimo, AIA, Executive Director, NAAB. Both the consultant and the advisory team indicated that the university needed to make a greater commitment to the program staff, facilities, funding and scholarship. After extensive reflection and debate, the university committed itself to the establishment of a professional architecture program at a level commensurate with the quality and distinction of the existing programs within the university.

In response to this commitment, the university hired Jay G. Garrott as the new architecture program director in August 1984 and charged him with the task of shepherding the program to full NAAB accreditation. Upon arriving, Garrott organized a five-member national consultant group to help the university plan for the development of the Bachelor of Architecture program. The group was comprised of:

- Cecil Steward, FAIA, Dean of the College of Architecture, University of Nebraska-Lincoln;
- David Woodcock, AIA, Head, Department of Architecture, Texas A&M University;
- Omer Akin, Ph.D., AIA, Head, Department of Architecture, Carnegie-Mellon University;
- Peter G. Burgess, AIA, University of Florida;
- James B. Griffin, Ph.D., AIA, Louisiana State University

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 initial Professional Advisory Council and has been modified over the years. It now includes the local professionals and interested citizens and individuals of national stature who are interested in supporting the program. A current list of members of the Professional Advisory Council is available upon request.

In October of 1985, the university secured the endorsement from John Q. Hammons, a local developer and member of the Drury University Board of Trustees, to assist in the development of the university's architecture endowment. To date, Mr. Hammons has 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 a sixyearterm in 2004.

In 1994, Jay Garrott, after ten years, stepped down as Director of the school. After a national search, Janet White, FAIA, was hired. She resigned after 3 years in the spring of 1997. Bruce E. Moore, AIA, served as interim director for the 1997-2000 academic years while a prolonged extensive search occurred. In the late fall of 1999, Michael J. Buono, AIA, Professor and Associate Dean at the University of Arkansas was hired and assumed his current position as Director in June of 2000. Under Director Buono's leadership the Bachelor of Architecture curriculum was assessed and modified significantly throughout all five years with major emphasis in the studio sequence.
In the fall of 2008 the faculty of the Hammons School of Architecture developed a curriculum for a new five year plus summer Master of Architecture first professional degree to replace the current Bachelor of Architecture degree. The degree program was approved by the university in the spring of 2009 and the National Architectural Accrediting Board in the summer of 2009. Approval of the nomenclature change is effective January 1, 2009 and any Master of Architecture degree awarded after this date is accredited.

4. Program Mission

The following text is taken from the 2010 Drury University Architecture Program Report.

Introduction:

The Hammons School of Architecture mission statement was developed and approved in the spring of 2001. It was revised in October 2001, and endorsed by the Vice President of Academic Affairs in December 2001. In the spring of 2008 the mission was reaffirmed by the faculty of the Hammons School of Architecture. The program's self assessment takes into account the mission statement as re-affirmed.

Me Vision:

The Hammons School of Architecture, in support of the vision and mission of Drury University, will be a model of excellence and innovation in architectural education, integrating sound professional preparation with a progressive and globally-oriented liberal-arts curriculum.

Me Mission;

The mission of the Hammons School of Architecture is to realize and instill its vision in its students, faculty, the profession and the community. Accordingly, the Hammons School of Architecture program and its administrators will:

provide an environment and educational experience in which students reflect a diversity of academic and professional interests, points of view and demographic characteristics; learn to thrive in a global and diverse community; develop an ability to integrate theoretical and practical knowledge; prepare to become leaders in the profession and the community; learn to think critically, act creatively and communicate well; learn to work with others in a cooperative and collegial manner; experience the personal attention of their faculty through instruction, mentoring and advising; gain an interdisciplinary perspective; and remain engaged in the life of the school as alumni.

provide an environment and educational experience in which faculty reflect a diversity of professional interests, points of view and demographic characteristics; become excellent teachers in both professional and liberal arts courses; collectively excel in scholarship, service, creative activity and practice; and support and mentor one another.

provide an environment and educational experience that contributes to the profession
by educating and sensitizing students to the discipline and profession of architecture; by offering enrichment activities such as continuing education, travel, conferences and lectures; and by fostering responsible innovation.

**be a voice and partner on its campus and in the broader community**
by exploring, promoting and supporting responsible community development and quality design of the landscape and built environment; by providing community-based learning experiences; and by instructively engaging the community in the application of liberal education through the professional and academic activities of the school's students, faculty and alumni.

5. **Program Self Assessment**

*The following text is taken from the 2010 Drury University Architecture Program Report.*

Self-assessment of the architecture curriculum is an on-going process. Significant attention to strengths and challenges were discussed in the development of the Master of Architecture first professional degree curriculum. In addition the university requires an annual curricular and departmental assessment report that provides opportunity for ongoing review of our methods, goals and progress.

The below Mission and Measures statements were prepared in concert with the development of the HSA program Vision and Mission. The faculty use the various measures as an outline to assess the program. An attempt has been made for each identified area to address the strengths, challenges, and possible strategies for addressing the challenges. The final section entitled "Plans to Address Challenges" is a summary of the challenges identified to be addressed over the next five years.

**Mission and Measures**
The mission of the Hammons School of Architecture is to realize and instill its vision in its students, faculty, the profession and the community. Accordingly, the Hammons School of Architecture program and its administrators will:

A. **provide an environment and educational experience in which students**
   
   1. **comprise a diverse community**, as demonstrated by
      
      a. variety of academic and professional interests.
      
      b. variety of points of view.
      
      c. demographic characteristics.

**Strengths**
- international students have provided diversity in variety of points of view
- national rankings in US News and World Report for Midwest Schools attracts students from other regions

**Challenges**
- presence of minority cultures is minima/
- challenge is exacerbated by the region and city in which Drury University is located
- absence of diversity in the region and the campus has a negative effect on recruitment of minority students

**Strategies**
- a university wide diversity initiative is in place
- increase efforts to recruit minority students as well as students from outside the region - support the continuing involvement of international students in our program
2. **Learn to thrive in a global and diverse community**, as demonstrated by:
   a. the use of new technologies such as the Internet, email and teleconferencing.
   b. making programmatically-oriented visits to local settings and foreign lands.
   c. supporting an aggressive and selective student/faculty exchange program.
   d. the outcome of the program’s curriculum.
   e. being able to communicate using more than one language.

*Strengths*
- the university’s Global Studies curriculum benefits all of our students
- all HSA students are required to complete an internationally based travel-study program
- the university’s Volos Center provides a base for semester-long international study; roughly two-thirds of all architecture major take part in this program
- all students at the university are required to take two semesters of a foreign language
- our Spring Break Internship program allows students to work in offices outside our region
- our lecture series exposes students to diverse points of view, often from outside our region

*Challenges*
- the increasing student expenses of foreign study programs create financial hardships for many of our students

*Strategies*
- increase sources of funding and financial aid for international study programs
- increase diversity of international study options
- increase funding or the HSA lecture series, to ensure participation from more diverse national and international regions

3. **Develop an ability to integrate theoretical and practical knowledge**, as demonstrated by:
   a. design-build experience.
   b. involvement in community-based learning experiences.
   c. linking the program’s studio experience to its internships.
   d. the end product of the students’ terminal studio.

*Strengths*
- HSA’s tradition and its curriculum emphasize balance and integration of liberal-arts and professional education
- required community studies studio emphasizes practical applications of theoretical knowledge
- design-build opportunities emphasize practical applications of theoretical knowledge
- internship opportunities provide students with practice-based learning environments

*Challenges*
- our traditional emphasis on balancing liberal-arts and professional education risks limiting our ability to stay up-to-date regarding technological transformations
- the relatively small size of our university and the current economic climate severely limit funding for materials research, facilities, prototyping studies, etc...
- limited opportunities from meaningful internship experiences due to the poor economy pose challenges to the effectiveness of the internship requirement

*Strategies*
- Work to expand and retain faculty with interests/abilities in integrative teaching
– increase collaboration with local practices and with industry

4. **prepare to become leaders in the profession and the community**, as demonstrated by
   a. role-modeling their faculty’s efforts in these areas.
   b. taking the role of leader and follower in on- or off-campus organizations.
   c. involvement in community-based learning experiences.
   d. developing ancillary skills (public speaking, management and organization, leadership, etc.).
   e. stimulating student performance in the above areas through the awarding of certificates and other honors.

**Strengths**
- required community studios provide opportunities for student leadership
- AIAS and other student organizations provide opportunities for student leadership
  – faculty and administration support the efforts of student leaders with financial support for attending regional and national events and award recognition

**Challenges**
- the increasing complexity and demands of professional education limit students’ abilities to take on leadership roles in student and community activities

**Strategies**
- work to increase financial support for student organizations
- work with student organizations to ensure broad involvement, especially from upper-level students

5. **learn to think critically, act creatively and communicate well**, as demonstrated by
   a. preparing and making oral, written and computer-based presentations.
   b. involvement in extra-curricular discussion groups.
   c. stimulating student performance in these areas through the awarding of certificates and other honors.

**Strengths**
- HSA’s traditional emphasis on balance and integration of liberal-arts and professional education allows a synthesis of professional tasks
  – centrality and integrative nature of HSA’s studios provide points of synthesis

**Challenges**
- increasing complexity and demands of professional technical education make synthesis of thinking, creativity, and communication difficult

**Strategies**
- implementation of MArch curriculum emphasizes thesis project as opportunity for synthesis

6. **learn to work with others in a cooperative and collegial manner**, as demonstrated by
   a. working on a common project in a supervised group setting.
   b. the result of working in interdisciplinary group settings.
   c. experiencing collaborative exercises in the program’s curriculum.

**Strengths**
- relatively small size of institution and program increases opportunities for connections between students
- NSA has a strong tradition of collaborative group work, exemplified in the community studio team projects
- active student organizations increase collaborative spirit of student body

Challenges
- persistence of the view of the creative process as individual and competitive may hinder the team workability

Strategies
- continue to develop and support opportunities for collaboration between students

7. experience the personal attention of their faculty through instruction, mentoring and advising, as demonstrated by
   a. the faculty to student ratio.
   b. having at least one professional experience with each faculty member in the Program.
   c. the result of effective academic and career advisement and mentoring efforts.
   d. the number of students enrolled in each course.

Strengths
- relatively small size of faculty, student enrollment, and curricular organization allow early interaction between students and faculty
- faculty choices are located adjacent to design studios and faculty are generally available for discussions with students through office hours and through less formal interaction

Challenges
- institution pressures to increase class sizes risk diminishing opportunities for interaction with faculty
- reduced number of fulltime faculty lines creates over-reliance on adjuncts, especially in beginning design studios

Strategies
- work to increase number of faculty in order to decrease reliance on adjuncts and maintain relatively low student/faculty ratios

8. gain an interdisciplinary perspective, as demonstrated by
   a. completion of the program's degree requirements.
   b. social connectedness.
   c. encouraging and guiding students to further expand their horizons with the use of general elective credit hours.

Strengths
- institutional emphasis on balancing liberal arts and professional education supports interdisciplinary exchange between faculty and students of various disciplines
- relatively small institutional size allows ease of interdisciplinary exchange
- strong/institutional and departmental tradition of dual majors and/or minors
- university's introduction of living/earning communities increases collaboration between students of various disciplines

Challenges
- increasing complexity and demands of professional education make interdisciplinary work more difficult to pursue

Strategies
Implementation of MArch curriculum will emphasize the value of interdisciplinary work for the identification of professional/personal interests and thesis project development. Work to maintain and increase level of faculty/institution/support for integrative and interdisciplinary education.

9. remain engaged in the life of the School as alumni, as demonstrated by their involvement in:
   a. the curriculum.
   b. the mentoring process.
   c. job placement and internships for students.
   d. charitable giving.
   e. in school-related professional service and other school activities.

Strengths
- strong tradition of collaboration between local AIA chapter and HSA
- school gives annual alumni design award
- HSA has a strong tradition of alumni involvement in design reviews
- the traditions the annual crawfish boil (bugboil) and BeauxArts Ball engages the alumni to interact with current students and faculty

Challenges
- HSA has a relatively small alumni population
- HSA has a limited tradition of alumni tracking and engagement

Strategies
- improve the efficiency of and the maintaining of the alumni database
- work to increase involvement of alumni/"/T governance (Professional Advisory Council) and student organizations

B. provide an environment and educational experience in which faculty
1. comprise a diverse community, as demonstrated by
   a. variety of academic and professional interests.
   b. variety of points of view.
   c. demographic characteristics.

Strengths
- Improved record of tenure and promotion since last NAAS visit
- various interests in pedagogy and research/scholarship
- different educational backgrounds and professional experience
- four full-time and adjunct women faculty provide role models for female students
- faculty members have lived, worked, and travelled internationally

Challenges
- attracting additional faculty with ethnic diversity

Strategies
- make every effort to attract a diverse pool of faculty applicants and increase inclusiveness within the faculty.

2. become excellent teachers in both professional and liberal arts courses, as demonstrated by
   a. teaching evaluations by administrators and students.
   b. class size - where lower class sizes are more conducive to effective instruction.
c. the quality of the classroom environment - space, heating, comfort, etc.
d. the faculty member’s work load.
e. by offering teaching enhancement programs and services for the faculty.
f. integration of a liberal arts perspective into the architecture courses they teach.
g. integration of an architectural perspective into the liberal arts courses they teach.

Strengths
- faculty introduce liberal arts aspects as means of introducing diversity into projects at different levels - annual review by administrators and semester student evaluations of courses
- the new faculty orientation
- seminars on professional topics such as BIM, ARE, and LEED provide learning opportunities for faculty
- the low student to faculty ratio provides an environment for faculty to identify the needs of the individual student - architectural faculty teach global awareness, global futures and guest lecture in other disciplines

Challenges
- the introduction of methods and resources of other disciplines could be utilized to inform design process and pedagogy
- HSA classroom environments have environmental control problems and require additional information technology updates
- university needs to establish a center for faculty development with the responsibility of developing teaching enhancement programs

Strategies
- develop strategies to introduce methods and resources of other disciplines into the design studio process - increase funding for faculty development

3. **collectively excel in scholarship, service, creative activity and practice**, as demonstrated by
   a. opportunities for growth and program and professional development.
   b. scholarship as demonstrated by publications, presentations, grant writing and awards and honors.
   c. service as demonstrated by service to the School, University, Profession and Community.
   d. creative activity as demonstrated by exhibits, publications, presentations and awards and honors.
   e. substantive practice as demonstrated by affiliation, level of activity and related awards and honors.

Strengths
- seven full-time faculty are LEED certified
- faculty participation in university governance on standing and ad hoc committees - faculty participation on local, city, and state boards and committees
- faculty member serving on JAE board
- extensive coverage of faculty accomplishments in local, regional and national publications
- university distinguished service award for Traci Sooter
- university distinguished service scholarship award for Panos Leventis

Challenges
- since the last NAAB visit financial resources for operations and maintenance have been reduced
- due to the reduction of resources the funding available for professional development activities have remained flat

Strategies
- negotiations with the university are needed to increase funding for professional development activities

4. support and mentor one another, as demonstrated by
   a. participation in new faculty orientation at the university level.
   b. participation in new faculty orientation at the School level.
   c. annual administrative review and guidance.
   d. informal mentoring.
   e. formal mentoring.
   f. collaborative efforts among the faculty.

Strengths
- all new faculty participate in faculty orientation at the university level - annual review by director provides guidance and direction - dedicated faculty and staff
- strong collegially among faculty
- informal mentoring among faculty colleagues
- collaborative efforts in scholarship and design competitions
- improved record of tenure and promotion since last NAAB visit

Challenges
- new full time faculty and adjunct faculty do not necessarily understand course objectives

Strategies
- create an ad hoc committee to investigate development of a formal mentoring program at the school level
- provide course outlines for new faculty with course objectives

C. provide an environment and educational experience that contributes to the profession by
1. educating and sensitizing students to the discipline and profession of architecture, as demonstrated by
   a. the nature and content of its curriculum.
   b. the nature and content of its internship.
   c. interaction with the professional community.
   d. library holdings.
   e. alumni output.
   f. its relationship and integration through community-based learning experiences.

Strengths
- mandatory internship requirement (MP option)
- voluntary competitive spring break internship
- lecture series
- growing library collection with high student utilization
- A/AS invited to the A/A meetings
- Relationship with A/A Springfield chapter and Young Architects Forum (YAF)
- HSA supported paid membership for licensed individuals with required volunteerism for benefit - consultant roles for professionals in studio and community studio
- web alum showcase

Challenges
lecture series could be more informed by this area
- HSA (alumni organization) is not very interactive with our students - weak submission response to the annual alumni award program

Strategies
- continue to work to increase involvement of professionals in the activities of the school of architecture

2. offering enrichment activities such as continuing education,, travel, conferences and lectures, as demonstrated by
   a. the number of such offerings.
   b. the number of participants in the offerings.

Strengths
- ongoing lecture series
- Librarium prize for outstanding project in the professional program was initiated in spring 2004 - ongoing faculty development funding

Challenges
- real budget difficulties for support (same dollar amount for lectures and development for years)
- need for down payment support enrichment activities
- alumni interaction and support
- more exhibitions needed (alum included)

Strategies
- develop and implement strategies to increase and raise resources to support the lecture series and programs involving the profession

3. fostering responsible innovation, as demonstrated by
   a. the nature and content of its curriculum.
   b. the nature and content of its internship.
   c. interaction with the professional community.
   d. library holdings.
   e. alumni performance.
   f. its relationship and integration through community-based learning experiences.

Strengths
- GP21 provides a broader view of professional opportunity/definition - thesis fosters innovation
- structures and environmental systems classes as research
- use of adjuncts and visitors
- alumni serves as co-juror for Librarium prize and presents school wide lecture - alumni enter the profession with practical and sound technical competency - architecture in convocation series
- LEED and ARE preparation guides are available in the library and resource room

Challenges
- the exploration of new and innovative pedagogy and process in the community studio
- maintain the balance in graduates between technical competency and design innovation
- the exploration of new and innovative use of computer applications

Strategies
- program and encourage involvement of the profession in center for community studies projects

D. be a voice and partner on its campus and in the larger community by
1. **exploring, promoting and supporting responsible community development and quality design in the landscape and built environment**, as demonstrated by
   a. community outreach programs.
   b. community-based learning experiences (see below).

**Strengths**

- the Center for Community Studies projects design build projects and projects undertaken in the Drury Vo/os program support responsible community development and provide community-based learning experiences

**Challenges**
- additional resources are required for CCS projects and design/build opportunities

**Strategies**
- promote services of CCS through the media with intention to increase community project opportunities and funding -partner with local industry to help with needed funding for design/build efforts

2. **providing community-based learning experiences**, as demonstrated by
   a. the presence of and support for these experiences.
   b. integration of these experiences with design studios and other classes.

**Strengths**
- Center for Community Studies projects and design build projects at times have involved greater Drury campus participants and make connections to other classes on campus

**Challenges**
- encourage broader integration of academic disciplines in community based learning experiences

**Strategies**
- promote the successes of previous community-based learning experiences to develop the interest of the Drury community and encourage their participation in future endeavors

3. **instructively engaging the community in the application of liberal education through the professional and academic activities of the School's students, faculty and alumni**, as demonstrated by
   a. professional and academic activities of students.
   b. professional and academic activities of faculty.
   c. professional and academic activities of alumni.

**Strengths**
- design build efforts such as the three Extreme Home Makeover projects and the construction of the LEED Platinum Habitat for Humanity house that Drury University participated in have engaged students, faculty and alumni along with members of the Drury community.
- alumni make contributions to the community through a variety of engagement activities, i.e. sponsoring recycling container design competition, voluntary assistance with community studies studios, and serving on city and county committees

**Plans to Address Challenges**
- Develop a program of recruitment, in conjunction with admissions, to increase enrollment particularly in minorities.
- As the economy improves we will develop a plan in concert with the office of academic affairs and university advancement to raise and increase discretionary and enrichment funds for the school of architecture. These funds will also assist in supporting the Center for Community Studies, design/build initiatives, increase funding for faculty development and provide scholarship opportunities for students studying abroad.
- Promote the successes of community based learning experiences in CCS and design build efforts through use of the media services to engage the Drury community participation in future endeavors and encourage funding from local industry.
- Develop and implement a program, with ALAS, to insure broad involvement and to raise support funding
- Develop and facilitate a plan to showcase professional opportunities with an architectural degree and to highlight success stories of graduates.
- Improve the efficiency of and the maintaining of the alumni database.
- Work to increase involvement of alumni and professionals in community studies projects, the governance (Professional Advisory Council) of the school, and with student organizations.
- Designated architecture and art faculty have begun a dialogue to improve the quality of ARCH 111/ARTZ 111 course and return it to its previous quality as highlighted in the 2004 NAAB visiting team report.
- With the addition of a new Structures faculty member, hired fall 2009, structural topical studies will move more towards the qualitative side and have closer connections with the student's design studio projects
- Create an ad hoc committee to investigate development of a formal mentoring program at the school level.
- The faculty is making a concerted effort to incorporate sustainable issues within the curriculum at all levels of design studio and appropriate support courses.
- Investigate strategies to introduce methods and resources of other disciplines into the design studio process.
- The establishment and approval of the five year plus summer MArch first professional degree program will address a significant number of identified challenges above. The new masters degree proposal:
  1. Shifts the study abroad semester and community design studio to spring of third year and fall of fourth year. All fourth year students then come together in the spring of fourth year for studio prior to the fifth year experience.
  2. Enables the program to hire more full time faculty with areas of specialization. Once additional faculty are hired consistent studio coordinators will be re-established. Encourage faculty to teach GP 21 courses.
  3. Enables the program to reduce reliance on adjunct faculty to cover coursework.
  4. Allow HSA to institute a design studio fee for each semester. This fee will provide financial resources to hire the additional faculty, support annual field trips for each year level, cover student printing and laser cutter expenses, and increase the lecture series budget.
  5. Establish a new professional communications class that will address detailing and construction documentation.
  6. Creates opportunities for more professional architectural electives.
  7. Formalizes a thesis requirement that demonstrates a level of research/understanding/depth that comes through personal investment in the chosen subject matter.
- Drury University Chief Information Officer (CIO) is currently working to improve the quality of the telephone and computer networking system.
- The administration of the Hammons School of Architecture will continue to work with Drury administration to seek solutions to the myriad of problems with the HSA facility (leaking roofs, poor lighting, heating, cooling, and studio furniture).
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Appendix B: The Visiting Team

Team Chair, Representing the NCARB
Mark Saccoccio, NCARB, AIA
Saccoccio & Associates Architects
1085 Park Avenue
Cranston, RI 02910-3144
(401) 942-7970
(401) 942-7975 fax
mark@sa-architects.com

Observer
Marcia A. Alscher
105 Winding Way
Covington, KY 41011
malscher@fuse.net

 Representing the ACSA
Geraldine Forbes Isais, AIA, Director
School of Architecture and Planning
University of New Mexico
2414 Central Avenue, SE
Albuquerque, NM 87131
(505) 277-2053
(505) 277-0076
gforbes@unm.edu

Representing the AIAS
Matthew Friesz
120 8th Street
Apt. 109
Fargo, ND 58102
(701) 391-4964
matthew.friesz.2@ndsu.edu

Representing the AIA
James Logan Abell, FAIA, LA, NCARB
Abell & Associates Architects, Ltd.
Two West Alameda Drive, Suite No. 1
Tempe, AZ 85282-3565
(480) 642-1665
(480) 968-8076 fax
design@jamesabell.com

Observer
Curtis J. Sartor, Ph.D., NOMA, Assoc., AIA
Dean and Professor
Judson University
1151 North State Street
Elgin, IL 60123-1498
(847) 628-1017
(847) 695-3353 fax
csartor@judsonu.edu
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Appendix C: The Visit Agenda

Saturday, March 6  Team members arrival (will be met at the airport)  Double Tree Inn

4:30  Team meeting -Chair’s room  2431 North Glenstone  
     Dinner  (417) 831-3131

6:00 p.m. – 8:00 p.m.  Welcome by Michael J. Buono and 1935 S Campbell  
                       Bruce E. Moore  (417) 891-5100

8:00 p.m.  Team meeting/orientation  Meeting Suite or HSA Auditorium (Team Room)

Sunday, March 7

7:30 a.m. - 8:30 a.m.  Breakfast (Team only)  Double Tree Inn

8:30 a.m. - 9:30 a.m.  Team Assignments

10:00 a.m. - 11:00 a.m. Tour of architecture building
                       Michael Buono  HSA Director
                       Stanley Rone  Woodshop Supervisor
                       Jeff Hoener  Computer Support Specialist

11:00 a.m. - 12:00 a.m. Overview of Team Room
                       Overview of Curriculum
                       Team Room
                       Team Room faculty:
                       Michael Buono  HSA Director and Professor
                       Bruce Moore  HSA Associate Director and Professor
                       Nancy Chikaraishi  Associate Professor of Architecture
                       Marshall Arne  Associate Professor of Architecture
                       David Beach  Assistant Professor of Architecture
                       Jay Garrott  Professor of Architecture and
                       Director of the Center of Community Studies
                       Traci Sooter  Associate Professor of Architecture

12:00 p.m. - 1:00 p.m.  Catered team lunch  HSA Conference room
                        Michael Buono and others

1:00 p.m. - 4:00 p.m.  Begin review of exhibits  Team Room

4:00 p.m. - 5:30 p.m.  Entrance meeting with faculty  HSA Conference Room

6:00 p.m. - 8:00 p.m.  Team only dinner with faculty  Farmers Gastropub
                        Michael Buono and HSA Faculty
                        Wilhoit Plaza, 431 S Jefferson, Ste 160  (417) 864-6994

Monday, March 8

7:30 a.m.-8:30 a.m.  Breakfast  Double Tree Inn
                       Michael Buono

9:00 a.m.-10:00 a.m.  Meeting  President’s Office

                       Todd Parnell  President of the University
                       Charles A. Taylor  Vice President of Academic Affairs and
                       Dean of the College & Professor of Communication

10:00 a.m.-11:30 a.m.  Review of student work  Team Room
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:30 a.m.-12:00 p.m.</td>
<td>Meeting with HSA Staff</td>
<td>HSA Conference Room</td>
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<tr>
<td>12:00 p.m.-1:30 p.m.</td>
<td>Lunch</td>
<td>Findlay Student Center (FSC)</td>
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<td>HSA Student Representatives</td>
<td>President’s Dining Room</td>
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<td>1:30 p.m. – 2:00 p.m.</td>
<td>Detailed tour of the library</td>
<td>FW Olin Library and slide library</td>
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<td>Jacqueline Tygart  Associate Librarian, Art &amp; Architecture Visual Resources Curator</td>
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<td>Phyllis Holzenberg  Interim Director of the Olin Library</td>
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<tr>
<td>2:15 p.m.-3:45 p.m.</td>
<td>Team meeting/Tour studios</td>
<td>Team Room/HSA Studios</td>
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<td>4:00 p.m.-5:30 p.m.</td>
<td>Meeting with architecture students</td>
<td>Reed Auditorium</td>
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<td>6:00 p.m.-8:00 p.m.</td>
<td>Reception</td>
<td>Pool Art Center Gallery</td>
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<td>HSA Professional Advisory Council</td>
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<td>HSA Adjunct Faculty</td>
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<td>Drury Department of Art Faculty</td>
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<td>AIA Springfield</td>
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<td>HSA Alumni/Alumnae</td>
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<td><strong>Tuesday, March 9</strong></td>
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<td>7:30 a.m. – 9:00 a.m.</td>
<td>Breakfast</td>
<td>Double Tree Inn</td>
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<td>Michael Buono</td>
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<td>9:00 a.m. – 12:00 p.m.</td>
<td>Review of student work</td>
<td>Team Room/HSA Classrooms</td>
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<tr>
<td>9:30 a.m. – 10:00 a.m.</td>
<td>Presentation of Drury Center, Greece</td>
<td>Via Skype/HSA Auditorium</td>
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<td>12:15 p.m. – 1:15 p.m.</td>
<td>Lunch</td>
<td>FSC President’s Dining Room</td>
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<td>Various Drury University Faculty</td>
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<td></td>
<td>Dawn Hiles  Dean of Admissions</td>
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<td>Tom Parker  Chair &amp; Professor of Art and Art History</td>
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<td>Pat Atwell  Director of Athletics</td>
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<td>Vickie Luttrell  Chair and Associate Professor of Psychology</td>
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<td>Wendy Anderson  Associate Professor of Biology</td>
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<td>Director of Campus Sustainability</td>
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<td>William Rohlf, Jr.  Interim Director of the Breech School of Business</td>
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<td>Professor of Economics</td>
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<td>Christopher Craig  Director, School of Education and Child Development</td>
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<td>Elizabeth Paddock  Chair Department of History, Political Science and Geography</td>
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<td>Allin Sorenson  Chair and Professor of Music</td>
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<td>Bruce Callen  Associate Dean of the College</td>
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<td>Gale Boutwell  Registrar and Assistant Dean for Records and Research</td>
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<td>1:30 p.m. – 3:00 p.m.</td>
<td>Classroom visits</td>
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<td>Faculty visits</td>
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### 3:00 p.m. - 8:00 p.m.
- Complete review of exhibits and records
  - Team Room

### 8:00 p.m.
- Team only dinner
  - To be determined

### Wednesday, March 10

**7:30 a.m. - 9:00 a.m.**
- Breakfast
  - Walnut Street Inn
  - Michael Buono
  - 900 E Walnut
  - (417) 864-6346

**9:00 a.m. - 10:00 a.m.**
- Exit meeting
  - President’s office
  - Todd Parnell
  - President of the University
  - Charles A. Taylor
  - Vice President of Academic Affairs and Dean of the College & Professor of Communication

**10:00 a.m. - 11:00 a.m.**
- University-wide exit meeting
  - Clara Thompson Hall

**12:00 p.m. - 1:30 p.m.**
- Informal lunch and departure
IV. Report Signatures

Respectfully submitted,

Mark Sacco, NCARB, AIA  
Team Chair  
Representing the NCARB

Geraldine Forbes Isais, AIA  
Team member  
Representing the ACSA

Matthew Friesz  
Team member  
Representing the AIAS

James Logan Abell, FAIA, LA, NCARB  
Team member  
Representing the AIA

Curtis J. Sarton, Ph.D., NOMA, Assoc., AIA, ALA  
Observer

Marcia A. Altschul  
Observer
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