Architecture Program Report

Drury University

September 7, 2023

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Drury University**
Name of Academic Unit	Hammons School of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: 5-year M.Arch. 168 total semester credit hours, including 34 graduate semester credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2016
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Dr. Robert Weddle, Dean
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Robert Weddle, Dean
Chief Academic Officer of the Institution	Dr. Beth Harville, Provost and Senior Vice President for Academic Affairs
President of the Institution	Mr. John Beuerlein
Individual submitting the APR	Dr. Robert Weddle
Name and email address of individual to whom questions should be directed	Dr. Robert Weddle rweddle@drury.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Following our 2016 NAAB reaccreditation visit, the Visiting Team Report identified no Conditions not met and two Student Performance Criteria not met: SPC B.2 Site Design and SPC D.2 Project Management.

SPC B.2 Site Design - 2016 Team Assessment:
Although the team looked for evidence of student achievement in site design in work prepared for ARCH 213 (Architectural Design III), ARCH 214 (Architectural Design IV), ARCH 315 (Architectural Design V), ARCH 334 (Structures II), and ARCH 417 (Architectural Design VII: Community Studies Studio), the team did not find evidence of achievement at the prescribed level. Specifically, the work did not adequately illustrate the ability to respond effectively to site characteristics, particularly regarding social equity/site accessibility, site/building integration, building orientation, and environmental sustainability. Students' site design work reflected some response to context, topography, ecology, and climate, but in abstract and superficial ways (e.g., isolated course assignments). Examples of work were not at the level of complexity and integration required for this SCP.

SPC B.2 Site Design – Progress made since 2016 visit:
Addressing this deficiency following the 2016 visit became a priority across a number of our studios. Our program strengthened the role of site-design exercises within the ARCH 213 (Architectural Design III) studio, but also worked to demonstrate greater sophistication in site response throughout our studio sequence. Because the 2016 Visiting Team noted the isolated nature of site design evidence, we became more aware of the need to demonstrate fulfillment of this criterion through final studio project design and documentation, including in more advanced studios beyond those cited for evidence in the 2016 APR and SPC matrix. At the same time, we assured a more focused introduction to site-design principles— particularly with regard to solar orientation, climate, and environmental sustainability— in our introductory studios. In the ARCH 112 first-year studio, a specific site-design exercise was introduced that focused on topography manipulation. In the ARCH 213 Design II studio, a focus was placed on solar orientation. These improvements resulted in stronger understanding and more detailed application of site-design principles in upper-level studios.

As will be discussed below, a comprehensive revision of our M.Arch. curriculum was implemented beginning with the 2019-2020 academic year. This revision replaced the previous two-studio second-year sequence (ARCH 213 Design II and ARCH 214 Design III) with ARCH 201 Design Fundamentals 1 and ARCH 202 Design Fundamentals 2. Through this change, both second-year studios were charged with developing students' "abilities to conceptualize and implement architectural ideas and respond to issues of environment, landscape, site, enclosure, program, and human experience" (from course descriptions in the Drury *Academic Catalog*). By covering these fundamental design principles in both second-year studios, students experience an iterative reinforcement of the centrality of site-design issues.

While the 2020 NAAB *Conditions* no longer identify site design as a specific Program or Student Criterion, we remain committed to building students' understanding of site design as a central

determinant of architectural response and a critical tool in addressing ecological responsibilities. As we begin implementation our revised School Assessment Plan, understanding of site-design issues is now regularly measured as part of our assessment of Program Learning Outcome (PLO) 2: Design.

SPC D.2 Project Management - 2016 Team Assessment:
Partial evidence of student achievement at the prescribed level was found in student work prepared for MARC 569 (Professional Practice). The importance of project management and the role of a project manager are clearly addressed, as well as project delivery methods and when they should be recommended. However, an understanding of assembling consultant teams (who typically work with an architect), and identifying work plans, project schedules, and time requirements is not evident in the student work.

SPC D.2 Project Management – Progress made since 2016 visit:
Following the 2016 visit, our adjunct faculty member in charge of our MARC 569 Professional Practice course worked with school administration to review MARC 569 content and its assessment through student work. Following this review, our conclusion was that students were indeed introduced to this material through course lectures and reading assignments. However, as noted in the 2016 Team Assessment, student work did not previously demonstrate sufficient understanding in this area. The course syllabus and key lectures now place greater emphasis on project management issues. As we begin implementation our revised School Assessment Plan, understanding of project-management issues are now regularly measured as part of our assessment of PLO 10: Professional Practice.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

HSA faculty undertook planning for a substantial revision of our M.Arch. curriculum beginning in fall 2017. This work concluded in fall 2018 and was incorporated into the Drury *Academic Catalog* beginning in fall 2019. The first public drafts of the NAAB 2020 *Conditions* appeared after this curricular revision was complete, so the specifics of our curricular structure and courses have not changed in response to the 2020 *Conditions*. Rather, these changes resulted from faculty observation and assessment of the previous curriculum, which had been in place since 2010. However, as the 2019 revisions have been phased in over the last four years, this implementation has occurred in the context of our awareness of the major changes that the 2020 *Conditions* have brought to architecture program assessment and improvement. Consequently, our next major faculty project following finalization of the 2019 curricular revisions was to begin a complete rewriting of our School Assessment Plan, with accompanying sets of procedures for gathering and analyzing assessment data. This plan is discussed below in Section 5.2.1, and the complete HSA Assessment Plan and 2022-23 Assessment Report is included in the supporting materials appended to this APR. In addition, following faculty approval of our revised Assessment Plan (in May 2022), a comprehensive review of course learning objectives was undertaken, with formalization of these learning objectives for all courses beginning with the 2022-2023 academic year. A complete list of courses, catalog descriptions, and course learning outcomes is also available in the APR's supporting materials.

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1—Context and Mission

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

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

INSTITUTIONAL SETTING AND MISSION:

The institutional setting of the Hammons School of Architecture is rare and gives the program a very particular mission that derives directly from this setting. The HSA is one of very few accredited programs located in a small regionally focused liberal arts university. Drury University enrolls fewer than 1,400 students in its main undergraduate population, of which just under 200 are architecture majors enrolled in classes at the HSA. Most similarly sized settings for accredited architecture programs either have highly focused academic objectives (art institutes, for example) or explicitly religious missions, so the Drury context is exceptional.

Our institutional size thus provides a clear alternative for students who are interested a learning environment that differs from the large public institutions that dominate architecture education—especially in the Midwest. Many of our students seek the very different kind of college experience that only a smaller campus and personalized education can bring.

We urge our students to be broadly involved in university life while they also pursue solid professional training. We make space where possible for students to also be musicians, honors students, athletes, actors, organizers, and leaders. Our conviction is that these experiences, rather than weakening professional preparation, in fact deepen it. Faculty are devoted to the full student experience and make a concerted effort to support students' multi-disciplinary and extra-curricular activities.

We encourage excellence in all coursework, not just architecture courses. The liberal-arts origins of our institution and our program have shaped three of our signature curricular offerings: our required study-abroad experience, required community-based studios, and frequent opportunities to take part in design-build projects with strong community-service orientations. We see these kinds of experiences as critical to the broad development of our students as committed and outwardly focused professionals.

DRURY UNIVERSITY:

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

As the institution has developed it has added high-quality professional programs including the Breech School of Business (1957) and the Hammons School of Architecture (1991). In spring 2023, a graduate program in Physician Assistant Studies received accreditation, and

undergraduate programs in Electrical and Mechanical Engineering will begin admitting students in fall 2024. Central to this selective addition of professional programs has been the university's commitment to merging professional studies with traditions and outlooks associated with Drury's liberal-arts heritage.

Drury University currently offers 53 undergraduate majors, 46 minors, and 20 themed certificates through is Drury Fusion general studios curriculum. The university also offers 7 graduate master's degrees and 8 graduate certificates. Combined enrollment in undergraduate and graduate programs in AY 2022-23 was 2,333 students with approximately 1,375 of these enrolled in the traditional undergraduate "Day School." 192 students are currently enrolled in the five-year M.Arch. program offered by the Hammons School of Architecture. Graduate as well as continuing education programs are offered both at satellite campuses and at the main Springfield campus. The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools has continuously accredited the university since 1915. Drury most recently received a ten-year reaccreditation in 2021.

Since the previous NAAB reaccreditation, Drury has been served by presidents David Manuel (2013-2016), Tim Cloyd (2016-2023), and by current Interim President John Beuerlein. Academic operations are overseen by Senior Executive Vice President and Provost Dr. Beth Harville, who has been in the role since 2017.

Drury's main campus is located in Springfield, Missouri—the third largest city in the state and the seat of Greene County. Dominating the southwest corner of Missouri, Springfield is a gateway to the beautiful natural scenery and distinctive history of the Ozarks region. Our population in the city-proper is 169,724 and 481,483 in the metropolitan area (2021 figures).

THE HAMMONS SCHOOL OF ARCHITECTURE:

The school traces its origin to a series of architecture electives first offered by the Department of Art in the late 1970s. The popularity and number of these architecture courses increased, resulting in a 4-year Bachelor of Arts degree in Architectural Studies, offered through the Department of Art. Several local architects were enlisted to assist and advise the university in developing these courses, and ultimately recommended converting the four-year non-professional architecture degree to a five-year professional degree. Throughout the 1983-84 academic year this curricular change was debated by the university faculty. These discussions culminated in May 1984 with the ratification of the five-year Bachelor of Architecture professional degree by the Drury University faculty and Board of Trustees.

Concurrent with faculty and board approval, the university scheduled a NAAB Advisory Visit in spring 1984. This visit indicated that the university needed to make a greater commitment to the program faculty and staff, facilities, funding, and curriculum. The university hired Jay G. Garrott as the new architecture program director in August 1984 to shepherd the program to full NAAB accreditation. Garrott organized a five-member national consultant group to help the university plan for the development of the Bachelor of Architecture program. This group met throughout the 1984-85 academic year and helped the university prepare the NAAB candidacy application that was submitted in 1986. This group became the school's initial Professional Advisory Council—a council whose form, role, and membership have changed over the years, but which continues to offer valuable guidance and service to the school.

In October 1985, John Q. Hammons—a local developer and member of the Drury University Board of Trustees—committed to help build the university's architecture endowment. Mr. Hammons eventually contributed almost $6 million in building and gift operating-budget support to the School of Architecture. Simultaneous 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-term reaccreditations in 1994, 1999, 2004, 2010, and 2016.

In 1994 Jay Garrott stepped down as director of the school after serving in the role for ten years. Following a national search, Janet White, FAIA, was hired to replace Garrott. She resigned after three years in spring 1997. Bruce E. Moore, AIA, served as interim director for the 1997-2000 academic years while a prolonged search for a permanent director occurred. In fall 2000, Michael J. Buono, AIA, began his term as director, a position he held for twelve years. Under his leadership the school launched a series of curricular revisions, culminating in the fall of 2008 when HSA faculty approved a curriculum for a new five-year Master of Architecture first-professional degree. The university approved the degree program in spring 2009 and NAAB approved the degree-nomenclature change effective January 1, 2009.

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

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

As discussed above, our academic context has stressed the integration of professional and liberal studies and the breadth of experience this implies. These values have shaped the Hammons School of Architecture since its inception. This affects not only our curriculum and students, but also the degree to which our faculty are immersed in the larger university community. Hammons School of Architecture faculty participate fully in governance responsibilities like all campus faculty. Drury's faculty-governance system does not rely on an elected faculty senate. Specific work on academic-affairs, faculty-affairs, and student-affairs issues is initiated by standing committees, as are promotion and tenure recommendations. Most questions and changes to institutional practices require full-faculty votes. Participation in these committees and in monthly faculty meetings is a responsibility of all faculty, and this governance system—along with the small size of our faculty—creates close working relationships between faculty across departments.

The connections between architecture faculty and faculty from other majors promotes inter-disciplinary initiatives that benefit our students as well as faculty. Non-architecture faculty frequently participate in HSA design reviews, for example, and classes from other departments often undertake project-based work that overlaps that of our design studios and other classes. Inter-disciplinary collaboration is also shaping the most recent configuration of study-abroad programs: a colleague from the French Department has co-led our program in Paris for three

years now, while a historian with a strong background in Asian history will co-lead our first program in Kyoto, Japan during the spring 2024 semester.

Also reflective of our institutional setting is the fifth-year thesis process. Unusual, perhaps unique among first-professional architecture programs, HSA has for the last fifteen years culminated its curriculum with a two-semester student-defined thesis project that combines one semester of in-depth interdisciplinary research and one semester of focused development and application through design.

Despite the master's designation of the degree, and a transition to master's-level content during the fourth of their five years, HSA M.Arch. students remain part of the undergraduate cohort on campus throughout their time in the program. We have deliberately defined this as a single-entry degree, without a second application to a separate graduate program along the way. This assists in our efforts to help our students remain integrated into the broader institutional population. There is also a practical component to this system. Since the university considers our fifth year as an extension of an undergraduate (first-professional) curriculum, students' undergraduate funding packages are allowed to stay with them for the full length of the degree program.

Drury's distinctive general studies program—Drury Fusion—is also a product of the inter-disciplinary campus spirt and the close collaborations between faculty from multiple fields. This curriculum is discussed in more detail below in our response to the Lifelong Learning and the Leadership, Collaboration, and Community Engagement shared values. Its centerpiece is the stipulation of at least three diploma credentials for all students, and the requirement that these balance 'professional' and 'life' studies. These three credentials combine students' majors with inter-disciplinary certificates, the culmination of which are project-based capstone courses. This emphasis in the Drury Fusion curriculum on project-based education is influenced by the example set in the architecture program for nearly forty years, through which the content and the methods of our professional degree have come to be seen as vital contributions to the liberal-arts culture of Drury.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

As discussed above, Drury University's size and culture allow for close personal associations among students, faculty, staff, and disciplines. This interwoven culture extends to the settings for learning at Drury and the Hammons School of Architecture. Campus engagement does not end in the classroom or studio. Extra-curricular activities provide personal, recreational, and social development. These may include involvement in student government, music, theatre, volunteer programs, Greek organizations, intercollegiate and intramural athletics, student publications and countless other opportunities. We see these experiences as essential learning experiences, through which students build skills in leadership, collaboration, empathy, and communication—skills that can give them advantages in professional practice and in life.

Extra-curricular activities also have a home within the HSA. Our vibrant student organizations are discussed below in a number of places in this APR, and HSA students also have a strong presence in the Drury Student Government Association—with two HSA students in the last three years serving as SGA president. The HSA curriculum is also strongly committed to learning outside the campus setting. All students complete professional internships and, with the exception of a brief pause during the Covid-19 pandemic, all HSA graduates since our first accreditation have studied abroad for at least five weeks. All students also take studios that allow

them to engage real communities or real projects, and they typically benefit from four major field trips over the course of their five years with us.

Notably, these opportunities also involve faculty accompanying students and helping to frame the experience. Faculty are also encouraged to participate in conferences and professional organizations. Faculty-development funding supports conference or research travel, and it has been our tradition to fund faculty membership in professional organizations, including AIA.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Now in its thirty-ninth year and its thirty-fourth as a NAAB-accredited professional program, the Hammons School of Architecture has built a distinctive approach to architecture education that stems directly from its institutional context and mission. This model shares components typical of most accredited architecture programs: studio-based education emphasizing design-thinking and the acquisition of technical skills. While we necessarily focus on the quality of these professional aspects of our program, we anchor this training in the supportive culture of Drury's small campus and its 150-year history of liberal-arts education.

Responding to this institutional setting, the HSA program has emphasized and supported its students' involvement in a broad range of academic and extra-curricular campus experiences. These activities give depth and context to the many professional skills required of architects, and help to build strengths in communication, empathy, and leadership. Our setting also creates strong and direct connections with faculty mentors. The size of our program and our campus allows faculty to truly know our students and their interests. Faculty work with students in classrooms and studios, but also accompany them as they engage regional communities and visit exemplary urban sites both domestically and abroad.

It is part of Drury's mission to offer professional programs that are enhanced by a strong and innovative general-studies curriculum and by the traditions of the liberal arts. For nearly forty years, the Hammons School of Architecture has played an important role in pursuing that mission.

2—Shared Values of the Discipline and Profession

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

Note:
Our responses to each of the shared values below refer to alignments of those values with our assessment process and our Program Learning Outcomes. More detail about our assessment and curricular development processes can be found in Section 5.3.

APR Bookmark > 5.3 Curricular Development

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

Program Response:

Our curriculum stresses design thinking and the application of design to varied tasks and challenges, while also building requisite skills and technical knowledge. Like most architecture programs, design studios form the centerpiece of our curriculum. In nine of their ten semesters, students enroll in five credit-hour (twelve contact-hour) architectural design studios. This sequence is prefaced with a first-semester arts-based 2D and 3D design studio (ARTZ 111 Foundations of Studio and Design) that includes Architecture and Arts majors and other non-majors. This course introduces the merging of creative expression with fundamental design principles while also exposing students to the collaborative and social culture of studio work and to habits of mutual creative engagement and peer critique.

Following the ARTZ 111 studio, Architecture majors begin a series of foundational studios (ARCH 112, 201, and 202) that introduce conceptual strategies and their influence on basic formal and spatial design, and that employ studio projects as opportunities for the iterative development of students' understanding of fundamental topics: spatial elements and ordering principles, environment, landscape, site, enclosure, program, and human experience.

During years three and four of our program, studio courses connect students' growing skills with varied design tasks, ranging from technical development (ARCH 303 Architectural Design Tectonics), to place-based applications in the context of study-abroad experiences (ARCH 304 Architectural Design in a Global Context), to issues of social equity and environmental stewardship (ARCH 405 and 406 Architectural Design Investigations 1 and 2). These studios also expose students to varied design methods as well as strategies for conducting research, precedent investigation, and collaborative work.

The fifth-year sequence is comprised of two demanding studios that connect to the two key goals of our program: providing solid professional preparation appropriate for beginning design careers (MARC 507 Design Integration) and applying design tools to larger issues of personal and collective significance (MARC 508 Design Thesis). The first of these studios, MARC 507, involves not just integration of design ideas with technical awareness, but also stresses informed decision making through the methodical use of technical design exercises. The MARC 508 thesis studio is the culmination of our five-year curriculum, including a yearlong process initiated during the fall thesis research seminar (MARC 577). The required thesis component of our program reflects our commitment to understanding design as a way of thinking and working that has broad application, and our expectation that graduating students should have the curiosity to identify problems and issues that matter to them and to

the larger culture, and the ability to engage these problems through design activities. This expectation also connects with students' work in other courses outside the major, and our context in a liberal-arts-based university.

Non-studio courses also necessarily engage design as a topic, applying more focused content to students' understanding of design's history, its theoretical and cultural frameworks, and the structural and technical knowledge underpinning architects' responsibilities to the public and clients.

Design is also centered within our program through extra-curricular opportunities, and through formal activities bridging curricular with extra-curricular experiences. Our annual lecture series, for example, schedules lectures during studio hours so that the entire school community can attend. While lectures are public and intended for an audience beyond the school, they are also considered part of the content of studios, and the shared experience of the speakers and their presentations is able to fuel subsequent discussions in various studios at various levels. Directed for the past ten years by Dr. Saundra Weddle, the lecture series reflects a holistic view of the multiple ways design can be produced, understood, measured, and perceived by a broad range of constituents. The lecture series brings to the school speakers of diverse backgrounds, practice models and disciplines, cultures, and geographies.

Annual exhibitions of students' work, design-based awards, and opportunities to take part in extra-curricular competitions further reinforce the centrality of design. Our annual Librarium program identifies exemplary student work through faculty nominations, and brings in accomplished external professionals, academics, and alumni to jury student work, beginning with a Thesis Research Symposium in November and culminating with our Librarium Lectures and award announcements on the final day of the academic year. Teams of fifth-year students have also competed in nine of the last ten years at the AIA Central States Region Student Design Competition, with first place wins in 2015 and 2019, as well as several second-place and third-place recognitions.

Just as we recognize design excellence in the work of our students, we also highlight distinctive design work from our alumni community through our biennial HSA Alumni Design Awards program. Since our previous accreditation, this event has grown in prominence and participation from alumni. We have moved the jury process away from faculty, inviting practitioners from around the county to jury alumni submissions and thereby increasing awareness of our school and of the design accomplishments of its alumni. We also celebrate the frequent regional and national design awards won by our alumni.

Our required 360-hour professional internship exposes students to the centrality of design in professional services and the range of ways in which practices approach and implement design ideas. Our program understands that graduates will work in varied contexts, with varied approaches to design. We aim to provide students with the broadest understanding possible of design's cultural role, and with an ability to argue for design's real-world impact on clients, users, and communities.

Design—as a foundational shared value of the discipline and profession—is key to our assessment and planning for improvement. This value directly aligns with our Program Learning Outcomes (PLOs) 02 (Design), 13 (Design Synthesis), and 14 (Building Integration), with assessment data collected annually for each. We also regularly assess the efficacy and perceived relevance of our lecture series programming and internship requirement through annual surveys of students.

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

Program Response:

Architects' ethical responsibilities to be attentive to the effect of their decisions on natural systems and public health and safety are presented to students in a variety of curricular settings beginning early in the program. These topics are presented in theoretical and cultural terms in the ARCH 257 Design Theory and Culture course, which is taken during the second-year fall semester. This course has been redesigned in recent years to give less time to the more esoteric and discipline-specific strands of theoretical discourse and to re-emphasize theoretical frameworks for understanding the impact of architecture and design on individual and collective experience, on human equity and social justice, and on non-human systems like climate and wildlife. This also provides the context for discussions of architects' responsibility for the safety and well-being of others.

While environmental stewardship is presented in relation to theoretical and cultural frameworks in the ARCH 257 course, a three-semester Building Systems sequence provides students with technical background and tools for understanding and addressing buildings' impact on the environment. In the ARCH 231 Building Systems 1 course (second-year fall), human comfort and passive-systems approaches to thermal and visual conditions and water use are introduced, as are healthy-air and interior sonic- and visual-environment standards. Energy usage and climate impact are presented in direct relation to human comfort. AIA 2030 Commitment and related AIA public policies are identified as defining the imperative for responsible professional practice, and students understand the important roles of architects as advocates and leaders. This foundational material is meant to provide the basis for early studio design efforts as well as subsequent Building Systems courses.

ARCH 332 Building Systems 2 (third-year fall) presents materials and enclosure systems used in the making of buildings and their direct and indirect energy use as well as entrained and produced carbon relating to those materials and enclosure systems. Thermal transfer, thermal lag, and the effects on overall energy use in relation to thermal comfort system design and energy use are presented for enclosure materials and systems. Basic calculation methodology for thermal transfer is also presented for enclosure systems.

In MARC 433 Building Systems 3 (fourth-year spring) the collaborative and evaluative context for environmental stewardship is presented, including the role of consultation with allied professionals and the introduction and application of computer-based models for analysis of energy use and carbon emission/sequestration. These tools and ways of working reinforce students' growing systems understanding and allow direct application in the subsequent MARC 507 Design Integration studio (fifth-year fall).

These cultural, technical, and systems-based approaches to forming students' sense of environmental responsibility are directly applied in a number of design-studio settings. The ARCH 201 Design Fundamentals 1 studio (second-year fall)—taken concurrently with the Design Theory and Culture and Building Systems 1 courses—introduces the environmental implications of siting and building orientation and allows applications-based as well as conceptual understanding of the interconnected ways of approaching environmental issues. These courses seek to complement one another and to reinforce core principles of professional responsibility.

Similar opportunities to integrate coursework exist in the third-year fall semester, when the Building Systems 2 course is taught concurrently with the ARCH 303 Design Tectonics

studio. During the fourth and fifth years of our curriculum, students encounter projects and tools that allow them to engage environmental questions in more technical ways. In the ARCH 406 Design Investigations 2 studio, specific exercises emphasize ways of applying design to issues of energy conservation, daylighting, and/or site remediation. In ARCH 507 Integrative Design, basic approaches to predictive modeling—encountered during the previous semester in Building Systems 3—allow students to test formal and enclosure decisions against likely environmental performance.

During students' final semesters in our curriculum, environmental challenges often provide the basis for fifth-year thesis projects. The prevalence of such topics attests to students' commitment generally to their eventual impacts on the broader world in general and, often, on climate and other environmental issues more specifically.

Closely related to students' understanding of the responsibilities architects bear for buildings' impact on natural systems, our program also emphasizes the professional culture's responsibility to others, including for the health, safety, and welfare of the public. Again, these concepts are introduced in broad cultural terms, and reinforced through specific coursework including studios and project expectations for life-safety and accessibility accommodations. These issues are presented with the most specificity and professional relevance in the MARC 569 Professional Practice course (fifth-year spring).

Environmental stewardship and professional responsibility are also heavily modeled for students by speakers invited to take part in our annual lecture series, with lecture events attached to studio meeting times and thus required of all students. In the past academic year, our showcase speaker and co-juror for our Librarium student design awards program was Tenna Florian FAIA, co-leader of the Eco-Conservation Studio at Lake Flato Architects in San Antonio. Earlier in the year, our series featured Tom Chung FAIA from Leers Weinzapfel Associates in Boston—a leader in the promotion and applicant of Mass Timber construction. These and other speakers also represent to students the public role of the architect and our responsibilities to advocate for ethical and sustainable practices.

Environmental Stewardship and Professional Responsibility —as foundational shared values of the discipline and profession—are key to our assessment and planning for improvement. These values directly align with our Program Learning Outcomes (PLOs) 03 (Ecological Knowledge and Sustainability), 09 (Health, Safety, and Welfare in the Built Environment), and 11 (Regulatory Context), with assessment data collected annually for each. We also regularly assess the efficacy and perceived relevance of our lecture series programming through annual surveys of students.

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

Program Response:

From its founding, Drury endeavored to be a welcoming and inclusive community. Indeed, despite its early religious affiliation, the original 1873 articles of association explicitly forbade any 'denominational test' for faculty, staff, or students at the college. Its entire first graduating class in 1875 consisted of five women, a rarity in the 19th century Ozarks.

One of Drury University's stated 'Guiding Beliefs' is that "we are inclusive of all people and perspectives, treating each other with respect of civility."

External Link > Drury website: Guiding Beliefs

Elaborating on this is the university's Diversity, Equity, and Inclusion Statement, which has been affirmed by the entire university faculty and appears in all Hammons School of Architecture syllabi; more importantly, it is intended to inform interactions between faculty, students, staff, and community members:

> *Drury University is fully committed to upholding and advancing the creation of a diverse and inclusive environment where every member of our community will treat each other with dignity and respect. We recognize that diverse experiences enrich our institution and all who pass through it. We honor, welcome, and respect all identities and perspectives.*
>
> *At Drury, we define diversity as the differences that characterize people and communities, including age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, political beliefs, and other ideologies. Inclusion is how we engage these differences to create a welcoming community and expand opportunities for cultural knowledge. Educational and workplace equity refers to providing opportunities that enable everyone to receive what they need to be successful as they work and learn at Drury.*

As a school of architecture, we endeavor to bring specificity to students' understanding of the complex ways in which our discipline can support—and hinder—the pursuit of values including social justice, equity, diversity, and inclusion. We also present examples and pathways for students to actively participate in building better, more just, and more equitable alternatives.

Our second-year ARCH 257 Design Theory and Culture course, discussed above, exposes students—often for the first time in their personal and academic experience—to the involvement of architecture and urban development in historical processes like red lining, white flight, and the structural reorganization of American landscapes through federal housing and transportation policies. In the course, students also encounter architects and artists bringing critical and creative sensibilities to the project of raising awareness about these historical facts, their impacts, and the potential of marginalized communities to reclaim dignity and agency.

Students can encounter social-justice themes in varied studios, but this content is specifically inscribed in our curriculum through the fourth-year ARCH 405 / 406 Architectural Design Investigations 1 and 2 studios. ARCH 405 develops "students' abilities to interact with, organize input from, and respond to community-based user groups." These studios are typically organized and managed through our Center for Community Studies (CCS) and its director, Dr. Sara Khorshidifard. (The CCS is discussed in more detail below in our response to the shared values of "Leadership, Collaboration, and Community Engagement.")

At times ARCH 405 studios are offered as design-build opportunities. In spring 2023, for example, ARCH 405 students designed and constructed a shelter for the unhoused in conjunction with the Springfield-area housing and disability-services organization The Gathering Tree. This and other recent design-build collaborations with The Gathering Tree were directed by Professor Traci Sooter, whose work with the organization gives her a unique ability to share with students not only to the challenges faced by Springfield's unhoused, but also the potential for design and construction to create more equitable and inclusive environments.

While ARCH 405 focuses on students' interactions with community-based or underserved client groups, ARCH 406 develops "students' abilities to apply design to issues of social equity and/or environmental responsibility." The fall 2023 iteration of that studio engaged master-planning initiatives for the Port of Oakland's Howard Terminal, in light of the then-proposed plan to construct a new Oakland As ballpark in that location. Students were asked to critically consider the proposed plan and to suggest alternatives informed by questions of equity, open space, and estuary preservation.

The impact of this required curricular content is evident in students' selection of fifth-year thesis topics, which typically take on challenging social questions. In the spring 2023 iteration of the MARC 508 Thesis Studio, for example, of the four projects selected by faculty for inclusion in the juried Librarium Prize presentations, one focused on the problem of creating community and support for young adults aging out of foster care in the Over-the-Rhine neighborhood of Cincinnati; another investigated the impact of centralized healthcare management on mining communities in rural Australia; and a third proposed—in light of the threat to the Indian Child Welfare Act—a center in urban Tulsa that serves the needs of Native-American children while also outwardly expressing native identity to the surrounding community. This very selective referencing of thesis project topics is meant to show that, while not required and not comprehensive throughout the studio, our students acquire a strong sense of architecture as a potential mechanism for social advocacy.

Curriculum is only a part of how these values are communicated to our student body and community. As discussed above, our commitment to requiring lecture series attendance allows presenters' content to reach the entire student body. Last year's series included a lecture by Antoine Bryant, Director of Planning and Development for the city of Detroit and a co-founder of Houston's influential Project Row Houses. Also in the series was Paola Aguirre, of Chicago-based urban design practice Borderless, who spoke of that firm's use of interdisciplinary projects to create participatory approaches to neighborhood revitalization and raise awareness of the critical stakes of design decisions for disadvantaged communities.

The involvement of lecturers like Bryant and Aguirre in our 2022-23 lecture series is an offshoot of the immensely productive input of a group of recent HSA alumni who have founded the HSA JEDI (Justice, Equity, Diversity, and Inclusion) Alumni Council. This group, formed following the murder of George Floyd and in the context of the Covid-19 pandemic, offered valuable interaction with the school administration, faculty, staff, and students. Now nearly three years old, this group has given curricular input and authored a curriculum toolkit for the use of faculty, held online mentorship meetings with students, staged roundtables on alternative career paths, suggested lecturers and guest studio critics, and sponsored a major student portfolio competition now in its second year.

The school also began a collaboration in early 2022 with members of the National Organization of Minority Architects (NOMA) Kansas City Chapter. Discussion about how to involve our students in the education and outreach efforts of NOMA KC led to a presentation to students in fall of 2022. The presentation helped to give support to our NOMAS chapter, which had been founded in 2021 by two fifth-year students. The support of NOMA KC and the HSA JEDI Alumni Council has helped solidify leadership and grow membership in Drury's NOMAS chapter. The chapter has sponsored a series of events and programs intended not only to support and amplify the voices of minority students, but also to foster the involvement of all HSA students as advocates and allies.

Growing out of this increased student and alumni engagement around issues of equity, diversity, and inclusion, the HSA organized in fall 2022 a roundtable discussion in Kansas City, at the offices of Multistudio (formerly Gould Evans), on diversity in schools and the profession. HSA administration and faculty were joined by members of our Professional Advisory Council, alumni and other professionals, representatives of area architecture

programs, high-school teachers, and admissions staff from local community colleges. The discussion that followed was enriched by these multiple voices and identified a number of challenges as well as productive pathways for broadening access to architecture education.

Equity, diversity, and inclusion—as foundational shared values of the discipline and profession—are key to our assessment and planning for improvement. These values directly align with our Program Learning Outcomes (PLOs) 06 (Leadership and Collaboration) and 07 (Social Equity and Inclusion), with assessment data collected annually for each. We also regularly assess the efficacy and perceived relevance of our lecture series programming and of student-organization activity through annual surveys of students.

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

Program Response:

The production and dissemination of knowledge in response to changing conditions is central to our work as a faculty and is shared with our students. Our institutional setting in a small liberal arts university influences the kinds and purposes of our faculty research, with a great deal of attention given to scholarship that shapes historical and cultural understandings of buildings and urban settings, that test theories and strategies of design pedagogy, and that identifies innovative applications of new technologies and systems. Faculty are authors and editors of books and journals, they deliver peer-reviewed papers at national and international conferences, and they design and build works of recognized quality and purpose.

With Drury's institutional focus on high-quality teaching, our expectation is that faculty scholarship is conducted both for external dissemination and, just as importantly, for the direct and tangible benefit of our students. The following few specific examples are meant to highlight particular points of contact between scholarship, teaching, and the student experience.

In addition to her focus on architectural teaching, Professor Nancy Chikaraishi pursues a critical drawing practice, producing work that has frequently been exhibited. For over a decade she has developed her project "Life Interrupted," which investigates the experience of Japanese-American internment during World War II. This series of drawings and paintings has led to exhibitions, invited speaking engagements, and a collaboration with Atlanta and Houston based dance company CORE Dance. In 2017 Chikaraishi organized "Life Interrupted: Art for Social Change", a week-long multi-disciplinary project on Drury's campus that brought together students and faculty from a broad range of Drury departments along with local community and religious leaders and members of CORE Dance. In 2019 Professor Chikaraishi's project was exhibited at the Japanese-American Internment Camp Museum in McGehee, Arkansas, on the site of the Jerome Rohrer camp where Chikaraishi's own parents were held during the war.

Not only does Professor Chikaraishi's work bring focus to her frequent teaching in our ARTZ 123 Drawing and ARTZ 111 Foundations of Studio and Design courses, it has also prompted studio topics that bring Chikaraishi's insight and experience to students grappling with the cultural and historical implications of contemporary design. In 2014 the second-year ARCH 213 studio (ARCH 201 in the current curriculum) visited the Rohrer complex and developed projects for the expansion of the museum. In fall 2023 Professor Chikaraishi will be coordinating the ARCH 201 students with that program and site as the foundation again.

The research undertaken by Professor David Beach is more technical in nature, centering on the application of digital modeling to a range of virtual-, augmented-, and extended-reality experiences. Since 2017 Beach has involved his students in development of stimulus-rich VR content that can be used to reduce anxiety and increase efficacy of therapies for hospitalized pediatric patients. This work grew out of collaboration with HSA alumna Alaa AlRadwan ‘15 and other members of the MIT Senseable City Lab, and ultimately became part of the Virtual Reality Fine Art Program at Montefiore Medical Center in New York. Beach has continued to work on medical VR issues, speaking in March 2023 at the vMed23 conference at Cedars Sinai in Los Angeles and in August 2023 at the Pharma Expert workshops in Croatia.

In addition to teaching introductory and advanced design studios, Professor Beach is the instructor for our second-year ARCH 222 Introductory Architectural Representation 2 course, which provides students their first comprehensive overview of digital tools and methods. Drawing from his research, Beach discusses the potential for visualization technologies that extend beyond the processes specific to architecture and construction, and that invite students to think about their tasks in innovative ways. Beach is currently working to establish a Drury student organization centering on VR, which will bring together students from architecture, the arts, graphic design, computer sciences, and our new physician assistant grad program.

Drury architecture faculty pursue a wide range of scholarship beyond these two specific examples, and all of this work touches students. In first-year architectural history courses as well as fifth-year thesis research seminars, Dr. Saundra Weddle brings complexity and richness to students’ understanding of urban environments by drawing on her own research on the place of women in early-modern Florence and Venice. Professor Keith Hedges shares with his students a holistic view of building-systems integration that derives partly from his role as editor-in-chief of the *Architectural Graphic Standards Student Edition* (12th edition, 2017). Dr. Sara Khorshidifard’s wide-ranging scholarship includes investigations of strategies for design-research pedagogy that grow directly from working with students in her design studios and thesis-research seminars. The central arguments in Dr. Maurizio Sabini’s book *Ernesto Nathan Rogers: The Modern Architect as Public Intellectual* (Bloomsbury, 2021) inform his framing of material in the required third-year ARCH 356 History of Modern Architecture course as well as a recurring elective on the public role of architects. Professor Traci Sooter’s leadership of design-build projects has directly informed her scholarship on the ways hands-on projects foster meaningful community engagement aimed at social and environmental resilience. Dr. Panos Leventis pursues scholarship that articulates contemporary urban conditions in the context of diverse economic, socio-cultural, and political crises. This work provides unique perspective to studio projects sited in rapidly mutating and culturally contentious urban locations like Oakland and Beirut. The applied design work and critical drawing practice of Professor Marshall Arne and the acoustic performance consulting practice of Professor Bruce Moore deepen students’ understanding of design as a consistent search for innovative responses to real problems.

These are only limited examples of the many ways faculty research and creative work bears directly on the student experience and creates a context supporting the values of knowledge and innovation. Building on this context, students develop and apply research skills through a number of required curricular experiences. Early studios and other courses ask students to conduct basic research into issues, practices, and built precedents. By the end of their fourth year, all students have taken the ARCH 405/406 Design Investigations 1 and 2 courses, which focus more directly on research as a tool for design thinking and application. Community-based ARCH 405 studios also provide opportunities to understand the real-world impact of research-based design work.

The culmination of research-based curricular experiences is the year-long fifth-year thesis project. The fall MARC 557 thesis research seminar is normally the most intensive research

and writing project students undertake, with required components bringing together investigations of complex issues, scholarly and built precedents, site conditions, and programmatic needs. The continuation of this work in the spring MARC 521 Thesis Studio illustrates for students how much richer and more meaningful design speculation is when grounded in significant research.

Knowledge and innovation—as foundational shared values of the discipline and profession—are key to our assessment and planning for improvement. These values directly align with our Program Learning Outcomes (PLOs) 06 (Leadership and Collaboration) and 07 (Social Equity and Inclusion), with assessment data collected annually for each. We also regularly assess the efficacy and perceived relevance of our lecture series programming through annual surveys of students.

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

Program Response:

These values are a special focus for the HSA program and for Drury University in general. We believe the central benefit of offering professional programs in a liberal arts context is our ability to convince students that complex problems are best approached from varied disciplinary perspectives, through collaborative ways of working, and with empathy for and contact with real communities.

Our Center for Community Studies (CCS) has already been discussed above. Community studios like those overseen by the CCS have been offered by our program since its inception, and for the last two decades these have been a curricular requirement for all students graduating from the program—first through our previous ARCH 417 Community Studies studio and now through the ARCH 405 Design Investigations 1 studio, which includes required collaborative and community engagement components. The purpose of these studios, as explained in the CCS statement of focus, is to “explore architectural solutions to contemporary challenges in the built environment while educating, empowering, and preparing the students for future catalytic roles in their communities.” The CCS’s approaches center on four thematic foci: resilience, transformation, placemaking, and visioning. Since its beginning in 2001, the HSA CCS has undertaken more than eighty community-based projects.

External Link > HSA website: Center for Community Studies

Also already introduced is Drury’s tradition of direct community engagement through high-impact design-build projects. Professor Traci Sooter has directed nearly twenty hands-on projects over the last two decades. These projects give physical substance to students’ design ideas not only by requiring that they connect design with processes of construction but also by centering the purpose of design in community impact. The hands-on nature of the work means that students discover new capacities to work with a team, to put their own egos and authorship aside, to lead and to follow one another, and to communicate with clients and contractors.

External Link > HSA website: Design-Build

Professor Sooter also represents the value of leadership in our program through her elevation to the AIA College of Fellows in 2018. Other members of the HSA community have

also received this recognition, with former HSA director Michael Buono becoming an AIA Fellow in 2016 and, before him, HSA alumnus Andrew Wells in 2012.

The Drury Fusion general studies curriculum also emphasizes interdisciplinary work, by assuring that all students receive credentials (typically twelve-hour certificates) in at least two areas beyond the major degree. The fifth-year thesis sequence (MARC 557 Architecture Senior Seminar and MARC 508 Design Thesis) provides students a venue for synthesizing professional and general coursework through direct application of cross-disciplinary knowledge to design challenges.

As has been discussed for each of the shared values, we also rely on the content from our annual lecture series to reinforce the emphasis our curriculum places on leadership development, collaborative opportunities, and community engagement. 2022-23 series speaker Paola Aguirre (Borderless, Chicago), for example, illustrated how each of these values inform the projects undertaken by her firm, and how community engagement and diverse perspectives are essential in the development of projects whose ultimate purpose is to foster urban places of equity and belonging. Other speakers like Alice Kimm and John Friedman (JF()AK, Los Angeles) helped students to understand how even conventional practice models rely on collaborative methods and relationships to produce quality projects.

Students exercise leadership at the school and university level in significant ways. The school is served by highly active and engaged chapters of NOMAS, AIAS, and the Tau Sigma Delta Honor Society. Our AIAS chapter often participates in the Freedom by Design initiative jointly sponsored by AIAS and NCARB. Our HSA Design Build Club helps facilitate studio-based design-build activities and often organizes its own community service projects.

Given the school's emphasis on broad participation in university life, it is also significant that our students are campus leaders beyond the doors of the Hammons School of Architecture. Current fifth-year student Jeremiah Jones serves as Drury's Student Government Association president, and 2022 graduate Nick Rauscher also served as SGA president during his final year at Drury. Many other students have served in SGA board positions and in other campus-wide student organizations.

The real impact of our emphasis on collaborative leadership in the service of communities is often seen once students graduate and begin practice. While in school, the 360-hour internship requirement helps students understand that design is not typically conducted by isolated professionals, but by diverse teams. The roles of allied professionals are further explained—and student understanding assessed—in the MARC 569 Professional Practice course. The internship requirement increases the effectiveness of the MARC 569 course, since all students taking the course have had a substantial introduction to at least one specific practice context. These experiences bridge students' academic work with their future professional lives. As graduates begin their work in the field, many continue to take on collaborative community engagement projects either in the context of their professional positions or through volunteer opportunities.

In the local context, Springfield and its surroundings have been positively affected by the inclination of many of our graduates towards community-based work. In 2019, HSA alumnus Addison Jones founded Better Block SGF as an outgrowth of the Dallas-based Better Block Foundations. Better Block SGF has sponsored annual demonstration projects advocating for a higher quality and more equitable urban experience. Better Block SGF's annual We Create community design competitions serve as ways to engage students and professionals from multiple disciplines in impactful public projects. A 2022 competition for a community fridge in Springfield's West Central neighborhood was won by a team combining HSA students with a Missouri State University geography major. The winning design was constructed in summer

of 2023 through a collaboration between Drury's AIAS chapter, Better Block SGF, AIA Springfield, and the city of Springfield.

Graduates also exercise significant professional leadership at a national scale. San Francisco-based alumna Evelyn Lee '02 has been elected AIA national President for 2024, having previously served the AIA national board as its first female treasurer. Both Evelyn and St. Louis-based alumnus Jason Dale Pierce '00 received the AIA Young Architect Award in 2014. Tiara Hughes—a 2015 graduate at SOM's Chicago office—has a national profile as an advocate for the historical and contemporary roles of Black women in the profession, founding the organization First 500 and serving on the NOMA national board. Tiara has also been a member of the Chicago Landmarks Board, through which she seeks to raise awareness of the need to preserve meaningful buildings and public infrastructure vital to Black and other minority neighborhoods. Other graduates have served on regional and state AIA boards in various locations, including as local chapter presidents.

Leadership, collaboration, and community engagement—as foundational shared values of the discipline and profession—are key to our assessment and planning for improvement. These values directly align with our Program Learning Outcome (PLO) 06: Leadership and Collaboration, with assessment data for this collected annually. We also regularly assess the efficacy and perceived relevance of our lecture series programming and internship requirement through annual surveys of students and consultation with our JEDI Alumni Council.

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

Program Response:

Educating architects in the broadest possible way has always been central to our history and mission at the Hammons School of Architecture. Drury's liberal arts focus is key to this mission, with the student experience affected by the Drury Fusion general education curriculum as well as by a professional curriculum in architecture, both of which highly values students' understanding of the complex historical, cultural, social, and ethical underpinnings of architectural practice.

In support of this, our curriculum requires a robust sequence of courses focusing on the histories, cultures, and impacts of the discipline. These include ARCH 251 and 252 History of Architecture, Urbanism, and Art 1 and 2; ARCH 257 Design Theory and Culture; ARCH 356 History of Modern Architecture; FUSE 350 Culture and Place; and MARC 577 Architecture Senior Seminar (Thesis Research Seminar). These courses occur during six of the ten semesters that comprise our program. All five of the HSA faculty who teach these courses have PhDs. Four of the five are also trained as architects and regularly teach studios, and all five are active participants in school design reviews.

This rather unusual curricular emphasis on providing students with frameworks for understanding the cultural importance of the discipline—as well as its technical and professional processes—reflects our commitment to educational breadth as well as depth. Similar commitment is indicated by our required study abroad component—a hallmark of our program since its inception. All students complete a minimum five-week long architecture focused study abroad experience, and most students study abroad for a considerably longer period. By making these experiences a required part of our curriculum, we have been able to

integrate a study-abroad semester into the five-year sequence, so that students do not need to be concerned about delaying their progress toward graduation. While students may propose non-Drury programs to satisfy this requirement, nearly all complete programs led and taught by HSA faculty.

The Drury Fusion curriculum, introduced above, also promotes educational breadth. The curriculum assures that students receive multiple credentials and that these balance broad 'professional' and 'life' categories. The curriculum offers students a great deal of choice in the selection of general-education coursework, while also prefacing these choices with a strong two-semester first-year sequence (FUSE 101 and 102) that builds skills in critical reading, thinking, research, and communication.

External Link > Drury website: Drury Fusion Curriculum and Themed Certificates

The recommended course sequence for our M.Arch. curriculum integrates Fusion courses across the five years of the curriculum, rather than relegating them primarily to the first couple of years. We believe that the professional focus of architecture coursework is only enhanced when taken in the context of a broad range of courses in other fields. This extends to extra-curricular activities, which our curriculum and our faculty accommodate as much as possible, so students can be involved in music, theater, athletics, student government, or other aspects of the university experience.

Beyond the interdisciplinary nature of the Drury Fusion curriculum, architecture majors also complete minors and/or double majors at a high rate. In the graduating class of 2023, 90% of Architecture majors also received either a second major or a minor, and the figure is currently 82% for the current fifth-year class. While we have not found a source for national data about this, our impression is that this is unusual for schools of architecture, and it reflects our commitment to broad education as a foundation for lifelong learning. Architecture students also frequently participate in the university Honors Program and present their work at the annual Fusion Day celebration of academic work.

The liberal arts context for our professional degree also prepares students to be highly effective learners as they begin their professional lives. Anecdotally, employers tell us that the find our graduates to be strong in so-called 'soft' skills like communication, listening, empathy, and critical thinking. While it is difficult to develop concrete data-based assessments of this, we can find an indication of our graduates' abilities to learn in professional settings by analyzing the ARE pass-rate data published by NCARB. Averaging across the five most recent years published, Drury graduates passed the exam at rates above the national average in all six ARE divisions. In four of six divisions, our graduates passed at rates more than five points above the national average.

Lifelong Learning—as a foundational shared value of the discipline and profession—is key to our assessment and planning for improvement. Since our effectiveness in addressing this value is not easily measured through student work, we assess it primarily through our broad assessment of our Learning and Teaching Culture via targeted annual student surveys that measure students' attitudinal responses to certain curricular and extra-curricular offerings, including study abroad programming and internship experiences. We also annually review and analyze published ARE pass-rate data and we track—to the extent possible—alumni progress and accomplishments.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

Note: As discussed below in Section 5.3, a revised HSA Assessment Plan was approved by faculty in May 2022, with initial collection of assessment data in AY 2022-23 and a full-faculty Assessment Workshop at the beginning of the fall 2023 semester. This plan has thus only recently been initiated, and conclusions and suggestions for curricular adjustments have so far focused on the six specific Program Learning Outcomes (PLOs) designated for 2021-22 and 2022-23 assessment.

Specific HSA Program Learning Outcomes are referred to below. Our PLOs are closely aligned with the NAAB PCs and SCs, as is explained in Section 5.3. We recommend reviewing that section first so that these Program and Student Criteria narratives can be read in relation to our assessment process.

APR Bookmark > 5.3 Curricular Development

APR Bookmark > PC and SC Matrix **in Supporting Materials**

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

SUMMARY:

Content addressing this criterion is most directly covered in **MARC 569 Professional Practice, where primary evidence will be found.** Related content also appears in required extra-curricular experiences, including our annual lecture series and our 360-hour professional internship requirement, as well as related required activities for the ARCH 461 Internship course. Other optional extra-curricular experiences address this criterion and are described below.

CURRICULUM:

The MARC 569 Professional Practice course includes specific lectures and readings on career paths and also addresses related topics like licensure paths, intern development, and considerations of firm identity and expertise.

EXTRA-CURRICULAR PROGRAMMING:

Through the required school lecture series students encounter each year a range of practice models, firm sizes, and approaches, as well as speakers representing related fields like urban planning and landscape architecture. All students are also required to complete a 360-

hour internship prior to graduation, which provides specificity to students' understanding of possible career options.

Students benefit from a range of qualified advisors about career matters. MARC 569 has been taught for over a decade by Adjunct Professor Christopher Swan, AIA, who is also Managing Partner at BRP Architects in Springfield. Professor Bruce Moore has served as the school's NCARB Licensing Advisor for over 35 years, and regularly attends NCARB events related to his role. . We have stressed with our AIAS chapter the importance of electing Student Licensing Advisors. 4th-year student Rori Stone currently serves the school in that capacity. Both Professor Moore and Rori Stone attended the recent NCARB Licensing Advisors' Summit.

Each semester, the school hosts presentations to inform students about internship and licensing processes. When possible, staff from NCARB attend and are the key presenters for these meetings. This was the case for the spring 2023 presentation, conducted by Jeremy Fretts, NCARB Assistant VP for Experience and Education. These events are typically targeted to specific student levels at different times of the day. When NCARB staff are not in attendance, the informational meetings are hosted by Professor Moore and by the Student Licensing Advisor. Attendance at these meetings is optional for most students, although they are often conducted during studio time to facilitate attendance. Students completing their internship requirement through the ARCH 461 course are required to attend. Beginning in fall 2023, the school will begin offering to pay the initial year's fee for the establishment of students' NCARB records.

Other optional extra-curricular experiences that support this criterion are annual career mentorship events hosted by our JEDI Alumni Council as well as portfolio workshops and the annual Portfolio Competition sponsored by the JEDI group. Our Tau Sigma Delta chapter also organizes a widely attended career fair each spring.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from MARC 569. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 1: Career Paths. As part of this assessment, the faculty workshops will also consider results from annual student surveys assessing the school lecture series as well as the required internship experience.

External Link > PC.1 evidence in OneDrive Program Criteria folder

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

SUMMARY:

Content addressing this criterion is distributed across all year levels in our program, with studio courses assigned to each of our ten semesters. The overall structure and intent of our design-studio and representation sequences is described below, but for the purposes of this reaccreditation evaluation **primary evidence will be found in MARC 508 Design Thesis, with secondary evidence in ARCH 202 Design Fundamentals II and MARC 507 Design Integration.**

CURRICULUM:

The broad importance of design in our program is summarized above in our response to the Design shared value. We will let that discussion summarize the many ways in which the importance and role of design is integrated into the student experience. Extra-curricular opportunities, in particular, are best summarized above, to avoid excessive repetition. It is important, however, to give space here to an explanation of the organization and purposes of the studio sequence.

First-year students take two studios aimed at establishing foundational design principals and studio working methods, including the development of visual and verbal presentation vocabularies and the role of critique. The three-credit-hour (six-contact-hour) ARTZ 111 Foundations of Studio and Design course combines Architecture majors with Design and Fine-Arts majors, and is taught by both arts faculty and architecture faculty. The studio builds basic creative, conceptual, and craft skills applied to 2D and 3D projects. Studio working methods, vocabulary, and peer critique are emphasized. Architecture majors take ARCH 112 Foundations of Architectural Design during the spring semester. This studio, and all subsequent studios in the curriculum, is assigned five credit hours and meets for twelve hours each week. ARCH 112 extends the foundational nature of the ARTZ 111 studio to basic architectural problems, emphasizing conceptualization, site and spatial organization, and the development of representational skills. This studio is supported by the three-hour ARCH 121 Introductory Architectural Representation 1 course, which introduces drafted and freehand skills for exploring and representing projects. The first-year studio and representation curriculum emphasizes hand processes rather than digital, but the ARCH 121 course provides a transition toward digital methods by introducing digital process for manipulating and rendering hand drawings.

In the second year of our curriculum, students take ARCH 201/202 Architectural Design Fundamentals 1 and 2. These studios are viewed as iterative in nature, with each focusing on the continuing development of conceptual skills in relation to factors like environment, landscape, site, enclosure, program, and human experience. Exploring these fundamental factors in both of the second-year studios allows the acquisition of skills through repetition and iteration, and prepares students for the more specific topics of the third-year studios. In spring of second year, the ARCH 202 studio also introduces the fundamentals of life-safety and accessibility. The spring studio is taken at the same time as the second representation course (ARCH 222) which is an introduction to digital representation tools. The newly learned digital capabilities begin to make their way into the ARCH 202 studio both in process and presentation.

In their third-year fall semester, students apply their developing fundamental design skills to projects with a more technical focus in the ARCH 303 Architectural Design Tectonics studio, which emphasizes integration of basic structural, enclosure, and materials approaches. The spring ARCH 304 Architectural Design in a Global Context studio is more cultural in emphasis and relates directly to the required study-abroad experience. Students choosing semester-based study-abroad programs take this studio in the international location, while students who elect to travel during the summer take the spring studio on campus. On-campus versions of ARCH 304 relate directly to the students' planned summer study-abroad program.

The fourth-year studio sequence—ARCH 405/406 Architectural Design Investigations 1 and 2—is less defined than others, emphasizing again iterative development of design skills, but otherwise allowing faculty to propose projects and approaches within limited but clearly defined objectives: both semesters require application of design to issues of social and/or environmental justice. In addition, the ARCH 406 studio stresses larger urban-scale sites and the ARCH 405 studio requires a community-engagement component. ARCH 405 and 406 do

not need to be taken in order, allowing school administration to schedule according to faculty interest and availability, so long as all students have an opportunity to take both studios during their fourth year. The community-engagement component of ARCH 405 means that this studio is either organized by the Center for Community Studies (see our response above to the Leadership, Collaboration, and Community Engagement shared value), or as a design-build studio.

The architectural representation sequence also resumes during our fourth year, with students taking MARC 423 Advanced Architectural Representation 1 during the fall semester and MARC 424 Advanced Architectural Representation 2 in the spring. The first course emphasizes the use of digital representation skills for pre-design analysis, diagramming, and project presentation. The second course emphasizes professional communication roles for digital tools including the development of construction documents.

The studio sequence culminates with two fifth-year studios that are very different in intent and approach. The fall MARC 507 Architectural Design Integration studio assists students in further developing and demonstrating abilities to synthesize design inputs and integrate multiple systems factors in a single design project. The studio is highly structured in order to treat these tasks as part of specific steps and processes that organize project development. This studio is discussed in more detail below in our response to SC.5 and SC.6.

MARC 508 Architectural Design Thesis—the spring fifth-year studio—is part of the year-long thesis process, which begins in the fall with MARC 557 Architecture Senior Seminar (Thesis Research Seminar). In this course students identify an issue of both personal and broad significance and conduct research into the topic and both scholarly and designed precedents that help them to understand and give depth to the topic. A written thesis document identifies the topic and the specific argument, summarizes the research, and identifies site and program issues that can be used to explore the idea from a design point of view in the spring. The MARC 508 studio is thus very independent and varied in topic and design application, but is more highly structured in terms of schedule and expected design/presentation output throughout the semester, to assure that it functions not just as a thesis but also as a more comprehensive and complex project. It is our belief that an undergraduate thesis experience of this nature is still a relevant and productive goal for professional programs—especially one such as ours in which the liberal-arts context and interdisciplinary coursework are highly valued as components in a professional education.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 202 Architectural Design Fundamentals 2, MARC 507 Architectural Design Integration, and MARC 508 Architectural Design Thesis. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 2: Design. In addition, data is collected annually in ARCH 303 Architectural Design Tectonics and this data contributes to full-faculty assessment workshops on a three-year rotation in assessment of our PLO 7: Representation and Communication. As part of this assessment, the faculty workshops will also consider results from annual student surveys assessing the school lecture series.

Assessment of this new studio sequence is only just beginning, but our practice of including MARC 507 outcomes in our full-faculty assessment workshops every year (instead of in a three-year rotation) should provide us regular insight into the success of the new sequence. As discussed below in our response to SC.5 Design Synthesis, initial assessment results have raised concerns about preparedness for site design, and our Curriculum and Assessment Committee is currently investigating the addition of specific site-design components in earlier studios.

Even before initiating our 2022 HSA Assessment Plan, our studio sequence was frequently adjusted in response to formal and informal assessment. Our 2019 curriculum revisions focused on a reworked studio sequence, responding to faculty concerns that students were under-prepared for the previous MARC 519 Comprehensive Design studio, which was then located in spring of 4th year. One response to this concern was to relocate MARC 507—the replacement for MARC 519—to the fifth year. In addition, our previous practice of splitting students between spring-third-year and fall-fourth-year study-abroad experiences was seen as limiting our ability to clearly articulate and assess learning outcomes at each year level. The new sequence is clearer, and with students having concluded study abroad prior to the fourth year we can utilize that year to focus on more advanced design skills in preparation for the fifth-year integrative and thesis studios. The fourth-year MARC 423/424 Advanced Representation sequence is also a product of our 2019 curriculum revision, and results directly from observations and assessment of our previous advanced representation courses.

External Link > PC.2 evidence in OneDrive Program Criteria folder

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

SUMMARY:

Content addressing this criterion is distributed across several courses spanning throughout the curriculum. For the purposes of this reaccreditation evaluation, **primary evidence will be found in ARCH 231 Building Systems I and in ARCH 257 Design Theory and Culture. Secondary evidence will be found in MARC 433 Building Systems III.**

CURRICULUM:

The ARCH 257 Design Theory and Culture course provides students an understanding of the importance of *responsibility* as a basic premise of professional activity. Architecture is presented as founded upon expectations of architects' responsibility for public safety, accessibility, equity, human experience, and natural systems. The course includes presentations of adaptation and resilience principles as basic strategies for mitigating architecture's role in climate change, and also builds students' understanding of the roles of built work and professional advocacy in mitigating climate change.

In MARC 433 Building Systems III, both traditional and emerging systems for thermal comfort, lighting, sound, and water are presented in the context of building design, operation, and the holistic interaction between built and natural environments. Advanced building performance principles are understood both conceptually and in relation to analytical modeling.

Other courses in our curriculum contribute to understanding of ecological knowledge and responsibility but are not presented here as primary evidence. These include the second-year ARCH 201 studio, which stresses solar orientation and the role of building as mitigation between environment and experience, ARCH 231 Building Systems I, which presents human comfort and environmental forces, the ARCH 303 tectonics studio, and the MARC 507 Design Integration studio.

EXTRA-CURRICULAR PROGRAMMING:

We intend a holistic attention to questions of ecological responsibility, without a reliance on specific courses at the expense of others. This is reinforced by extra-curricular content including the school lecture series—which typically includes practices focused on ecological approaches. We also support students who wish to prepare for and take the LEED AP exam while in school, by providing one-hour research credits for these efforts.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 257 Design Theory and Culture and MARC 433 Building Systems III. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 3: Ecological Knowledge and Responsibility. As part of this assessment, the faculty workshops will also consider results from annual student surveys assessing the school lecture series.

External Link > PC.3 evidence in OneDrive Program Criteria folder

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

SUMMARY:

Content addressing this criterion is distributed across six courses that span from students' first year in our curriculum to their final year. For the purposes of this reaccreditation evaluation, **primary evidence will be found in ARCH 251/252 History of Architecture, Urbanism, and Art I and II; ARCH 257 Design Theory and Culture; and ARCH 356 History of Modern Architecture.**

CURRICULUM:

The foundation for understanding architecture and urbanism in terms of historical, social, cultural, economic, and political forces is provided in the two-semester first-year history survey (ARCH 251 and 252). Students are introduced to a range of ideas that provide them tools for understanding buildings and urban sites in historical terms, with special focus on cultural, social, political, and economic contexts along with formal and spatial approaches and configurations. Emphasis is also given to the development of discipline-specific terminology and the ability to recognize and identify key works and ideas, as well as to understand synthetic concepts and ideas that help to explain those works.

ARCH 257 Design Theory and Culture, taken during the second year of our program, builds on the historical understandings developed in ARCH 251 and 252 and connects these with theoretical frameworks for understanding foundational architectural theories, the nature of professional culture, and professional and ethical responsibilities of architects. Responsibility is presented as both a professional and personal commitment, and includes not only public health, safety, and welfare, but also responsibilities for mitigating and transforming the ways architecture has often impacted questions of equity, environmental health, and social and environmental justice. ARCH 257 contributes to our assessment not only of PLO 4 History

and Theory, but also PLO 8 Social Equity and Inclusion; PLO 9 Health, Safety, and Welfare; and PLO 11 Regulatory Context.

ARCH 356 History of Modern Architecture, taken during the third year of our program, develops the concepts introduced in ARCH 251, 252, and 257, with focus on the development of modernist architecture from the period of industrialization until the contemporary period. The definition and pursuit of an explicitly modernist architecture is presented as an inherently cultural, intellectual, and creative project, and one which stems from a growing understanding during the period of the role of modern architects as public intellectuals. The focus of this course is on Europe and North America, but the course also addresses the global spread of modernist approaches.

Other courses in our curriculum contribute to understanding of the histories, theories, and cultures of architecture but are not presented here as primary evidence. These include FUSE 350 Culture and Place and MARC 557 Architecture Senior Seminar (Thesis Research Seminar). FUSE 350 Culture and Place is taken during the required study abroad experience, and ties students' direct experience of the study abroad location with the cultural and historical particularities of that location. MARC 557 Architecture Senior Seminar (Thesis Research Seminar) oversees and facilitates individualized research and the rigorous development of individual thesis topics and projects. This course expects students to draw upon the content of previous coursework in the sequence.

EXTRA-CURRICULAR PROGRAMMING:

In addition to required courses addressing this criterion, our annual lecture series and our study-abroad experience provide extra-curricular reinforcement for history and theory content. School lectures and study-abroad participation are required components of our program.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 251/252 History of Architecture, Urbanism, and Art I and II; ARCH 257 Design Theory and Culture; and ARCH 356 History of Modern Architecture. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 4: History and Theory. As part of this assessment, the faculty workshops will also consider results from annual student surveys assessing the school lecture series and the study-abroad experience.

Prior to the initiation of our 2022 HSA Assessment Plan courses relative to this criterion were frequently adjusted in response to informal faculty assessment students' progress, and to reinforce the relevance of historical and theoretical material for architects today. We have moved the ARCH 356 History of Modern Architecture course from second to third year, and placed the ARCH 257 Design Theory and Culture course (previously ARCH 256 Design Theory and Methodology) in the second year. In this location, and with re-focused content, the course can be a more foundational introduction to a range of ways architecture is connected to culture.

In the ARCH 251 course, which begins the two-semester survey, the chronology has been shifted later and has been given an alternative geographical focus in response to our desire to heighten the contemporary relevance of these courses. Whereas previous versions of the 251 course began with pre-historic settlements, Mesopotamia, and Old and New Kingdom Egypt, the course now begins with the Minoans of Knossos (Crete) in the fourth millennium BCE. The reasoning for this change was to ensure deeper coverage of later works and cultures, including integration of the ways in which buildings, cities, and artifacts, are addressed in contemporary culture. Examples include in-depth discussions of topics like the

repatriation of artifacts in the context of colonialism, the ethics of historic preservation, the targeting of cultural patrimony as a tactic of warfare, and critical reexaminations of narratives associated with histories of oppression of various sorts. This approach acknowledges that the architectural history sequence is not intended as an encyclopedic survey of human civilization, but rather as a vehicle for developing analytical skills that include careful consideration of complex cultural contexts.

In the ARCH 356 History of Modern Architecture course, planning for the new 2022 HSA Assessment Plan led to a revision of midterm and final exams during fall 2022 so as to align those exams with the assessment rubric for PLO 4: History and Theory. Data collected in fall 2022 suggested increasing focus on developing students' understanding of discipline-specific terminology.

External Link > PC.4 evidence in OneDrive Program Criteria folder

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

SUMMARY:

Content addressing this criterion is distributed across several courses spanning throughout the curriculum. For the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 433 Building Systems III and MARC 557 Architecture Senior Seminar (Thesis Research Seminar). Secondary evidence will be found in ARCH 231 Building Systems I and in ARCH 332 Building Systems II.**

CURRICULUM:

The MARC 433 Building Systems 3 course prepares students to participate in architectural research by exposing them to established and emergent technologies including lighting, acoustics, electrical, and human-comfort systems. These are approached with attention to the effects of building-form and enclosure decisions on energy-use management, as well as the role of research-based innovation in the constant improvement of these systems. Similar content is developed in more introductory ways in the two preceding Building Systems courses.

In MARC 557 Architecture Senior Seminar (Thesis Research Seminar), students begin their year-long thesis investigations by conducting guided research into a range of ideas, strategies, and precedents that help them to develop and articulate a clear thesis position. Students encounter innovative approaches to problems that are technical, societal, geographical, and environmental, among others. Research and written assignments for this course are intended to develop depth of thinking and understanding about the central issues and questions informing a student's topic, as well as to better understand the potential roles of precedents, sites, and programs in activating the thesis project. This process develops students' abilities to seek out innovative source materials but also to be discerning and critical when engaging and using sources. Students' research activities become essential components in their fall-semester thesis documents and also help to guide their spring studio work.

Other courses in our curriculum employ research for projects and other assignments. Among these, both ARCH 231 Building Systems I and ARCH 332 Buildings Systems II introduce students to existing versus emergent approaches to systems, materials, and assemblies.

EXTRA-CURRICULAR PROGRAMMING:

While not experienced comprehensively by all students in our curriculum, Professor Traci Sooter's studios have begun incorporating applied research into concrete printing technologies, sometimes in combination with research toward design-build applications. Professor Sooter has arranged partnership through community-based organization The Gathering Tree, who have located a concrete printer on campus. Students now have access to this technology in limited ways, so we are presenting this as extra-curricular at this point, but it is likely that it will be integrated with the curriculum more in a way that gives all students exposure. For now, Professor Sooter's fall 2023 ARCH 303 section will witness a series of tests that include strength of material, strength of connections, and permeability of the concrete material. The semester will culminate with the students printing, at full-scale, their design of a wall section. Students will gain hands-on experience with the concrete printer and test the tectonic qualities of their design.

As has been discussed for other criteria, our lecture series is an important extra-curricular component in helping all students to understand the role of research in design innovation.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from MARC 433 Building Systems 3 and MARC 557 Architecture Senior Seminar (Thesis Research Seminar). This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 5: Research and Innovation. As part of this assessment, the faculty workshops will also consider results from annual student surveys assessing the school lecture series.

External Link > PC.5 evidence in OneDrive Program Criteria folder

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

SUMMARY:

Content addressing this criterion is most directly covered in **ARCH 405 Architectural Design Investigations 1, where primary evidence will be found.** Students encounter collaborative opportunities through many of the studios and other courses in our curriculum, where group projects are often used. The ARCH 405 course, however, is where we most fully emphasize collaborative work and leadership through contact with diverse constituents and disciplines.

CURRICULUM:

The ARCH 405 studio is the setting for community-based projects organized by our Center for Community Studies and for design-build projects organized by Professor Traci Sooter, FAIA. Both types of projects have long traditions at the HSA, and both are discussed above in our response to the Equity, Diversity, and Inclusion and Leadership, Collaboration, and Community Engagement shared values. All ARCH 405 studios share an emphasis on bringing students out of the classroom and studio and into contact with communities, organizations, and individuals served by their design work. These experiences are most often initiated when potential client groups reach out to studio faculty, but sometimes students are

asked to seek out and find project-based problems in the community on their own. These studios place students in leadership positions and expect them to be self-organizing—giving them experience not only in working with community groups but also in collaborative leadership amongst themselves. Group work and the collaborative experiences that come from this are centerpieces of the ARCH 405 experience.

ARCH 405 studios also allow students to encounter collaborators from other disciplines. This may involve contractors, planners, or policy professionals. In addition, in recent semesters these studios—both CCS and design-build versions—have collaborated with students enrolled in Drury political scientist Jeff VanDenBerg's PLSC 340 Civic Leadership and Political Action course. Working on complex problems from different disciplinary perspectives gives greater depth to student experiences in both courses.

The specific leadership and collaboration focus for the ARCH 405 studio results from our frequent consideration and adjustment of the curriculum. Prior to our 2019 curricular revisions, one studio (ARCH 417) was designated as a community-studies studio and was required of all students, either in their third or fourth year. The 2019 curriculum placed this content in either an ARCH 405 or ARCH 406 studio, with no real distinction between the catalog descriptions for the two studios. This presented problems for assuring that the collaborative and community-based content would be experienced by all students. Beginning with the 2023-24 academic year, new specificity has been added to the catalog language for ARCH 405 and ARCH 406. ARCH 405 has now been specifically tasked with developing "students' abilities to interact with, organize input from, and respond to community-based user groups."

EXTRA-CURRICULAR PROGRAMMING:

In addition to the required ARCH 405 studio, HSA students have opportunities to learn and apply leadership skills through involvement in student organizations, including our very active chapters of AIAS, NOMAS, and the Tau Sigma Delta honor society.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 405 Architectural Design Investigations 1. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 6: Leadership and Collaboration.

External Link > PC.6 evidence in OneDrive Program Criteria folder

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

SUMMARY:

A strong learning and teaching culture can support quality student work and positive learning outcomes, but it cannot be measured by them. Rather, this criterion concerns the holistic effects of a number of variables that are typically more extra-curricular than curricular. Consequently, our 2022 HSA Assessment Plan does not directly adopt this criterion (as it does the other NAAB PCs and SCs) as one of our specific Program Learning Outcomes. Attention to the qualities of our learning culture is an essential responsibility; we identify it in

our assessment plan as a foundational value, and we support it in a variety of ways including, primarily, through direct engagement and collaboration with students in shaping the school's culture.

EXTRA-CURRICULAR PROGRAMMING:

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

The HSA Learning and Teaching Culture Policy is intended to remind students and faculty of the many positive attributes of studio life, while also working to ameliorate its potential negative qualities. The policy was first formulated in 2006 as a Studio Culture Policy, and has been regularly revised through processes involving students, faculty, and staff. The most recent full revision emerged from a collaborative effort during the 2022-23 academic year. That fall semester, input from student leadership (representatives elected by each studio section, as well as leaders of each student organization) was reflected in a draft revision prepared by school administration. A week-long charrette was then held during the spring semester, organized by Associate Professor Dr. Sara Khorshidifard, in which the full student body was invited to critique the proposed draft revisions alongside the AIAS Model Learning and Teaching Culture Policy.

Following this input, a revised HSA Learning and Teaching Culture Policy was approved by HSA faculty in the summer of 2023, and can be found in the Supporting Materials appended to this APR. It will be annually reviewed by student leadership along with faculty, and the entire student body will be invited to suggest additions and revisions.

APR Bookmark > Learning and Teaching Culture Policy in Supporting Materials

The policy emphasizes the values of mutual respect and support, clarity of communication, and shared responsibility for building and maintaining a positive learning and teaching culture. This policy is available to all students through the school's website and our *HSA Student Handbook*. It is also posted in all design studios and classroom spaces throughout our building.

Along with the values expressed in our Learning and Teaching Culture Policy, our school benefits from highly active student organizations and an unusual degree of direct consultation with faculty, administration, and staff. Student fora are organized each spring, with facilitation by leadership of the primary student organizations and with faculty and administrators absent. The issues emerging from these fora are summarized by student leadership and then discussed with the dean and associate dean of the school. In addition, school administration and staff host student-leadership lunches three times per semester.

The school also provides opportunities to extend learning beyond the classroom. Students typically benefit from four funded field trips over five years. Although these were suspended during the Covid-19 pandemic, they resumed beginning in the fall 2022 semester. Since 2016, various studio levels have traveled to Boston, Chicago, Dallas, Denver, and Seattle. Shorter trips have targeted cities and sites within the region, including Bentonville/Fayetteville (AR), Kansas City, and Saint Louis.

The direct experience of these places connects with our rich tradition of learning outside the classroom. Our study-abroad programming, already discussed above, is the centerpiece of this tradition, but it is also reinforced by community-engagement studios and the internship requirement.

Just as we send students out into the world, we also bring visitors from elsewhere to engage students through the lecture series, design reviews, project award juries, and career path panels. Members of our Professional Advisory Council and JEDI Alumni Council are active participants in these events, as are other professionals.

The school's learning culture is also positively influenced by our students' wide involvement in campus and school extra-curricular activities and clubs. Our active NOMAS, AIAS, and Tau Sigma Delta chapters have already been mentioned, as has the tendency of students to engage in campus-wide organizational membership and leadership. All of this is encouraged by flexibility and support from our faculty—a quality that brings real distinctiveness to our learning and teaching culture.

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

ASSESSMENT:

The collective impact of these specific components of our culture are difficult to assess quantitatively. We are implementing student surveys that are administered as part of our ARCH 461 Internship course, and that intend to capture data about students' views on various aspects of our program. These surveys are developed in conjunction with our JEDI Alumni Council, so there is an emphasis on how the school's culture impacts the student experience. We will also begin, in fall 2023, a recurring program of direct engagement with recent alumni in regional cities, in order to hear about their experiences and to gather both qualitative and, through a survey mechanism, quantitative feedback about how our learning and teaching culture supports students and graduates.

We also receive direct student feedback through monthly student-leadership lunches in which representatives of each studio section and each student organization meet and discuss issues and problems with school administration. These students also organize annual student fora and convey concerns to administration. Students also collaborate in regular review and revision of our Learning and Teaching Culture Policy. Through this close engagement with students and respect for the resulting input, adjustments to our operations can be frequent and can support consistent improvement in the nature of our learning culture.

External Link > PC.7 evidence in OneDrive Program Criteria folder

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

SUMMARY:

Content addressing this criterion is addressed directly in several courses. For the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 406 Design Explorations I. Secondary evidence will be found in ARCH 257 Design Theory and Culture.**

CURRICULUM:

The ARCH 406 Design Explorations 2 studio has a responsibility to help students understand the social contexts and consequences of design. Projects and sites are selected to specifically engage these contexts and consequences, in order to help students to understand the application of design “to issues of social equity and/or ecological responsibility.” Project types as well as the selection of contested sites engage topics around social division and climate change. Students’ understanding of these issues are evaluated through project-process components as well as through final project presentations.

ARCH 257 Design Theory and Culture presents social equity and inclusion as a fundamental imperative connected to concepts of professional ethics. Students encounter and analyze examples—both positive and negative—that help them understand the inevitable impact of design on conditions of equity, inclusion, and social and environmental justice. Legal and ethical responsibilities for accessible design are also covered. Students’ understanding of these issues are evaluated through exam questions and research/analysis projects.

EXTRA-CURRICULAR PROGRAMMING:

As discussed above in our response to the Equity, Diversity, and Inclusion shared values, this criterion is also supported by a range of extra-curricular programming, including the exposure brought to these issues by our annual lecture series, student-organization programming—in particular that of our NOMAS chapter, and field-trip and study-abroad related experiences.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 257 Design Theory and Culture and MARC 406 Design Explorations 2. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 8: Social Equity and Inclusion. As part of this assessment, the faculty workshops will also consider the efficacy and perceived relevance of our lecture series programming and of student-organization activity as reflected in annual surveys of students.

External Link > PC.8 evidence in OneDrive Program Criteria folder

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

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

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

SUMMARY:

Content addressing this criterion is addressed directly in several courses. For the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 439 Structures III and in MARC 569 Professional Practice. Secondary evidence will be found in ARCH 231 Building Systems I, ARCH 257 Design Theory and Culture, and MARC 433 Building Systems III.**

CURRICULUM:

The MARC 439 Structures III course covers the professional, legal, and contractual aspects of architects' responsibility for ensuring the health, safety, and welfare of the public. This material provides the context for a semester-long project in which students consider a given schematic architectural design and propose a structural design solution that determines and responds to gravity and lateral forces imposed upon and transported throughout the skeletal system.

The MARC 569 Professional Practice course includes specific content covering relationships between building-scale built environments and professional responsibilities for health, safety, and welfare. This includes lectures and readings on the NCARB Rules of Conduct, the AIA Code of Ethics, and general obligations to the public. Students' understanding of this material is evaluated through exam questions.

The ARCH 257 Design Theory and Culture course introduces public safety as the essential professional and ethical responsibility of architects, while the Buildings Systems I and II courses cover fundamental responsibilities for egress (231) and the public health and safety foundations for minimal design requirements as defined by regulatory bodies.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 257 Design Theory and Culture, MARC 433 Building Systems 3, MARC 439 Structures 3, and MARC 569 Professional Practice. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 9: Health, Safety, and Welfare in the Built Environment.

External Link > SC.1 evidence in OneDrive Student Criteria folder

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

SUMMARY:

Content addressing this criterion is most directly covered in **MARC 569 Professional Practice, where primary evidence will be found.**

CURRICULUM:

The MARC 569 Professional Practice course has as its central goal to build student understanding of professional practice, through specific material covering professional ethics, regulatory requirements, business processes, and a range of other more specific issues, including forces bringing change to practice conditions and contexts.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from MARC 569 Professional Practice. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 10: Professional Practice

The HSA PLO 10: Professional Practice was a focus of our Fall 2023 Full-Faculty Assessment Workshop. Through this discussion, our MARC 569 instructor expressed his view that his course needs to more fully engage the topic of how contemporary forces, including technology, are influencing change in standards and processes of professional practice.

External Link > SC.2 evidence in OneDrive Student Criteria folder

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

SUMMARY:

Content addressing this criterion is addressed directly in several courses. For the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 439 Structures 3 and MARC 569 Professional Practice. ARCH 257 Design Theory and Culture and MARC 433 Building Systems 3 provide secondary evidence.**

CURRICULUM:

The MARC 439 Structures 3 course reinforces students' knowledge of this criterion by integrating structural building-code considerations into a semester-long project-based assignment in which students complete a holistic structural design response to a given hypothetical building problem. Students' understanding of this material is evaluated through their work at various stages in the project process.

MARC 569 Professional Practice includes specific lecture and reading content on building codes and regulations. Students' understanding of this material is evaluated through exam questions.

The ARCH 257 Design Theory and Culture course includes content presenting the basic principles of life safety and land use as fundamental to architects' professional responsibility. Students' understanding of this material is evaluated through exam questions.

The MARC 433 Building Systems 3 course builds students' understanding of how codes and standards relate to design for human comfort and systems integration and selection. Students' understanding of this material is evaluated through exam questions, homework assignments, and projects.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from ARCH 257 Design Theory and Culture, MARC 433 Building Systems 3, MARC 439 Structures 3, and MARC 569 Professional Practice. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 11: Regulatory Context.

HSA PLO 11: Regulatory Context was a focus of our Fall 2023 Full-Faculty Assessment Workshop. Discussion focused on whether or not the more introductory aspects of this topic are most appropriately assessed at the 5th-year level. Suggestions were made to place introductory understanding in earlier courses, and the faculty requested that the HSA Curriculum and Assessment Committee consider this issue and suggest changes during the 2023-24 academic year.

External Link > SC.3 evidence in OneDrive Student Criteria folder

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

SUMMARY:

Content addressing this criterion is addressed directly in several courses. For the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 433 Building Systems 3 and in MARC 439 Structures 3. ARCH 332 Building Systems 2, ARCH 334 Structures 2, and MARC 424 Advanced Architectural Representation 2 provide secondary evidence.**

CURRICULUM:

The MARC 433 Building Systems 3 course includes specific lecture and reading material covering established and emerging systems and technologies employed in building construction from the points of view of human comfort, and systems integration and selection.

The MARC 439 Structures 3 course builds and reinforces students' knowledge of structural design and analysis principles through its semester-long project-based assignment in which

students complete a holistic structural design response to a given hypothetical building problem.

Our curriculum understands technical knowledge as developed through a process of accumulating information and iterative application of content. Consequently, a number of other courses contribute significantly to this knowledge, beyond the courses presented as direct evidence here.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from MARC 433 Building Systems 3 and MARC 439 Structures 3, as well as from ARCH 332 Building Systems 2, ARCH 334 Structures 2, and MARC 424 Advanced Architectural Representation 2. This data is evaluated in full-faculty workshops on a three-year rotation in assessment of our PLO 12: Technical Knowledge.

External Link > SC.4 evidence in OneDrive Student Criteria folder

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

SUMMARY:

Content addressing this criterion is developed cumulatively by courses students encounter throughout our curriculum. However, for the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 507 Design Integration,** for which student work will be made available as required by the NAAB *Procedures for Accreditation.*

CURRICULUM:

Synthetic consideration of design inputs is related to design process rather than just the resulting project. Consequently, the MARC 507 studio relies heavily on a series of prescribed interim steps and targeted exercises through which students consider specific factors in relation to their developing design approach. These process components are recorded through required process portfolios and technology integration workbooks, which are factored into evaluations of students' work. Synthesis of inputs is also emphasized in regularly occurring course lectures that provide students with informational and strategic frameworks for their design work.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from MARC 507 Architectural Design Integration. Unlike most other Program Learning Outcomes, for which full-faculty considerations of collected data occur on a three-year cycle, PLO 13: Design Synthesis and PLO 14: Design Integration are assessed by the full faculty group each year as part of our annual fall assessment workshops.

The content and approach of the 507 studio has been devised in response to faculty review and assessment of the previous MARC 519 studio, as well as our awareness of early drafts of the NAAB 2020 *Conditions for Accreditation*. The 507 course recognized the shift from a

more prescriptive list of “comprehensive” components to a greater focus on the abilities required to successfully synthesize and integrate various inputs, objectives, and systems.

The final semester in which the MARC 519 studio was offered was spring of 2021, and our assessment work for that semester considered the 519 work in light of the new 2020 *Conditions* and the new Program Learning Outcomes that were then being developed by our faculty. Using these standards, it was clear that the 519 students had not developed sufficient abilities to make synthetic and integrative design decisions in response to measurable performance outcomes. This assessment conclusion has resulted in a more focused attention to predictive modeling in the new MARC 507 studio.

As the 2019 curriculum was phased in, the 2022 fall semester saw our first iteration of the MARC 507 studio. This was also the first course that was required to collect assessment data by the HSA Assessment Plan approved by faculty in May of 2022. Assessment data developed from this course indicated a continuing weakness in the synthetic consideration of measurable environmental impacts and, to a lesser extent, in students’ responses to site conditions. Faculty are planning the fall 2023 iteration of the course to include specific test points for predictive analysis and group discussions of results. In addition, our faculty assessment workshop that began the fall 2023 semester recommended that the Curriculum and Assessment Committee identify specific site-design objectives for the earlier courses that make up our studio sequence.

External Link > SC.5 evidence in OneDrive Student Criteria folder

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

SUMMARY:

As with the previous criterion, content addressing this criterion is developed cumulatively by courses students encounter throughout our curriculum. However, for the purposes of this reaccreditation evaluation, **primary evidence will be found in MARC 507 Architectural Design Integration,** for which student work will be made available as required by the NAAB *Procedures for Accreditation.*

CURRICULUM:

As with design synthesis, building integration is related to design process rather than just the resulting project. Our response to this, through the use of process-based assignments and working methods, has been described above in our response to SC.5 Design Synthesis.

ASSESSMENT:

The HSA Assessment Plan calls for annual collection of assessment data from MARC 507 Architectural Design Integration. Unlike most other Program Learning Outcomes, for which full-faculty considerations of collected data occur on a three-year cycle, PLO 13: Design Synthesis and PLO 14: Design Integration are assessed by the full faculty group each year as part of our annual fall assessment workshops.

In our first (fall 2022) assessment of this course, data indicated deficiencies in integrative response both to building envelope systems and to performance modeling. Faculty discussions of these results have resulted in plans to introduce material issues earlier in the semester and to include specific test points for predictive analysis and group discussions of results. Faculty also continue to evaluate predictive performance modeling tools through their use both in supporting lectures and in the studio.

External Link > SC.6 evidence in OneDrive Student Criteria folder

4—Curricular Framework

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

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Drury University has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools since 1915. Drury received a ten-year Reaffirmation of Accreditation in 2023, with the next reaffirmation process scheduled for academic year 2031-31.

APR Bookmark > HLC Reaffirmation Letter in Supporting Materials

4.2 Professional Degrees and Curriculum

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

The table at the end of this section lists the professional studies, general studies, and optional courses that comprise the 168-hour M.Arch. curriculum offered by the Hammons School of Architecture, Drury University. The table is presented as a reference for sections 4.2.1, 4.2.2, and 4.2.3. and 4.2.5 below.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The HSA M.Arch. curriculum requires 99 total credit-hours of professional coursework. These courses are listed in the table at the end of this section.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must

document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

General-studies coursework includes non-professional courses that are specified by the M.Arch. curriculum (ARTZ 111, ARTZ 123, MATH 213, PHYS 205, and a 12-hour International Immersions Certificate) as well as general-studies courses required as part of the Drury Fusion general-studies curriculum. Drury Fusion courses include a 6-hour first-year sequence (FUSE 101 and FUSE 102); seven Explorations groups, from which students must take one course each; and two 12-hour Themed Certificates. One of these certificates, the International Immersion Certificate, is achieved through the HSA study-abroad experience. These courses are listed in the table at the end of this section.

The Drury Fusion curriculum requires a minimum of 51 credit hours of general-studies coursework.

The Higher Learning Commission, Drury University's regional accreditor, requires a minimum of thirty general-studies credit-hours for the awarding of a bachelor's degree.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Optional coursework includes the choice of two 3-hour M.Arch. electives selected from three categories, plus an additional twelve hours of freely selected coursework. It should be noted that considerable flexibility is contained within the Drury Fusion general-studies curriculum. The seven Explorations categories currently offer between seven and nine options from which students may choose. The two required Themed Certificates may be selected from a list of twenty options. Optional coursework is summarized in the table at the end of this section.

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

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

In addition to our accredited five-year Master of Architecture degree, the HSA also offers the following non-accredited degrees:

Bachelor of Science in Architectural Studies: 124 credit hours

Architecture and Design Minor: 17-19 credit hours

Design in Society Minor: 15 credit hours

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

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

Program Response:

Drury University does not offer a Bachelor of Architecture degree.

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

Program Response:

Drury University's Hammons School of Architecture offers an accredited five-year Master of Architecture, requiring a total of 168 credit hours, of which 34 hours are M.Arch. level courses. Required professional and general studies courses, as well as optional courses, are listed in the table at the end of this section.

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

Program Response:

Drury University does not offer a Doctor of Architecture degree.

NAAB

Hammons School of Architecture Curriculum Requirements

Master of Architecture - 168 hours - 5 years

Required Professional Courses		Credits
ARCH 112	Foundations of Architectural Design	5
ARCH 121	Introductory Architectural Representation I	3
ARCH 201	Architectural Design Fundamentals I	5
ARCH 202	Architectural Design Fundamentals II	5
ARCH 222	Introductory Architectural Representation II	3
ARCH 231	Building Systems I	3
ARCH 234	Structures I	3
ARCH 251	History of Architecture, Urbanism and Art I	3
ARCH 252	History of Architecture, Urbanism and Art II	3
ARCH 257	Design Theory and Culture	3
ARCH 303	Architectural Design Tectonics	5
ARCH 304	Architectural Design in a Global Context	5
ARCH 332	Building Systems II	3
ARCH 334	Structures II	3
ARCH 356	History of Modern Architecture	3
ARCH 405	Architectural Design Investigations I	5
ARCH 406	Architectural Design Investigations II	5
ARCH 461	Architecture Internship	0
MARC 423	Advanced Architectural Representation I	3
MARC 424	Advanced Architectural Representation II	3
MARC 433	Building Systems III	3
MARC 439	Structures III	3
MARC 507	Architectural Design Integration	5
MARC 508	Architectural Design Thesis	5
MARC 557	Architecture Senior Sem. (Thesis Research Seminar)	3
MARC 569	Professional Practice	3

Total Required Professional Course Credits: **99**

General Studies Courses (specified by M.Arch. curriculum)		Credits
ARTZ 111	Foundations of Studio and Design	3
ARTZ 123	Drawing 1	3
MATH 213	Trigonometry with Vectors and Applications	3
PHYS 205	Physics for the Built World	3
	International Immersion Certificate:	
FUSE 320	Travel Journal	3
FUSE 350	Culture and Place	3
FUSE 370	International Immersion Certificate Capstone	3
	Additional Interdisciplinary Course	3

General Studies Courses (specified by Drury Fusion curriculum)		Credits	
FUSE 101	Frontiers	3	
FUSE 102	Intersections	3	
	Explorations Groups - one course required from each:		
	Creative Explorations	3*	* overlaps with M.Arch. ARTZ 123 requirement, so these hours are not counted in total
	Ethical Explorations	3	
	Exploring Communities and Civid Engagement	3	
	Exploring Global Cultures	3	
	Exploring Narratives and Texts	3	
	Exploring the Natural World	3*	* overlaps with M.Arch. MATH requirement, so these hours not counted in totals
	Exploring the Self and Others	3	
	Themed Certificates - two required*		* one may be substituted witn a minor or second major
	4-course interdisciplinary groupings, multiple themes available	12	

Total General Studies Course Credits: **51**

Optional Courses		Credits
	M.Arch. Electives - 6 hours required:	
MARC 532	Technology and Sustainability	6
MARC 552	Design Theory and History	
MARC 572	Urban and Regional Studies	
	Free Electives - four courses	12

Total Optional Course Credits: **18**

Total M.Arch. Curriculum Credit Hours: **168**

4.3 Evaluation of Preparatory Education

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

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

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

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

When transfer students request or are considered likely to be eligible for advanced-standing entry into our program, the HSA Associate Dean considers each request in consultation with the HSA Dean and with the Drury Registrar's Office. Catalog descriptions are reviewed and syllabi requested when necessary. For studio or representation courses, portfolios are requested from the prospective transfer student to assure sufficient competency for admission at the advanced level.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

The HSA Transfer Policy explains transfer standards and processes for considering acceptance of transfer credit. This policy is available to prospective students via the school's website.

External Link > HSA website: Accreditation and Public Information

5—Resources

5.1 Structure and Governance

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

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

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

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The Executive Vice President for Academic Affairs also serves as the university Provost and oversees the Office of Academic Affairs. Academic operations were reorganized in 2015—just before our 2016 NAAB reaccreditation visit—to include three standalone professional schools (Architecture, Business, and Education) and three colleges (Humanities and Social Sciences, Natural and Mathematical Sciences, and Graduate Studies). This academic structure was further reorganized during the spring semester of 2023. Deans were retained for the three professional schools, but the colleges structuring the other academic units were eliminated and the leadership system returned to the pre-2015 organization whereby individual departments are directly represented by department chairs. The EVPAA/Provost also oversees Drury's graduate and continuing-education programming.

As a standalone professional school, the Hammons School of Architecture is administered by a dean, who is assisted by an associate dean. School committees advise the dean and represent faculty in curricular matters and are identified below in our response to 5.1.2 Governance.

Faculty and students at the HSA are supported by dedicated staff. A full-time (nine-month) Administrative and Professional Outreach Coordinator supports school administration and facilitates relationships with graduates and employers. A full-time (twelve-month) Design Technology Coordinator oversees our Digital Input-Output Lab, our Fabrication Workshop, and coordinates general facilities needs. A part-time (nine-month) Fabrication Shop Assistant supports the Design Technology Coordinator.

The diagrams on the following page summarize the administrative structures at the university and school levels, and identify the individuals currently assigned to the key roles.

DRURY UNIVERSITY ORGANIZATIONAL STRUCTURE

Drury University Board of Trustees
Rita Baron, Chair

Drury University President
John Beuerlein

Senior Executive VP and Provost
Beth Harville

Other Key Univeristy Units

Executive VP Administration + CFO	Deb O'Neal
Executive VP Enrollment, Marketing, Comm.	Kevin Kropf
Executive VP Student Affairs + Dean of Students	Tijuana Julian
Executive VP Univ. Advancement	Marie Muhvic
Executive VP Univ. Relations + General Counsel	Aaron Jones

Key Academic Staff

Associate Provost for Academic Quality	Leah Blakey
Associate VP Academic Affairs - Compass Center	Jennifer Joslin
Associate Dean - Diversity and Inclusion	Rosalyn Thomas
Assoc. Dean - Internat'l. Programs + Study Abroad	Thomas Russo
University Registrar	Salia Manis

Drury University Faculty

Academic Depts. and Schools

Hammons School of Architecture	Robert Weddle, Dean
Dept. of Behavioral Sciences	Vickie Luttrell, Chair
Dept. of Biology	Kevin Jansen, Chair
Breech School of Business Administration	Jeffrey Zimmerman, Dean
Dept. of Chemistry & Physics	Madhuri Manpadi, Chair
Dept. of Communication	Jonathan Groves, Chair
Dept. of Design & Visual Arts	Rebecca Miller, Chair
School of Education and Child Development	Natalie Precise, Dean
Dept. of Engineering	Robert Throne, Chair
Dept. of Fine & Performing Arts	Stephen Bomgardner, Chair
Dept. of History, Philosophy, & Religion	Ted Vaggalis, Chair
Dept. of Languages & Literature	Peter Meidlinger, Chair
Dept. of Math & Computer Science	Scott Simmons, Chair
Dept. of Political Science	Jeff VanDenBerg, Chair

Provost's Council
Robert Weddle
Vickie Luttrell
Kevin Jansen
Jeffrey Zimmerman
Rebecca Miller
Natalie Precise

HAMMONS SCHOOL OF ARCHITECTURE ORGANIZATIONAL STRUCTURE

Reports to University Provost

HSA Dean
Robert Weddle
curriculum and assessment, accreditation, scheduling, faculty evaluation, adjunct hiring, budgeting, alumni relations, outreach

HSA Assoc. Dean
Panos Leventis
student success and advising, transfer coordination, prospective student visits, facilities supervision

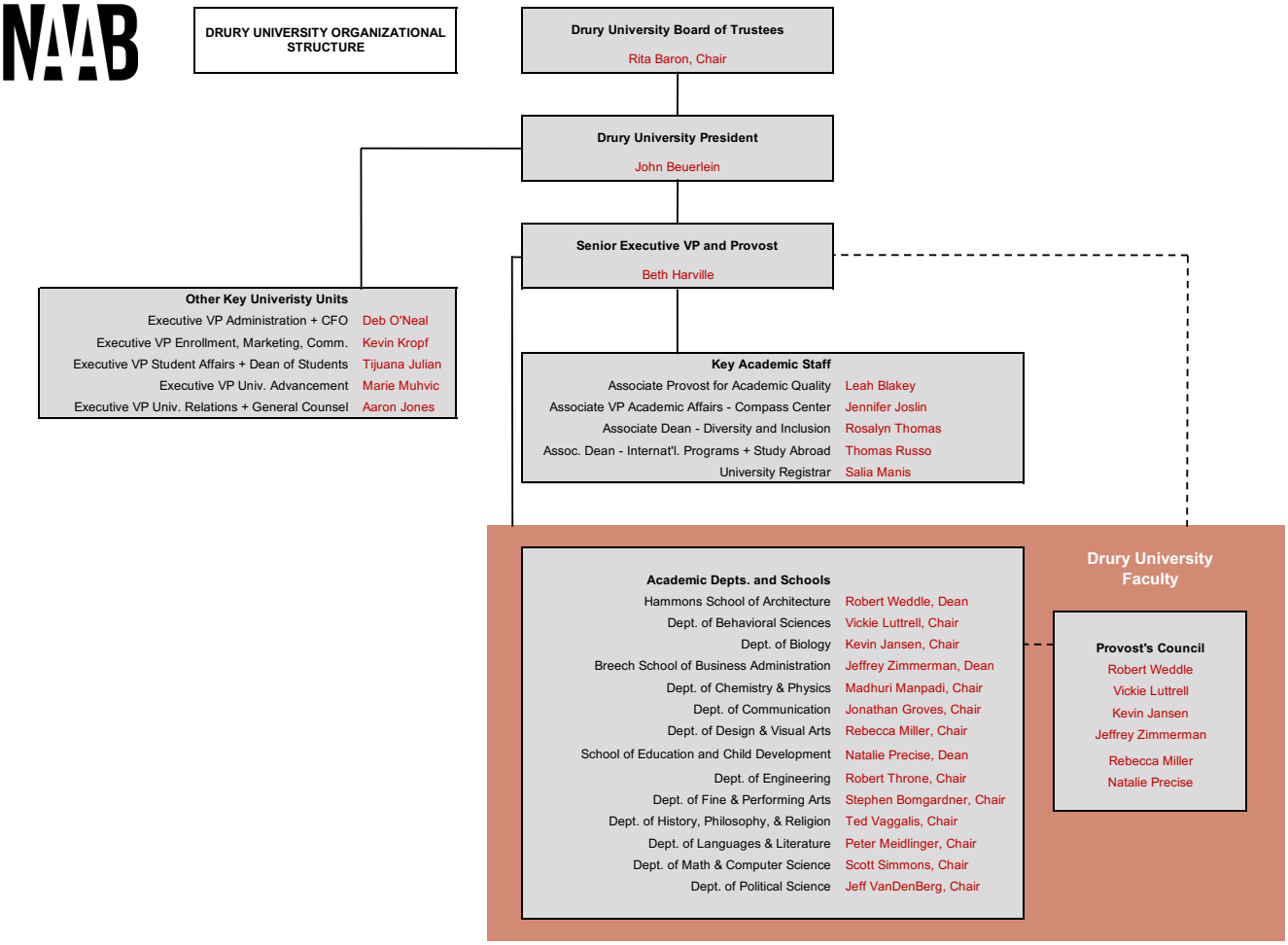
Faculty
Marshall Arne
David Beach
Nancy Chikaraishi
Keith Hedges
Sara Khorshidifard
Bruce Moore
Maurizio Sabini
Traci Sooter
Saundra Weddle
Amy Wiley (visiting)

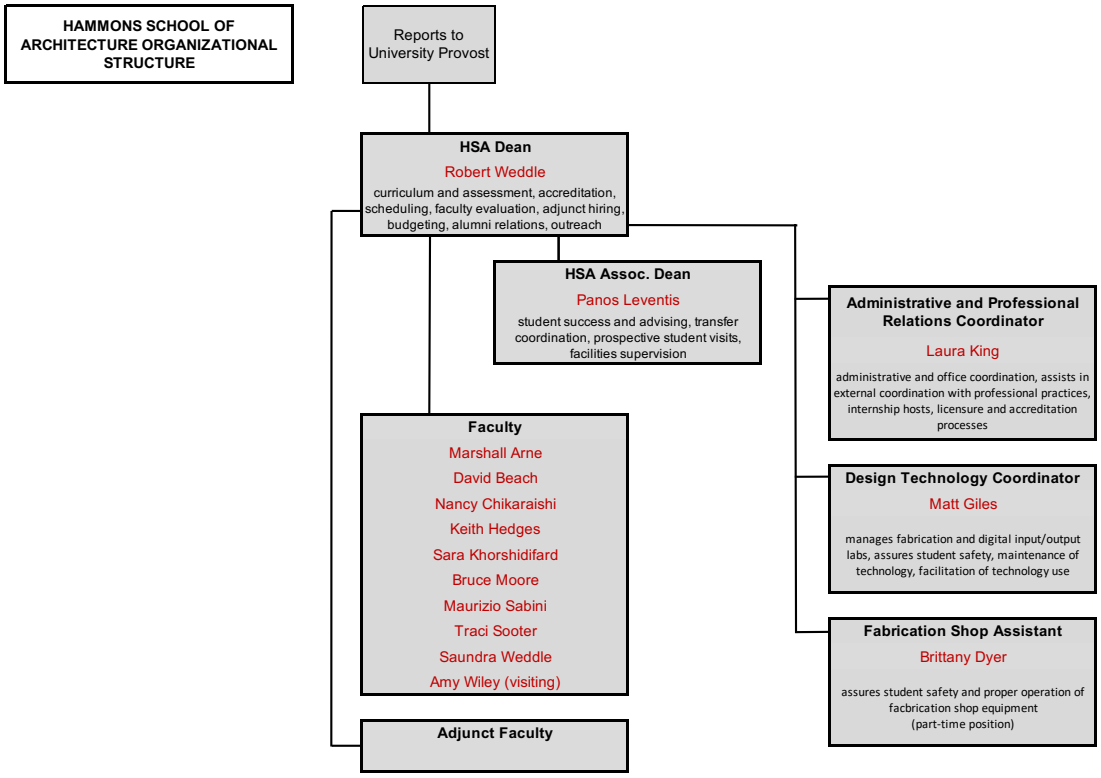
Adjunct Faculty

Administrative and Professional Relations Coordinator
Laura King
administrative and office coordination, assists in external coordination with professional practices, internship hosts, licensure and accreditation processes

Design Technology Coordinator
Matt Giles
manages fabrication and digital input/output labs, assures student safety, maintenance of technology, facilitation of technology use

Fabrication Shop Assistant
Brittany Dyer
assures student safety and proper operation of facbrication shop equipment
(part-time position)





5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

As defined in the Drury University *Faculty Handbook*, “the faculty has responsibility for such fundamental areas as curriculum, academic programs and methods of instruction, research, faculty status, faculty governance and those aspects of student life that relate to the educational process.” These responsibilities are exercised through a faculty-governance structure that is also described in detail in the handbook. Faculty organize their governance work through a Promotion and Tenure Committee as well as three standing committees: the Academic Affairs Committee, the Faculty Affairs Committee, and the Student Affairs Committee. For each of these four committees, faculty are elected according to a rotation that distributes representation across disciplines. Faculty also elect representatives to a Faculty Review Board and a Grievance Committee

The standing committees bring recommendations and motions before full-faculty meetings that occur each month during the fall and spring semesters. Business is conducted by the full faculty, rather than through a designated faculty senate or other representative body. All full-time faculty are expected to attend Drury faculty meetings, and all full-time faculty are eligible to vote in questions put before the faculty at both the university and departmental levels. Faculty meetings are facilitated by two elected Faculty Co-Chairs and two elected Faculty Co-Secretaries.

Faculty are also represented on a series of administrative councils, which provide guidance and assist in decision making in a variety of matters. These include the Athletics Council, Compensation Council, Continuing Studies Council, Financial Aid Council, Graduate Council, Teacher Education Council, Technology Council, President’s Council on Sustainability, President’s Council on Inclusion, Benefits Committee, and the Institutional Review Board. Drury University’s non-faculty staff also have opportunities to serve on several of the advisory councils listed above.

External Link > Drury *Faculty Handbook* in OneDrive Documents folder

Hammons School of Architecture faculty are deeply involved in university-level governance. During the 2022-23 and 2023-24 academic years, there has been HSA faculty representation on Drury’s Promotion and Tenure Committee, Academic Affairs Committee, Faculty Affairs Committee, Student Affairs Committee, and Benefits Committee. An HSA faculty member also served as Faculty Co-Secretary during the 2021-22 and 2022-23 academic years.

HSA faculty committees include a Curriculum and Assessment Committee, an International Studies Committee, a Lecture Series Committee, and a Scholarships Committee. Students participate in the Lectures and Exhibitions Committee as well as serving in ad hoc Faculty Search Committees as they arise.

Drury University’s Student Government Association (SGA) includes senators representing each graduating class as well as a faculty/staff advisor. SGA supports and helps fund other student organizations and appoints voting student representatives to all faculty standing committees. Two Hammons School of Architecture students have served as SGA president over the past three academic years.

Student organizations within the HSA also allow students to be active leaders and collaborators. These organizations include chapters of national organizations AIAS, NOMAS,

and Tau Sigma Delta. An HSA Design-Build Club also supports design-build studios and periodically organizes its own projects in the community. Students also advise school administration through monthly Student Leadership Lunches and an annual Student Forum.

5.2 Planning and Assessment

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

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Strategic planning occurs and results are evaluated in a variety of ways, responding to university policies and practices, specific school objectives, and the imperative to respond positively to the NAAB Conditions. These different levels of planning follow different schedules and time scales but are also interrelated.

The school establishes long-term planning goals that are expected to guide work over a number of years. These multiyear strategic objectives were defined in the Hammons School of Architecture Strategic Plan adopted just after the 2016 NAAB reaccreditation visit, and these have guided the work of the school and have determined related annual agendas. The 2016 HSA Strategic Plan identified the following four broad strategic imperatives that have been at the center of shorter-term planning efforts:

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

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

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

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

APR Bookmark > 2016 HSA Strategic Plan and Progress Assessment in Supporting Materials

These four strategic imperatives have factored into annual plans submitted by the HSA dean to the university provost. Annual plans typically identify shorter-term goals that are more tactical in nature, and that are responsive not only to the school's long-term strategic imperatives but also to emerging challenges and opportunities, including such issues as curricular revision, assessment-plan revision in response to changes in NAAB conditions, faculty hiring, reformulation of study-abroad programming, and facilities needs. Annual plans are jointly reviewed each year by the provost and the HSA dean.

External Link > 2016-2023 HSA Annual Plans in OneDrive Documents folder

Drury University conducts formal Academic Program Reviews according to a five-year recurring rotation. The Hammons School of Architecture submitted a self-study document for this review in spring of 2020, with our next review scheduled to occur in spring 2025. The self-study document articulated the status of the program in relation to a series of prescribed themes, including contribution to the university mission; curriculum, student learning outcomes, and assessment, faculty and staff resources; and enrollment, recruitment, and retention. The report also allowed a rating of levels of support provided by campus service partners.

APR Bookmark > 2020 HSA Academic Program Review Self-Study in Supporting Materials

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The 2016 Hammons School of Architecture Strategic Plan identifies key performance indicators (as "measures") for each of the four strategic imperatives identified above. Tactics and measures are established for each of the imperatives and their sub-components, and progress on these is discussed below in Section 5.2.3.

In the plans prepared each year by the HSA dean, annual goals are identified as a series of tasks and expected accomplishments and performance is assessed directly according to the satisfaction of these goals.

Drury University's Academic Review process identifies a number of quantitative and qualitative performance indicators requiring response in each program's self-study. The prescribed outline for these self-studies requires programs to address quantitative data including numbers of declared majors and graduates, average class sizes, quantifiable estimates of future external demand for the program, and alumni ARE pass-rates. Qualitative performance indicators include reflection of current educational best-practices in the discipline; effectiveness of assessment processes and clarity of program learning outcomes; and accomplishments of students, faculty, and alumni.

More detail about how performance indicators are identified in the various strands of the university and program-level planning process can be found in the documents linked above in Section 5.2.1.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

HSA administration regularly assesses progress on planning documents, reports that progress to the provost, and uses progress assessments for planning purposes. Annual plans prepared by the HSA dean are directly assessed both by the dean and in collaboration with the provost. These assessments partly determine goals for the following year. Progress assessments for each of the annual reviews since 2016 give more detail about the nature and conclusions of these assessments.

External Link > Progress Assessment: 2016-2023 HSA Annual Plans in OneDrive Documents folder

Specific self-assessments of progress relative to the 2016 HSA Strategic Plan are given in the Supporting Materials of this APR. Those assessments, along with conclusions from the present NAAB review, will form the foundation of the next HSA long-term strategic plan.

APR Bookmark > 2016 HSA Strategic Plan and Progress Assessment in Supporting Materials

The 2020 self-study report resulting from the university-level Academic Program Review process was evaluated by a committee consisting of two faculty members from outside the department, the HSA dean, and one faculty administrator from Drury's Office of Academic Affairs. Reports were assessed according to a scoring rubric that ranked each of the six required sections of the study as either "insufficient," "emerging," or "highly developed." HSA's report was ranked at the highest level in each section. Committee comments were attached to the report, and the full evaluation was conveyed to the provost who then provided her own brief summary of the process outcomes.

APR Bookmark > 2020 HSA Academic Program Review Assessment in Supporting Materials

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

A summary of strengths, challenges, and opportunities relative to our continuous improvement was included in our Self-Study for Drury's 2020 Academic Program Review, and is expanded and updated here:

STRENGTHS:

- Our primary strength is our clear differentiation from other accredited schools of architecture, which primarily derives from our liberal-arts setting, the size of our institution, our relatively open admissions policy, and our relative affordability compared with other private institutions offering accredited programs. This makes us an attractive and clear choice to many students outside our immediate region and gives us opportunities to weather fluctuations in regional external demand.

- We have also staked out a strong position on the value and importance of study-abroad as well as opportunities for domestic travel and internships that are important for students of architecture.

- Our alumni community is highly committed to the school, and eager to provide assistance in various forms. The Professional Advisory Council continues to be of great value to the program administration, and the new JEDI Alumni Council is exerting leadership in helping us address issues of equity, diversity, and inclusion.

- Our faculty are highly committed to our students and the school and have wide ranging experience and teaching capabilities. They work well together and generally have a great deal of familiarity with Drury and with the history of our program.

CHALLENGES:

- While our presence within a small regional university differentiates us from other options for accredited degrees in architecture, it also creates challenges in terms of resources, facilities, and limited awareness of Drury beyond our region.

- We have benefited greatly from the stability of our faculty, but this also limits our ability to renew the faculty and provide students with a more diverse mix of outlooks, approaches, and identities.

- Study abroad and other travel has been essential for us, given our location and the relatively limited exposure of our students to distinctive architecture and urban environments. However, increasing costs for these experiences, as well as perceived and real risks associated with travel, may threaten this important distinction of our program.

- Other schools of architecture within our region are very strong and are constantly improving. In this very competitive environment, it may prove difficult to maintain our enrollment levels without determining ways to update our technologies and facilities. While a major new addition or upgrade to our building is unlikely in the near future, if we cannot strategically provide renewed spaces within our building we will be far behind the competition in this area.

- The drop-off in enrollment of international students beginning around 2017 has exposed the extent to which the diversity of our student body was dependent on international students.

OPPORTUNITIES:

- Despite changes to our study-abroad options and the phasing out of the Greece center, we have designed a curriculum that allows us a great deal of flexibility when it comes to providing these experiences. New formats for combining study-abroad with on-campus experiences are possible in ways that they are not for other architecture programs.

- The distinctive quality of our program's liberal arts setting and orientation gives us the potential to reach well beyond our region. While we do already attract international students as well as more distant domestic students, we have the opportunity to recruit more aggressively around the country, if we can determine efficient processes for doing this.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The Hammons School of Architecture benefits from active engagement with a range of alumni, other practitioners, and community members. The HSA faculty and administration are advised by a Professional Advisory Council (PAC) that meets at least once per academic year, and a JEDI Alumni Council that remotely engages the school and organizes student programing around equity and diversity issues.

In addition to regular input from and meetings with these advisory groups, school administration and faculty frequently organize round-table discussions away from campus to solicit other voices in conversations on a range of topics. A fall 2020 meeting at the AIA St. Louis offices brought together HSA PAC members as well as other alumni and non-alumni employers to discuss core skills and qualities needed by graduates. A fall 2022 meeting at the office of Multistudio in Kansas City (described above in our response to the Equity, Diversity, and Inclusion shared value) provided input from members of the HSA PAC, the

JEDI Alumni Council, other alumni and practitioners, and representatives from area high schools and community colleges. The general topic of this conversation involved strategies for broadening pathways into architecture schools and the professions. In the upcoming fall 2023 semester, a meeting in St. Louis will discuss issues of relevance to recent graduates.

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

Program Response:

Our program has frequently responded to the conclusions drawn from self-assessment processes. Three examples of this, spanning the eight years since our previous reaccreditation visit, are summarized below.

1. The recognition that physical facilities upgrades are both essential and unlikely to be funded in a dramatic way has led to focused effort on a phased upgrading of spaces within our building. The focus of these upgrades has been improved support for learning and teaching. Specific information about these projects can be found below in our responses to Section 5.6.

2. The rise in international-student enrollment in our program during the first half of the 2010s brought a dynamic and diverse set of voices to our student body. When these numbers fell in the second half of the decade, it became clear that our historically limited numbers of domestic students of color was a liability for our community. Recent efforts in collaboration with our JEDI Alumni Council and with the Kansas City NOMA chapter have begun identifying strategies for more supportive programming and curricula for our gradually increasing BIPOC student population

3. Stresses placed on our study-abroad requirement by rising travel costs, the closure of the university's Greece Center, and the Covid-19 pandemic have caused us to reinvent the way we execute study-abroad programs. Our 2019 curricular revision allows more efficient response to study-abroad experiences by placing these in one dedicated semester in our ten-semester sequence, and new plans have been put in place (and executed) to run study-abroad in ways that depend less on costly infrastructure. We have also created more robust policies and processes for dealing with disruptions due to public health or other events.

5.3 Curricular Development

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

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

HSA faculty began work on a revised school assessment plan in the fall of 2019. As discussed above in our response to the APR Introduction section on Program Changes, this work was informed both by our implementation of substantial curricular revisions beginning in AY 2019-20 and by our awareness of the much greater emphasis on data-based assessment that was likely to emerge through the revised NAAB *Conditions* and *Procedures* that were then in draft stages.

As the final 2020 *Conditions* and *Procedures* emerged, our Curriculum and Assessment Committee chose to articulate our Program Learning Outcomes (PLOs) using the titles and language of the fourteen NAAB Program and Student Criteria. This close alignment of our PLOs with the NAAB PCs and SCs would allow a clear and simple linkage between our own yearly assessment process and the periodic reporting and review required by NAAB.

Our Program Learning Outcomes depart from the NAAB criteria in two ways. First, we removed PC.7 Learning and Teaching Culture and established it as a separate but essential program outcome. The diverse components contributing to our learning and teaching culture could not, we felt, be assessed as explicit *learning* outcomes, but rather formed the cultural foundation for effective learning. We also added one PLO that was not explicitly represented in the NAAB PCs and SCs, our PLO 7: Representation and Communication.

Specific sub-outcomes have also been established for each of our fourteen PLOs. These sub-outcomes comprise the components of assessment rubrics for each PLO. Each semester, a majority of our courses are assigned responsibility for assessing at least one sub-outcome. Faculty record assessment data using the Canvas learning management system (LMS) employed by Drury for all courses. Data from these assessments is preserved through reports pulled from the Canvas system each semester by HSA administration. using this data, faculty review twelve PLOs on a three-year cycle through full-faculty assessment workshops held annually near the beginning of the fall semester. The other two PLOs—those aligned to NAAB's SC.5 Design Synthesis and SC.6 Building Integration—are reviewed in the full-faculty workshops ever year, rather than every third year. This reflects the importance assigned these SCs in the NAAB *Conditions* and *Procedures*. The school's Curriculum and Assessment Committee are charged with incorporating the conclusions of these workshops into the curriculum and into the assessment process as appropriate.

APR Bookmark > 2022 HSA Assessment Plan in Supporting Materials

APR Bookmark > Previous (2013-2021) HSA Assessment Plan in Supporting Materials

External Link > 2022-23 HSA Assessment Report in OneDrive Documents folder

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

Course assessment occurs on a variety of levels. Students play a role in this by taking part in course evaluations during the last weeks of each semester. Results from these evaluations are available to course faculty, the school Dean, the university Provost, and the Associate Provost for Academic Quality (currently Dr. Leah Blakey). Faculty are expected to review and consider these results and to factor them into subsequent iterations of the course; the seriousness with which this process of reflection and response occurs is considered during the faculty evaluation process. Related to this, course assessment occurs at the level of individual teaching faculty, as course instructors evaluate student work and assign grades. This process, even though often informal, is highly responsive and should be at the core of broader department-wide assessment processes. Faculty colleagues play a similarly informal role in course assessment through their participation in design reviews and the discussions and shared observations that result.

In a more formal way, course assessment happens in the majority of our courses through the role these courses play in assessing Program Learning Outcomes (PLOs). Of the thirty-eight courses we regularly offer each year, twenty are assigned responsibilities for assessing particular PLOs. Assessment of these outcomes ultimately leads to assessment of the courses through which we expect the outcomes to be met. This process is much more shared than the individual-faculty-based course assessment described above. Our annual review of learning outcomes via full-faculty assessment workshops assures shared consideration of the

outcomes and the related courses. Since this assessment process is led each year by our unified Curriculum and Assessment Committee, the feedback loop from assessment conclusions to curricular development is very direct.

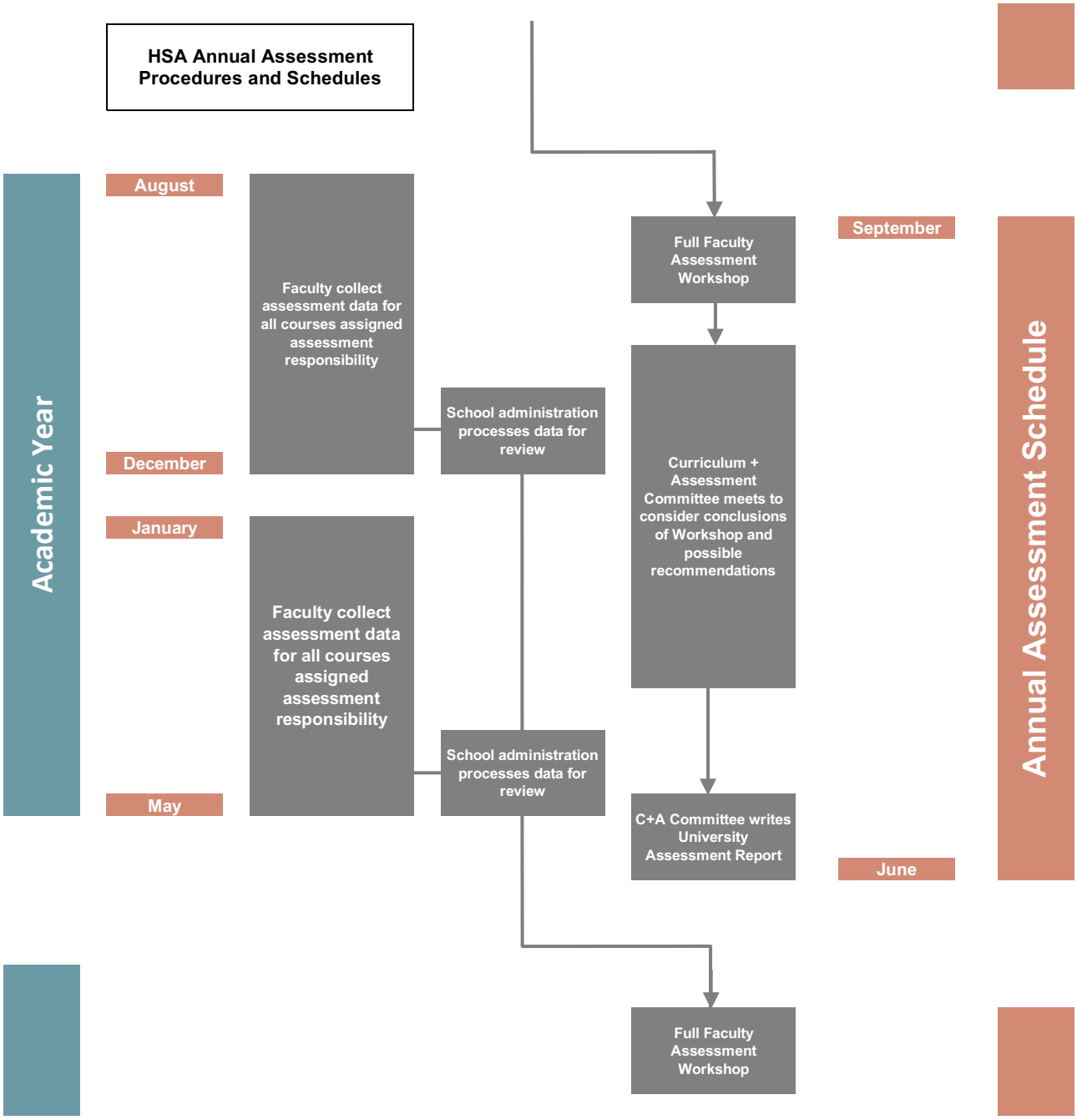
Course assessment is related to the NAAB program criteria and student criteria through the way we have defined our PLOs. As discussed above, we did not see value in defining a set of program outcomes that diverge significantly from the criteria identified through the Architecture Review Forum organized by NAAB in 2019 and published in the 2020 *Conditions*. By aligning our PLOs with NAAB PCs and SCs, course assessment, program learning-outcome assessment, and NAAB reporting and review can be closely linked, even when the time frames for these assessment activities vary.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The simplicity of our school's organizational structure is an asset in assuring execution of assessment and curricular development responsibilities. The dean is ultimately charged with facilitating assessment and supporting faculty control of curricular decisions. The dean appoints annually a single combined Curriculum and Assessment Committee. In addition to structuring annual assessment activities—including a full-faculty assessment workshop at the beginning of each fall semester—this group of faculty also meet throughout the year to discuss the conclusions of the full-faculty workshops and to weigh possible curricular ramifications and changes. The committee also considers rare curricular petitions from students. The school's Administrative Coordinator assists in preparing raw assessment data for presentation in the full-faculty assessment workshops.

The diagram on the following page summarizes the annual curriculum review and assessment process and identifies the individuals currently assigned to the key roles. During the first several years of implementation of our new assessment plan, the Curriculum and Assessment Committee will be composed of all faculty charged with collecting assessment data for that given semester. This ends up being a large group, representing a majority of our faculty, but this allows the group to share with one another problems and procedures associated with gathering data throughout the year, encouraging consistency of method and helping to instill habits of assessment across the faculty.


HSA Annual Assessment Procedures and Schedules
Academic Year
August
December
January
May
Faculty collect assessment data for all courses assigned assessment responsibility
Faculty collect assessment data for all courses assigned assessment responsibility
School administration processes data for review
School administration processes data for review
Full Faculty Assessment Workshop
Curriculum + Assessment Committee meets to consider conclusions of Workshop and possible recommendations
C+A Committee writes University Assessment Report
Full Faculty Assessment Workshop
September
June
Annual Assessment Schedule

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

FACULTY NUMBERS:

The Hammons School of Architecture faculty consists of 11 full-time faculty members and one faculty member with a two-thirds teaching load. During the previous 2015-16 reaccreditation year, Drury was in the process of cutting a dozen faculty positions across campus, including two from the HSA. This reduced our number of faculty from fourteen to twelve, where it has stood since then. One of these faculty members, Associate Professor Marshall Arne, voluntarily moved from full- to part-time in AY 2020-21, and now teaches the equivalent of a two-thirds load. This reduction in faculty numbers has been managed through appropriate increases in adjunct faculty.

APR Bookmark > Faculty Resumes in Supporting Materials

FACULTY WORKLOAD:

The normal contractual teaching-load obligation at Drury University is 21 hours per academic year. Most university faculty thus teach four three-hour courses one semester and three three-hour courses the other semester. This is also the norm for the two HSA faculty who do not teach design studios (Professor Keith Hedges and Dr. Saundra Weddle).

Since the founding of the school, studio faculty have normally taught one five-hour studio per semester and one three-hour non-studio course per semester. For many years, this was a matter of informal understanding between the university and school administrators. In 2018, this arrangement was formalized by agreement between Provost Dr. Beth Harville and HSA Dean Dr. Robert Weddle. The agreement recognized that in architecture as in certain other fields, disciplinary standards and requirements for one-on-one engagement with students require some courses that meet for far more hours than reflected in the credit-hour number. This is the case with our design studio courses, which carry five credit hours but meet for twelve hours each week. In recognition of this, it was agreed that faculty loads would be calculated with a multiplier of 1.5 for any course in which contact hours were at least doubled relative to credit hours. Studio faculty are thus given credit for 7.5 credit hours for typical studio courses. The five-hour studio plus the three-hour non-studio course—when taught both semesters—result in a total faculty load meeting the twenty-one hours required by the Drury University *Faculty Handbook.*

Two of our eleven faculty also hold administrative positions (the school's dean and associate dean) and receive, as part of their compensation for these duties, a shared reduction in course load totaling 14 hours of reduction from the normally required 21 hours.

These faculty workloads are at the high end of the norm for accredited programs in architecture. Non-studio faculty have a particularly severe burden in teaching seven courses per academic year, and they do so without the benefit of teaching assistants to help with grading and course management. These loads can be defended in a variety of ways, including by pointing out Drury's identity as a teaching-focused rather than a research-

focused institution, along with our desire to equitably align our school's workload requirements with those for our Drury colleagues in other departments. At the same time, these workloads do present challenges for faculty who—understandably and to the benefit of the institution and our students—also pursue significant scholarship in addition to their teaching.

FACULTY EVALUATION:

While teaching is considered the primary responsibility of Drury faculty, faculty are also expected to make commitments to scholarship and service. Faculty have flexibility to define goals for their work both in and out of the classroom and are evaluated based on those goals and annual achievements. Drury departments have latitude to define specific expectations for scholarship and service that are relevant and appropriate for their disciplines. These expectations are defined for the HSA in the documents below.

External Link > HSA Scholarship and Service Expectations in OneDrive Documents folder

Faculty scholarship is substantial, and is detailed in the appended faculty CVs, as well as summarized above in our response to the Knowledge and Innovation shared value. This work attests to the creativity and motivation of our faculty to contribute to their field outside the classroom. This is especially commendable given the amount of faculty time dedicated across the institution to teaching.

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

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

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Professor Bruce Moore has served as the school's NCARB Architect Licensing Advisor for over 35 years. He regularly attends the NCARB Licensing Advisor Summit (including the summer 2023 summit in Kansas City) and each semester he organizes presentations to students on licensing and related issues. Fourth-year HSA student Rori Stone currently serves as our Student Licensing Advisor and also attended the 2023 NCARB Licensing Advisor Summit. The importance of professional credentials is also modeled for our students by the HSA faculty, of whom 73% are licensed in the US and 18% abroad.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

All full-time HSA faculty can receive funding in support of professional development. The HSA dean typically budgets $1200 annually for each faculty member, and these funds are accessed through a simple application process that identifies the purpose of the expenditure and the proposed budget. Additional funding can be made available in certain cases, especially when the requested increase in funding is in support of highly visible publications or conference presentations. In addition to these school funds, HSA faculty have also received funding through the Faculty Advising Fellows Program—a grant-funded two-year program supporting excellence and innovation in advising processes. HSA faculty were selected for this program both in 2020-21 and 2021-22 (Dr. Karen Spence and Professor David Beach).

Per the Drury *Faculty Handbook*, all faculty are also eligible for sabbatical leave in order to pursue professional development. Faculty may first apply following their sixth year at Drury and at seven-year intervals after that. Proposals may be either for a full-year (two-semester) leave at half salary or a one-semester leave at full salary. Both the HSA dean and the university provost have prioritized approval of leave requests in recent years. Since our 2016 NAAB reaccreditation visit, two full-year and eight one-semester leaves have been approved for HSA faculty.

HSA staff may also request support for faculty development experiences relevant to the reinforcement or expansion of knowledge and skills appropriate to their position. This funding comes from the office of the HSA dean. Funding has been provided in recent years for OSHA training for our Fabrication Shop Assistant as well as for the Design Technology Coordinator.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

Student-support services are provided to all Drury students through the Robert and Mary Cox Compass Center, a centralized location for access to professionals in academic advising, career planning, and accessibility and disability support. The Cox Center also frequently hosts academic workshops available to all students.

External Link > Drury website: the Compass Center

Medical services are provided to members of the Drury community, including students, through Drury's Panther Clinic—an on-campus facility that is run by regional health-care provider CoxHealth Systems.

Drury partners with Burrell Behavioral Health—a community mental health center that operates across eighteen counties in Missouri—to provide mental-health services to students at the Drury Counseling Center, located in the Findlay Student Center. Students can be seen on a walk-in basis or via referral. Students can access behavioral-health consultation, sports psychology, and therapy sessions, in addition to on-campus Burrell mental health counselors. Students can also gain access to other services offered by Burrell Behavioral Health, including diagnostic testing services, psychiatry, and specialized mental health services.

In addition to university-level services, HSA students receive personalized academic advising by our faculty. The HSA associate dean is responsible for advising and academic tracking for all first-year, second-year, and transfer students in our M.Arch. and B.S.A.S. programs. Upon admission to Drury, architecture majors are assigned as primary advisor either the associate dean (Dr. Karen Spence, 2016-2021; Dr. Panos Leventis, 2021-2023) or Professor David Beach, who teaches first-year studios and assists with new-student advising. By centralizing academic advising for architecture majors within the HSA administrative office, we can assure clarity of information, strong knowledge of the Drury Fusion general studies program, and access to faculty with responsibilities dedicated to student advising and academic success. The associate dean's office also has close contact with Drury staff in Academic Advising, Enrollment Management, and the Office of the Registrar.

At the beginning of their third year, HSA students are assigned to other faculty advisors. At this point in our program, navigation of new-student life and the specifics of the Drury Fusion curriculum are less urgent and students are well-served by faculty who can focus on helping students determine career goals.

Assistance with finding internships is provided informally, as information is shared about employers who notify the HSA administration about internships. The school provides strong support to our Tau Sigma Delta chapter, which organizes the annual career fair. The school also facilitates lunch presentations by regional firms as well as career-path roundtables hosted by our JEDI Alumni Council.

5.5 Social Equity, Diversity, and Inclusion

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

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

Drury University's Diversity, Equity and Inclusion Statement confirms the institution's commitment...

> "... to upholding and advancing the creation of a diverse and inclusive environment where every member of our community will treat each other with dignity and respect. We recognize that diverse experiences enrich our institution and all who pass through it. We honor, welcome and respect all identities and perspectives.
>
> At Drury, we define diversity as the differences that characterize people and communities, including age, sex, gender identity and expression, sexual orientation, ethnicity, race, socio-economic status, veteran status, ability, religion, political beliefs, and other ideologies. Inclusion is how we engage these differences to create a welcoming community and expand opportunities for cultural knowledge. Educational and workplace equity refers to providing opportunities that enable everyone to receive what they need to be successful as they work and learn at Drury."

External Link > Drury website: Diversity, Equity, and Inclusion Statement

This commitment is reflected in Drury's distribution of human resources through our consistent efforts to increase diversity hiring at all levels, to recruit a more diverse student body, and through the 2019 creation of the position of Associate Dean for Diversity and Inclusion, currently held by Dr. Rosalyn Thomas. This position has been created to infuse diversity and inclusion throughout all parts of the university; to work with community leaders to develop partnerships for programs and initiatives related to diversity and inclusion; and to facilitate campus-wide sessions on diversity to increase awareness of diversity and cultural competence among students, faculty, administrators and other staff.

Drury's Associate Dean for Diversity and Inclusion works productively with the President's Council on Inclusion. Chaired by a tenured faculty member, the Council has long spearheaded diversity and inclusion training efforts among faculty, staff, and students. In spring 2020, leaders of each functional area of the university administration appointed a representative to the Council on Inclusion, assuring breadth and depth of representation. The programming supported by the Associate Dean for Diversity and Inclusion is discussed in Section 5.5.4 below.

In the Hammons School of Architecture, human-resource distribution reflects our commitment to supporting diversity, equity, and inclusion. Faculty are highly encouraged to devote university time to the development of curricula, studio projects and themes, scholarship initiatives, and other professional development opportunities that contribute to the building of our capacity to support these values for our students and community. Faculty serve as student-group advisors for our NOMAS, AIAS, and Tau Sigma Delta chapters, and are able to help guide these groups towards implementation of DEI initiatives. Associate Professor Dr. Sara Khorshidifard has pursued and completed the 12-credit hour Diversity, Equity, and Inclusion Leadership Certificate offered by Drury's Graduate College.

Physical resources on campus are organized to maximize accessibility by students, staff, and faculty of diverse abilities and identities. The historic Washington Avenue Baptist Church, an important early church for Springfield's Black community, now serves as the university's Diversity Center, which acts as a cultural center for people of all backgrounds in the Springfield area. The main purpose of the Center is to build intercultural understanding and harmony through educational activities which include lectures, concerts, workshops, classes and other forms of celebration. Another no-longer-used church on our campus, the Benton Avenue AME Church, is currently being studied as a possible meeting and teaching space honoring the life of Reverend Oliver Brown, pastor at the church from 1959 to 1961 and lead plaintiff in the landmark Brown v. Board of Education Supreme Course decision.

Financial resources are allocated to support the initiatives identified above as well as those discussed in Section 5.5.4 below. At the school level, Hammons School of Architecture funding supports equity, diversity, and inclusion programming through its lecture series, through funded field trips that expose students to places and themes that help them understand social-equity issues, and through support of programming organized by our JEDI Alumni Council and our NOMAS chapter.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

Due to the very high rate of tenured faculty in our school (now 91%, following the granting of tenure to Dr. Sara Khorshidifard effective fall 2023), and our low rate of faculty turnover, only one full-time faculty position has been hired since our 2016 reaccreditation visit. This stability has been a positive aspect of our culture in many ways, but it has made it difficult to shift the racial and ethnic diversity of our faculty cohort. In addition, we are aware that the limited size of the minority population in the Springfield area can be a negative incentive in trying to build a more diverse faculty.

Despite this, the university and the school are fully committed to increasing the diversity of our faculty as we are able. All searches are seen as opportunities to address this issue, while also responding to content-area needs as they arise. Drury's published *Guidelines for Hiring Faculty and Academic Administrators,* updated in 2021, states that

> "It is an institutional priority to achieve diversity in the faculty. In order to support this priority, all search committees must include a member of the Inclusion Council. Each search committee is responsible for promoting equal employment opportunities by making every effort to include and interview women and minority candidates. This includes seeking out appropriate professional organizations, e-mail lists, associations, etc. that serve underrepresented professionals."

As we look to future searches as ways to increase our overall racial and ethnic diversity, we also recognize that our current faculty represent a diverse range of backgrounds and experiences. 27% of our faculty grew up and completed at least part of their education outside the US. An unusually high percentage hold PhDs in Architecture (45%, compared to the ACSA average of 11%). In addition, 73% of our faculty are licensed to practice in the US and 18% are licensed in foreign jurisdictions.

Significantly, we are 45% women whereas the average at ACSA member schools is 34%. (Note: ACSA statistics are taken from the NAAB 2022 *Annual Report on Architecture*

Education.) This demographic characteristic is in line with that of our student population, which has averaged at about 47% over the past three years.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

Drury's student recruiting processes are centralized, with the university Enrollment Management office setting strategy and enacting recruiting plans. The Hammons School of Architecture does not directly recruit or admit students, but our administration works closely with Enrollment Management staff to help articulate program distinctions, and to co-organize our major Architecture Day recruiting event each fall, as well as prospective-student tours and informational meetings throughout the year.

Drury's diversity recruiting plan in recent years has included an increase in numbers of purchased names of prospective students of color, an increased engagement of high schools in minority-majority sections of Kansas City and St. Louis, and an increase in engagement of high-school counselors from minority-majority schools. These steps are considered necessary to maintain or increase current levels of enrolled BIPOC students, which have been at about 20% over the past several years.

Given that the BIPOC population of Springfield's MSA is just over 12.4%, Drury recognizes that supporting our minority-student population is a recruiting imperative as much as a student-services imperative. Two scholarship programs have targeted this issue. The Diversity Scholarships Program is designed to increase educational opportunities for racial and ethnic minorities, with supportive enrichment programming to ensure students are successfully integrated into campus life. Through guided campus involvement, service, and leadership, these students contribute to a dynamic and diverse student body. Similarly, the Bridges Program is designed to help culturally diverse freshman students make the transition from high school to college. Activities during the program are focused on building strong social networks, identifying opportunities for getting involved on campus and meeting faculty and staff who can help make the Drury experience as meaningful and successful as possible.

Considering these contextual challenges, it is gratifying to see some gradual increase in the diversity of the HSA student body since the 2016 reaccreditation. In 2015-16, BIPOC students accounted for 12% of our domestic student population, while during AY 2022-23 this figure was 14%. At the same time, there has been a drop in international students (those identifying as "Nonresident Alien") from 18% to 6%. Our current 17% domestic BIPOC rate, while too low, compares favorably to the 12% in the Springfield metropolitan area. Since the previous reaccreditation visit, we have also seen an increase in the percentage of female students from 41% to 47%.

We are confident that the relative proportion of female to male students in our program will continue to climb, and our benchmark for progress is to reach 50% within the next five years. Given the slow but steady growth of our BIPOC population, we will set a progress benchmark of continual year-to-year increases in the 3-year rolling average percentage. Administrative support in these efforts is indicated by the recent creation of a new Associate Director of Admissions position, with specific focus on diversity recruiting, affordability, and access.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

As discussed above in Section 5.5.2, emphasis on diversity hiring is mandated as part of Drury's *Guidelines for Hiring Faculty and Academic Administrators*, and the overall support for diversity and inclusion is inscribed in other official statements. In addition, Drury University's Title IX compliance is well documented and assured by a widely distributed cohort of thirty-one campus colleagues who have been trained as Title IX investigators and work under the authority of our campus Title-IX Coordinator. Of those, fifteen have completed ATIXA Advanced Investigator Training. Green Dot Bystander Training is part of every student's first-year experience, as well as for all student-athletes on an annual basis. The Division of Intercollegiate Athletics regularly undergoes an external Title IX compliance audit and has always been found in compliance.

Drury's commitment to social equity, diversity, and inclusion goes well beyond formal policy statements or federally mandated practices, with a variety of operational and unit-level support systems to assure a welcoming and diverse environment. During the 2023-24 academic year, Drury's Office of Diversity and Inclusion has sponsored Diversity Fellowships for a number of students, in recognition of the 70th anniversary of the Brown vs. Board of Education decision. Diversity Fellows will focus on how to create and sustain a more inclusive campus and society. Fellows will play an active role in creating programming for students and the Drury community. The work will include studying the history of segregation and marginalization in the United States and exploring visions for creating a more perfect union grounded in justice, equity, and inclusion.

The Office of Diversity and Inclusion has also supported student organizations like the Black United Independent Collegiate (BUIC), which has as its mission to "promote an atmosphere of mutual respect, cooperation, and unity among our fellow students of color, provide a safe space for support and encouragement for students of color, maintain a clear commitment to promoting academic excellence, individual success and achievement among students of color, raise awareness of issues involving students of color and actively work to dismantle racial barriers while expanding our understanding of intersectionality, and to empower students of color to confidently establish themselves within Drury University's campus environment and beyond."

Drury Allies is another important student organization for supporting diversity and inclusion. Drury's advocacy organization for LGBTQ+ students and straight allies, Drury Allies promotes diversity and acceptance on campus by providing and promoting an environment of respect and understanding among all students regardless of sexual orientation and gender identity. The organization focuses on community building, activism, and service to better its members, the university, and the larger Ozarks community.

At the program level, an important component in the distinctive model of the Hammons School of Architecture is the degree to which our students are embedded in the broader life of the university. This allows HSA students to be active participants in campus-wide organizations like BUIC, Allies, and the International Students Association. In addition, the programming of HSA's NOMAS chapter helps students of color to obtain mentorship and to build mutually supportive networks.

External Link > Drury website: Equal Employment and Affirmative Action Plan

External Link > Drury website: Non-Discrimination Statement

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

Drury University is committed to providing an inclusive environment and equal access to academic and university life for students with different physical and/or mental abilities. Accommodations may be provided for students with all forms of disabilities in order to reduce barriers on campus in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Services are determined on an individual basis, in consultation with the Director of Accessibility and Disability Services, to best support a student's journey and academic success at Drury.

Course syllabi inform students of our commitment to providing inclusive learning environments. Students who experience barriers to learning or who have documented disabilities requiring specific accommodations will find support from both instructors as well as Drury's Office of Accessibility and Disability Services.

Drury's Division of Student Affairs and the Drury Housing Office can provide accessible housing for students with disabilities. Reasonable accommodations are provided for students who show a documented need. With appropriate advance notice, certain modifications can be made to housing environments, including changing types of door locks and lowering electrical outlets, clothes racks, shelves, and mirrors.

Drury students, faculty, and staff also have access to staff from Burrell Behavioral Health, as discussed above in our response to Section 5.4.4. In addition, the health-care plan available to Drury employees includes coverage for certain counseling and other services. Drury's Employee Assistance Plan (EAP) is available to regular full-time staff and faculty. Employees may contact the EAP for confidential assistance with issues such as stress, anxiety, and depression; family relationships; workplace conflicts; and alcohol and drug concerns.

External Link > Drury website: Equal Employment and Affirmative Action Plan

External Link > Drury website: Disability Accommodation for Employees

External Link > Drury website: Housing for Students with Disabilities Policy

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The HSA facility is sited at the southern edge of the Drury University campus, and joins a number of classroom buildings that were added to this section of campus since the late 1980s. The grounds remain compact, centering on the original forty-acre campus north of Central Avenue.

External Link > Drury website: Campus Map

First occupied in fall 1990, the HSA building provides a highly supportive setting for architectural education and helps reinforce the sense of community fostered by the school. The 42,000 square-foot facility can accommodate just over 200 students and up to sixteen full-time faculty.

The building provides separate studios for each of the five program year levels. Four of these five studio spaces are open to one another and to the building's primary circulation and exhibition spaces. The fifth-year studio alone is separated from the others, located on the main floor to the north of the HSA Main Office suite. The openness of the studios encourages the formation of cross-year-level friendships and contributes to a dynamic atmosphere during studio hours. Faculty offices are located in clusters adjacent to the studio spaces—an arrangement that encourages both informal and formal faculty-student exchange.

These studio spaces are equipped with resources as described in Section 5.6.4 below. Plan diagrams describing locations of studio spaces can be found at the end of this section. Comprehensive renovation of studio furniture began in winter of the 2017-18 academic year with renovation of the First-year studio and concluded in summer 2021 with completion of renovated Fifth-year studio furniture. This work completely replaced the first-generation studio furniture that had been provided with the building in 1990. Studio lighting was also re-lamped beginning in summer of 2017, with the exception of upper-level corridor sconce lighting.

CHALLENGES:

Following the re-roofing of our building in 2012, leaks have been reduced but not eliminated. Some of these impact studio spaces, and Drury Facilities staff have been informed about these ongoing problems. In addition, the upper-level corridor lighting that was not re-lamped in 2017 creates areas on the edges of the west and east studios that are not sufficiently lit at night. There are plans to re-lamp these fixtures during the 2023-24 academic year.

The floor-mounted electric supply receptacles that were original to our building continue to present challenges. This situation has been improved since our 2016 visit due to the more fixed layout of studio furniture, which has limited the number of these floor-mounted units that intrude in circulation pathways. Receptacle remaining in circulation areas were removed and replaced with flush fixtures in summer 2022. Further conversion of these is a priority for the coming years.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Non-studio spaces for learning, teaching, and student interaction are found throughout our facility. The HSA building provides one large multipurpose room (HSA 106) that can seat up to 240 for public lectures and other events, but that more typically serves as our primary lecture hall for classes ranging from around thirty to around sixty students. This room also serves as a presentation and critique space during mid-semester and final project reviews. Smaller learning and teaching spaces include one classroom (HSA 103) accommodating forty-five students, two other classrooms (HSA 208 and 211) each accommodating twenty students, a collaborative Crit Lab (HSA 101A) accommodating about twenty students, a flexible open exhibition and critique space, and a conference room (HSA 102) that can double as a seminar room.

In addition to these spaces devoted primarily to teaching and learning, our building also provides students with a Fabrication Shop including woodworking equipment as well as a

four-foot by eight-foot CNC router, a digital Input/Output (I/O) Lab, a photo documentation room (HSA 209B), and a student lounge.

These learning, teaching, and community spaces are equipped with resources as described in Section 5.6.4 below. Diagrams describing locations of non-studio learning, teaching, and community spaces can be found at the end of this section.

CHANGES SINCE 2016 NAAB VISIT:

A number of improvements have been made to these spaces since our previous NAAB visit. In 2018, the second-floor digital Input/Output lab (I/O) was transferred to a new facility on the first floor, above the Fabrication Shop. The second-floor I/O had taken the place of a classroom space, which was returned to classroom use following renovation in the summer of 2019. Summer 2020 saw the installation of a sliding glass wall in the first-floor Crit Lab, and in summer 2023 our second upper-level classroom, HSA 208, was renovated. These upgrades to teaching space have been accompanied by updated technology to support teaching and learning in these spaces.

We have also undertaken a large-scale replacement of carpeting during the summer of 2023, with new carpet installed in our largest building spaces (the first-floor Multipurpose Room and Exhibition areas, as well as the HSA 103 classroom).

CHALLENGES:

Still largely un-renovated are the social spaces dedicated to student interaction: the studio lounge and the entry/atrium areas, both on our first floor. As studios and classrooms spaces have received priority, these less-dedicated spaces have shown their age. These will be the next priorities for re-invigoration of our building's spaces.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

All faculty members are provided private, lockable, and windowed offices. All offices are large enough to accommodate faculty work, storage of books and files, and meetings with one to two students. There are a total of thirteen available faculty offices, so we are currently able to dedicate up to three to adjunct faculty. There are also two faculty offices in the HSA Main Office suite, one for the HSA dean and one for the associate dean. A third office in the suite is used by office staff when needed for special projects.

Faculty also have access to a locked Faculty Workroom (HSA 212) with work surfaces, a printer/scanner/copier, and flat-file storage. Faculty more often use the HSA Main Office for printing/scanning/copying and assembling syllabi, handouts, and other course materials.

As technology resources, faculty are provided laptop or desktop-based computers as they prefer, and may choose either PC-based or Mac equipment. The university's office of Technology Services provides these computers and renews them periodically. Provision of computing equipment by Technology Services is based on standard specifications that are applied across the university departments, but HSA faculty who have more intensive and costly computing needs may apply to the HSA administration to have these upgrades funded by the school.

Faculty and staff have access to two printer/scanner/copiers mentioned above, as well as smaller printers located in each of the two main faculty-office clusters on the second floor.

Collective faculty work is supported by the conference room in the HSA Main Office suite. This space seats twelve and includes digital video equipment as well as a large marker board. The administrators' offices in the Main Office suite can also accommodate smaller meetings with colleagues, advisees, or prospective students.

Faculty also have access to the technology resources as described in Section 5.6.4 below. Diagrams describing locations of faculty and administrative workspaces can be found at the end of this section.

CHANGES SINCE 2016 NAAB VISIT:

Faculty workspaces have remained largely unchanged since our previous NAAB visit, as attention and resources have been applied to student-learning spaces.

CHALLENGES:

The lack of attention to these spaces, as described above, should be addressed in the coming accreditation cycle. This includes surface treatments and furnishings in individual faculty offices as well as in the main office suite on the first floor.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Students in semesters four through ten of our program are required to own personal laptops per our Computing and Laptop Requirement.

External Link > HSA website: Computing and Laptop Requirement Policy

These student-owned technology resources are supplemented by limited computing equipment located in the studios, classrooms, and the digital Input/Output (I/O) Lab. We have chosen to limit this equipment to what is needed to assist in scanning and printing in the studios, and to allow projection and other teaching functions in the classrooms. Studio-based computers can also provide backup in cases of sudden malfunctions of students' laptops. The I/O Lab and the Fabrication Shop are also home to advanced output equipment.

Following is a list of specific technology resources available to students, faculty, and staff throughout the HSA facility:

STUDIO SPACES:

1st-Floor (Fifth-year) Studio (HSA 100):
(1) Alienware desktop workstation
(1) Canon ImageRUNNER C3530 printer/scanner/copier

2nd-Floor North Studio (HSA 207):
(1) Dell desktop workstation
(1) HP Laserjet 9040n workgroup printer

2nd-Floor South Studio (HSA 213):
(1) Dell desktop workstation
(1) HP Laserjet 9040n workgroup printer

(1) Multiplex light table

2nd-Floor East Studio (HSA 209):
(1) Alienware desktop workstation
(1) Epson 11x17 scanner

2nd-Floor West Studio (HSA 210):
(1) Dell desktop workstation
(1) Xerox 11x17 scanner

NON-STUDIO LEARNING AND TEACHING SPACES:

1st-Floor Multipurpose Space (HSA 106):
(1) Dell desktop workstation
(1) Hitachi Multimedia LCD projector with 20-foot screen and sound system
(3) LG 55” TVs on carts

1st-Floor Classroom (HSA 103):
(1) Dell desktop workstation
(1) Mitsubishi projector with 8-foot screen and sound system

2nd-Floor Classroom (HSA 208):
(1) Dell desktop workstation
(1) Sharp 70-inch monitors
(1) CleanBox UVC LED Decontamination Device
(1) VR headset and sensors

2nd-Floor Classroom (HSA 211):
(1) Dell desktop workstation
(2) Samsung 75-inch monitors

LABS:

Digital Input/Output Lab (HSA 104):
(2) Dell desktop workstations
(1) Canon imagePROGRAF TM-300 scanner/plotter
(1) Canon imagePROGRAF IPF-780 plotter
(1) Thunder Laser Nova 35 laser cutter (80-100w; 35-inch bed)
(6) Prusa MK35 3D printers
(1) Canon ImageRUNNER C5550i printer/scanner/copier

Fabrication Shop (HSA 107):
(1) 4-foot by 8-foot ShopBot CNC Router
(1) Dell desktop workstation
(1) SawStop table saw
(1) Dewalt 12” sliding compound miter saw
(1) Grizzly 8” jointer
(1) Grizzly 24” band saw
(1) Jet 15” planer
(1) Campbell Hausfeld 7-HP 60-gallon 135-psi air compressor
Spray booth, various small band saws, sanders, drill presses, and assorted fabrication tools

FACULTY AND ADMINISTRATIVE SUPPORT SPACES:

Main HSA Office Suite (HSA 101):
(2) Dell desktop workstations
(1) Canon ImageRUNNER C5550i printer/scanner/copier

Conference and Seminar Room (HSA 102):
(1) NUC mini work station
(1) LG 55-inch monitor

2nd-Floor Faculty Workroom (HSA 212):
(1) Canon ImageRUNNER C5045 printer/scanner/copier

Additional technology labs are located in Drury's Olin Library and in Springfield Hall, which is home to four computer labs available for use by students.

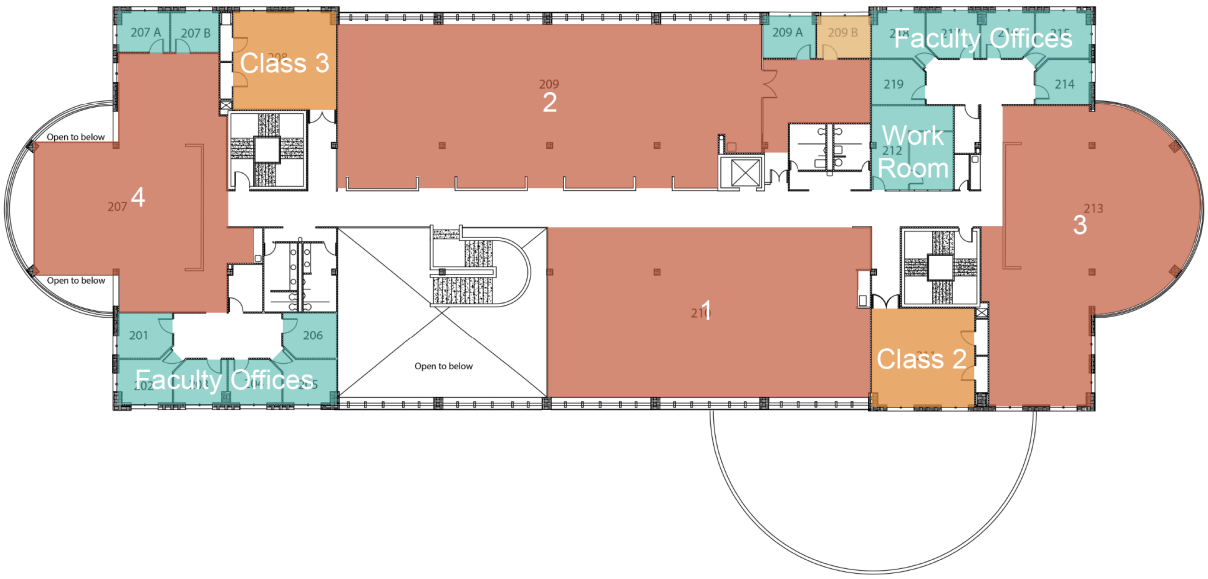
Software available on studio, classroom, and lab computers includes the most up-to-date versions of the Autodesk Suite (including Revit 2024), Rhino, the Adobe Creative Suite, the MS Office Suite, and other standard university software.

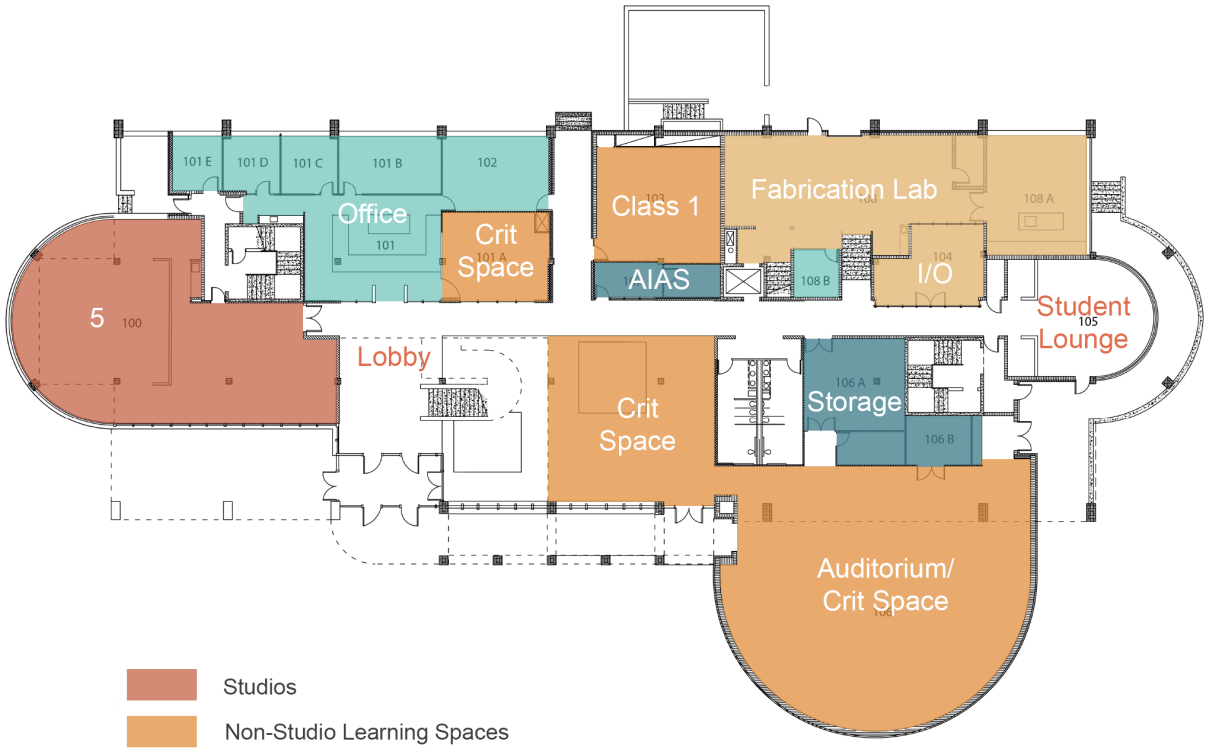
If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Our program does not currently employ online or hybrid formats for our courses. Approximately two-thirds of each third-year class are off-site during their spring semester as they complete their study-abroad experience. This does not have an effect on our digital or physical-resources. The specifics of the off-site study-abroad programming are described in the Remote Location Questionnaire which can be found among the Supporting Materials appended to this APR.

HSA Building Use Diagrams:





5.7 Financial Resources

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

Program Response:

RESOURCE ALLOCATION AND EXPENSE/REVENUE CATEGORIES:

The Hammons School of Architecture is funded through annual budget allocations from the Drury University Office of Academic Affairs. These allocations fund instruction-related salary expenses as well as school operations expenses. The revenues for these allocations come from tuition and fee payments, including an Architecture Program Fee assessed to students enrolled in eight of our ten semesters. Students are not assessed this fee during their first semester in our program, nor during the 3rd-year spring semester, which is dedicated to the study-abroad experience and thus carries its own fee related to the specific study-abroad program. The program fee was initiated in 2010 in order to reconcile institutional commitment to a high-quality professional degree program in architecture with the generally lower costs of delivering other Drury University programs. The fee was set at $1000 per semester between 2010 and 2023; it has increased to $1100 beginning with students entering in 2023-24, and to $1200 beginning in 2024-25. The increase is considered necessary given rising costs across the range of university and program expenses.

By agreement with the university administration, the Architecture Program Fees are considered support for program operations, rather than for faculty salaries. Salary budgets are funded by students' tuition payments and comprise by far the largest portion of overall expenses related to the program. In 2022-23, for example, salaries totaled approximately $1,263,000 while operations expenditures were approximately $209,200.

Budgeting decisions for operations expenses, including allocation of annual fees-based revenues, are almost entirely the responsibility of the HSA Dean. This allows budgeting to be strategic and responsive to program needs. Since fees revenues are directly tied to enrollments, annual revenues can be reasonably predicted prior to the start of each fiscal year (June 1) and are nearly 100% known by the beginning of classes each semester. This funding model—now in place for over thirteen years—has allowed our program to make great strides, as we have been able to increase expenditures for technology, student travel, lectures, faculty development, facilities improvements, and program-specific marketing and enrollment efforts. In some cases, we also use fees funds to support strategic non-faculty staff positions and augmentation of adjunct salaries beyond the normal Drury standard rates for adjuncts— which is necessary given the difficulty of attracting practicing professionals to adjunct roles. In addition, and crucially, we have been allowed to roll annual fees surpluses into reserve funds that provide contingency in the event of enrollment declines, as well as capacity for special purchases when necessary.

Our financial model is strengthened by the separation between our fees-based funding for operations and our tuition-based funding for faculty salaries. This results partly from a change made since our previous NAAB reaccreditation visit, and is discussed in more detail in the relevant section below.

External Link > Drury website: Financial Policies Resources

SCHOLARSHIPS, FELLOWSHIPS, GRANTS, ETC:

Most Drury students receive significant financial aid in the form of scholarships and grants. These aid packages are determined as part of the admissions process and generally remain with students throughout their five years in our program. External funding for these scholarships has

increased in recent years, as HSA alumni have contributed to the university's annual Match Madness campaign to raise scholarship funds for architecture and other majors.
The HSA also gives a number of one-time scholarships to students in their 3rd, 4th, and 5th years. These HSA Scholarships are given by or in honor of individuals and graduating classes, and most are designated for study-abroad support. The funds given annually through HSA Scholarships have increased slightly since 2016, from $8,000 annually to $10,000 annually. Students also benefit from external scholarships granted by AIA Springfield, AIA St. Louis, AIA Kansas City, the National Association of Women in Construction, and other organizations. Our encouragement of broad campus participation means that architecture students may also benefit from athletic scholarships or activity grants for participation in musical ensembles. Experiential Learning Grants are given in connection with the Drury Fusion general-studies curriculum. The university has also funded a faculty mentor to help students develop applications for nationally competitive scholarships, grants, and awards.

PENDING OR CURRENT CHANGES TO ENROLLMENT AND REVENUE:

Since the operations budget for the HSA comes directly from enrollment—through the Architecture Program Fee—changes in enrollment levels in any direction have a clear and predictable impact on revenues and budgets. The overall enrollment of the school, the figure that most directly determines annual revenue, has increased from 149 in 2015-16, the year of our previous reaccreditation, to around 190 for the 2023-24 academic year. The relatively large size of the current student body is partly due to the large incoming numbers we experienced in fall 2021 and fall 2022, and partly due to improving retention rates in recent years.

Our dependence on fees—and thus enrollment—to generate our operations funding means that we must always be attentive to possible enrollment declines. We in fact devote some of each year's surplus fees revenue to a contingency account which protects the school from all but the most dramatic and sustained dips, but we still are concerned when we see decreases in first-year entering students—which we have in the last two years: from 58 entering students in fall 2020 to 54 in 2021, 46 in 2022, and 42 in fall 2023. It is difficult at this point to correlate this small trend with any particular demographic, market, or operations issues, but we are working with Drury's Enrollment Management staff to better understand the issue and to try to bring entering numbers back to around 50-55.

CHANGES TO OUR FUNDING MODEL SINCE THE PREVIOUS NAAB VISIT:

Faculty and staff salaries are funded through tuition revenues rather than through program fees. As the program fees were initiated in 2010, they were expected to fund up to three additional faculty salary lines in addition to operations expenses. One faculty position was added under this plan in 2011, and a second was added in 2012. Since then, it has become clear that funding faculty salaries through an asymmetrical mix of tuition revenues and program-fee revenues is not an optimal model. Consequently, the university provost agreed to begin a two-year phased elimination of fees-based funding for faculty salaries during the 2016-17 academic year, with the Academic Affairs Office funding all full-time faculty salaries from that point forward. This has given more clarity to the distinction between salary-expense budgets and operations-expense budgets and will further strengthen program oversight in managing the latter.

INSTITUTIONAL DEVELOPMENT INITIATIVES:

In June 2023, Drury announced Fortify the Future—a $50-million campaign with priorities to support scholarships and academic programs, build the university endowment, fund upgrades to campus historical buildings, and increase the operational capacity of the advancement office. $24 million of the $50-million goal has already been raised during the silent portion of the campaign. It is anticipated that this advancement effort will have a positive effect on HSA students mostly

through scholarships, which have also been increased through the Match Madness scholarship-gift campaigns that occur each spring.

5.8 Information Resources

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

The architecture library collection is housed in the F.W. Olin Library in the center of campus. The Director of the Olin Library allocates funding for the architecture collection from the library's overall budget. Various library collections are developed with the school's curriculum and goals in mind, and by involving the teaching faculty as much as possible.

RESOURCES:

The F. W. Olin Library serves the entire university and encompasses nearly every format imaginable. Holdings relating to architecture and art include books, e-books, databases, a streaming video service and DVDs, drawings, and paper periodicals. The Olin Library holds 143,274 physical volumes and 413,507 e-books. The collection in architecture-related books currently stands at 18,670 volumes (paper and electronic), 8,374 of which are paper monographs with an NA (architecture) call number. The collection is both current and retrospective, and covers a wide range of subjects including architects, architectural history, professional practice, design, typology, theory, city and urban studies, development, sustainability, aesthetics, landscape architecture, engineering, building construction, interiors, visual arts, materials, and technology.

In addition to Olin Library holdings, the MOBIUS statewide consortium allows Drury students and faculty to request books online from other Missouri universities and to have the books delivered (usually within 72 hours) to the Olin Library circulation desk. The number of unique items held in MOBIUS now numbers over 7 million volumes. The consortium includes Washington University, another NAAB accredited architecture program. Drury's library does not depend inordinately on other schools to service its curriculum, but rather is adding equally to the overall resource sharing in the state.

Olin Library subscribes to 42 architecture journals and has holdings for an additional 19 titles that were either discontinued or are no longer published. A few additional titles are available electronically through our electronic databases, such as JSTOR (which includes ArtStor and a large image repository), Art Full Text, and ProQuest Central. Olin subscribes to the *Avery Index to Architecture Periodicals* through ProQuest, and any article that we don't have in print or through another database can be ordered through interlibrary loan at no cost to our patrons. Olin Library Archives maintains a large collection of architectural drawings by the local architect Richard Stahl, FAIA, including documentation of buildings he designed for the Drury campus. They are available to students for use within the archival area.

STAFF AND FACILITIES:

The librarians and staff of Olin Library are dedicated to serving the university community. There are four librarians with master's-level library degrees; two have additional master's degrees. There are also 13 student workers. Reference service, library instruction, interlibrary loan services, help with scanning materials, and working one-on-one with students are just a few of the services provided. The archivist works with students regarding historic architectural drawings and other materials relating to the history of Drury that may be found in the archives. Students can call the library during open hours, or e-mail at any time; a response to e-mail queries is usually made in less than 12 hours.

Technology Services is also housed in the library building. And while Technology Services staff are not part of the library, they add a great deal of support to library patrons.

The F. W. Olin Library was built in 1992. As library needs have changed, the building and its facilities have been modified accordingly. Furnishings in areas where students gather and study (individually or in groups) have been updated by the library and through gifts by Drury's Student Government Association. The heating system for the building was replaced in the spring of 2023, and installation of a new cooling system should be completed by late February or early March of 2024.

There are 41 desktop PCs in the library for student use; all are networked to four large capacity printers and the campus network. Wi-Fi is available throughout, and wireless printing is available. There are also computers and ceiling-mounted projectors or large-screen monitors in all seminar and small-group study rooms. There are two large flatbed scanners on the main floor and another in the art collection workroom. Photocopiers, microfiche and microfilm printers/readers are maintained in the event they are needed.

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

Program Response:

Visual resources Librarian Jacque Tygart retired from Drury in summer 2023 following many years of service. Hiring a replacement position has not yet been approved. Other Drury Librarians are now providing access to the collections and databases used by architecture students and faculty.

External Link > Drury website: **F. W. Olin Library Resources**

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

This statement has been published on our website, in our *HSA Student Handbook*, and in the *Drury University Academic Catalog*.

External Link > HSA website: **Accreditation and Public Information**

External Link > HSA website: ***Student Handbook***

External Link > ***Drury University Academic Catalog***

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

These materials are available on our website.

External Link > HSA website: **Accreditation and Public Information**

6.3 Access to Career Development Information

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

Program Response:

Links to these resources have been provided on our website.

External Link > HSA website: **Accreditation and Public Information**

NAAB

6.4 Public Access to Accreditation Reports and Related Documents

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

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Links to these materials have been provided on our website.

External Link > HSA website: Accreditation and Public Information

6.5 Admissions and Advising

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

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

Program Response:

Links to these materials have been provided on our website.

External Link > HSA website: Accreditation and Public Information

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Links to these materials have been provided on our website.

External Link > HSA website: Accreditation and Public Information

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

Program Response:

A link to this information has been provided on our website.

External Link > HSA website: Accreditation and Public Information

Supporting Materials

PC and SC Matrix

One-Page Faculty Resumes

Remote Location Questionnaire

HSA Learning and Teaching Culture Policy

Higher Learning Commission Letter Reaffirming Institutional Accreditation

2016 HSA Strategic Plan and Progress Assessment

2020 HSA Academic Program Review Self-Study

2020 HSA Academic Program Review Assessment

HSA Assessment Plan (2022-)

Previous (2013-2021) HSA Assessment Plan

Drury University - Hammons School of Architecture

NAAB PC AND SC MATRIX

2024 NAAB Re-Accreditation

HSA PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	*	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14

NAAB PROGRAM AND STUDENT CRITERIA

Contributing courses and extra-curricular activities:

	PROGRAM CRITERIA								STUDENT CRITERIA					
	PC.1	PC.2	PC.3	PC.4	PC.5	PC.6	PC.7	PC.8	SC.1	SC.2	SC.3	SC.4	SC.5	SC.6
	Career Paths	Design	Ecological Knowledge and Responsibility	History and Theory	Research and Innovation	Leadership and Collaboration	Learning and Teaching Culture	Social Equity and Inclusion	Health, Safety, and Welfare in the Built Environment	Professional Practice	Regulatory Context	Technical Knowledge	Design Synthesis	Building Integration
Curricular														
ARCH 202 Archl. Design Fundamentals I		●												
ARCH 231 Building Systems I			●		●				●			●		
ARCH 251 History of Architecture, Urbanism and Art I				●										
ARCH 252 History of Architecture, Urbanism and Art II				●										
ARCH 257 Design Theory and Culture			●	●				●	●		●			
ARCH 332 Building Systems II					●							●		
ARCH 334 Structures II												●		
ARCH 356 History of Modern Architecture				●										
ARCH 405 Architectural Design Investigations I						●								
ARCH 406 Architectural Design Investigations II								●						
MARC 424 Advanced Architectural Representation II												●		
MARC 433 Building Systems III			●		●				●		●	●		
MARC 439 Structures III									●		●	●		
MARC 507 Design Integration		●											●	●
MARC 508 Design Thesis		●												
MARC 557 Architecture Senior Seminar					●									
MARC 569 Professional Practice	●								●	●	●			
Extra-Curricular														
AIAS and NOMAS chapter programming						●	●	●						
Field trips		●					●							
Internship requirement	●						●							
Learning and Teaching Culture and Community Standards policies							●							
LEED certification support for students			●				●							
NCARB and AXP information sessions and advisors	●						●							
PAC / JEDI mentorship opportunities and career path roundtables	●						●							
School Lecture Series	●	●	●	●	●		●	●						
Study Abroad		●		●			●							
Tau Sigma Delta portfolio reviews and career fair	●					●	●							

NOTES:

● indicates primary location(s) of evidence

● indicates secondary or supporting location(s) of evidence

* PC 7 is not a Program Learning Outcome for purposes of our assessment (HSA PLO 7 is Representation and Communication)

> Return to Program Criteria

> Return to Student Criteria

Drury University 2024 NAAB Visit - Faculty Resumes

Hammons School of Architecture

Full-Time Faculty Resumes

Marshall Arne, AIA
Lecturer in Residence

Courses Taught (previous 4 semesters)**:**
ARCH 304 Architectural Design in a Global Context
Paris: École Nationale Supérieure d'Architecture Val De Seine
FUSE 320 Journaling
FUSE 370 International Immersion Capstone

Educational Credentials:
Master Degree of Architecture, University of Illinois, Urbana, 1984
Bachelor of Science in Architectural Studies, University of Illinois, Urbana, 1982
Architectural Studies Abroad, University of Illinois/uite Ped. D'Architecture, Versailles, France, 1982

Teaching Experience:
Lecturer in Residence, Drury University, 2019 – present
Co-Director, Paris Semester Study Abroad Program, located at the École Nationale Supérieure d'Architecture Val De Seine
Assistant Professor, Drury University, 2001-2019
Instructor, Mount Mary College, Paris, France, 1996
Visiting Lecturer, Mount Mary College, Milwaukee, Wisconsin, 1995
Lecturer, University of Wisconsin, Milwaukee, Wisconsin, 1994
Instructor, University of Illinois, Versailles, France, 1993
Assistant Professor, University of Wisconsin, Milwaukee, Wisconsin, 1990-1993

Professional Experience:
Principal, Marsh & Nance, llc, Springfield, Missouri, 2018-present
Principal, Art and Architecture, Milwaukee, Wisconsin - Springfield, Missouri, 2000-2018
Senior Designer, Eppstein Uhen Architects, Milwaukee, Wisconsin, 1999-2000
Senior Associate and Director, Devine Deflon Yaeger, Milwaukee, Wisconsin, 1997-1998
Principal, Art and Architecture, Milwaukee, Wisconsin, 1994-1997
Architect, Designer, Engberg Anderson, Milwaukee, Wisconsin, 1988-1994
Architect, Designer, Callister, Gately and Bischoff, Tiburon, California, 1987-1988
Project Designer, Stone Marraccini and Patterson, San Francisco, California, 1984-1987

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

Selected Publications / Research / Recognized Built Work:
The Nature of Design: Principles, Processes, and the Purview of the Architect, Scott Lockard author, ORO Editions, 2017, consultant.
ACSA Southeast Regional Conference on Finishing Schools "Capstone Experience in Context of the Liberal Arts", 2003
Design Award, City of Evanston design Council, Prairie Avenue Apartments, 2003
First Prize, Francis J. Plum Traveling Fellowship in Architecture, 1993
First Prize, Peoria, Illinois Northside Neighborhood Design Competition, 1993
First Prize, Bastille Days Festival 1993 Arch de Triomphe Design, 1993
Award, University of Miami International Campus Plan 1986, 1986

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

David R Beach, AIA
Professor of Architecture

Courses Taught (previous 4 semesters)**:**
MARC 507 Architectural Design Integration
ARCH 222 Introduction to Architectural Representation 2
ARCH 112 Foundations of Architectural Design
FUSE 101 Frontiers
ARTZ 111 Foundations of Studio and Design
MARC 532 Technology and Sustainability – Creating Immersive Architectural VR Experiences

Educational Credentials:
Master of Architecture, University of Oklahoma, 2009
Bachelor of Architecture, Drury University, 1997
Bachelor of Arts in Studio Art, Drury University, 1997
Cum Laude, AIA School Medal

Teaching Experience:
Drury University, 2008 to present.

Professional Experience:
Project Manager, H-Design Group, 2000-2008
Project Manager, Farnsworth Group, 1999-2000
Project Manager, Pentecost Architects, 1997-1999
Project Designer, Bass Pro Shops Design Development, 1997

Licenses/Registration:
State of Missouri

Selected Publications / Research / Recognized Built Work:
"Medical VR – The Tale of Rising Bravery," Ljetna Škola s Pharma Expertom 2023, Plitvice Lakes, Croatia,2023.
"A Blueprint for Therapeutic Virtual Worlds," Cedars Sinai Virtual Medicine Conference, Los Angeles, California, 2021 and 2022.
"Developing Intent and Application Through Virtual Design Build," Schools of Thought: Rethinking Architectural Pedagogy, Oklahoma City, Oklahoma, 2020.
"Connecting FormIt and Dynamo for Predesign Formal Thinking," Autodesk University, Las Vegas, Nevada, 2018.
"Using VR to Promote Healing and Recovery," Autodesk University, Las Vegas, Nevada, 2018.
"Evolving the Architectural Design Process Through Digital Fabrication," Construct 3D at Duke University, Durham, North Carolina, 2017.
"BIM to Fabrication for Conceptual Design," Autodesk Design Academy, 2016.
"BIM Curriculums and Critical Thinking," Ecole de Technologie Superiure's GRIDD BIM Research and Education, Quebec, Canada, 2016.
"Making it Real: Inspiring Creativity and Innovation Through Maker Education," Autodesk University, Las Vegas, Nevada, 2015.
"Migrating Disruptive Technology from Research to Practice: BIM to Bits," AIA Central States Conference, Springfield, Missouri, 2014.
"Building Simulation Strategies to Push Design Thinking," Association of Collegiate Schools of Architecture, Florida, 2013.

Professional Memberships:
American Institute of Architects
American Medical Extended Reality Association

Drury University 2024 NAAB Visit - Faculty Resumes

Nancy Chikaraishi, AIA
Professor

Courses Taught (previous 4 semesters)**:**
ARTZ 111 Foundation of Studio and Design
ARCH 201 Architectural Design Fundamentals I
ARCH 304 Architectural Design in a Global Context
FUSE 320 Journaling
FUSE 350 Culture and Place

Educational Credentials:
Master of Architecture, University of Illinois at Urbana-Champaign, 1984
Bachelor of Science in Architectural Studies, University of Illinois at Urbana-Champaign, 1982

Teaching Experience:
Professor, Drury University, 2015-present
Associate Professor, Drury University, 2008-2015
Assistant Professor, Drury University, 2002-2008
Adjunct Professor, Drury University, 2001-2002
Drury University, Program Co-Leader, Semester Study Abroad: 2023, 2022 Paris; Summer Study Abroad: 2017 Paris, 2014 Spain-Portugal, 2011, 2009 Paris, 2005 Kyoto-Tokyo, 2003 Paris-Berlin.
Visiting Adjunct Professor, University of Wisconsin at Milwaukee, spring 1998
Visiting Adjunct Professor, University of Illinois at Urbana-Champaign, fall 1995

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

Licenses/Registration:
Registered Architect, State of Wisconsin, 1991-present

Selected Publications / Research / Recognized Built Work:
Life Interrupted: Art for Social Change – Seventy-five years after FDR's Executive Order 9066 put 110,000 people of Japanese Ancestry into Internment Camps, where are we today on issues of racial prejudice, discrimination, immigration, civil rights violations and xenophobia? Round table discussion with local community leaders, Life Interrupted Art Installation, Dance Workshop/Story Circle, Dance Theatrical Performance by Core Performance Company of Atlanta and Houston, Panel Discussion on Architecture and Power, February 2017.
"Life Interrupted-Art for Social Change", ACSA Fall Conference: Crossing Between the Proximate and Remote in Marfa, TX, October 2017
"Creating Space: Shared Boundaries in Art and Architecture", Crystal Bridges Museum of American Art, Bentonville, AR, November, 2015.
Solar Decathlon 2015 Shelter3, Disaster resilient home for U.S. Department of Energy's competition, Drury University and Crowder College team built a solar powered home, exhibited in Irvine, CA
Butterfly Garden and Overlook, Cunningham Park, Joplin, Missouri, students and faculty designed and built 26,000 sf outdoor healing garden. This project was part of the TKF Foundation, National Awards Program for Integrated Research & Design Projects June 2012-May 22, 2014, Sooter, T. D., Chikaraishi, N., Hedges, K.

Professional Memberships:
American Institute of Architects

Keith E. Hedges, AIA
Professor

Courses Taught (previous 4 semesters)**:**
ARCH 234 Structures I
ARCH 332 Systems II
ARCH 334 Structures II
MARC 439 Structures III
MARC 532 Technology and Sustainability

Educational Credentials:
Master of Science in Learning Teghnologies and Design, University of Missouri at Columbia, 2022
Master of Science in Structural Engineering, Iowa State University, 1997
Master of Architecture, Iowa State University, 1997
Bachelor of Science in Architectural Studies, University of Illinois, 1987

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

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

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

Selected Publications / Research / Recognized Built Work:
Hedges, K. E. (2023), *Artificial intelligence (AI) art generators in the architectural design curricula*. Paper presented at 2023 ASEE Annual Conference & Exposition. (Awarded Best Paper: Architectural Engineering Division)
Hedges, K. E. (2021). *The COVID-19 pandemic: The hallmarks of online and hybrid teaching in the engineering classroom*. Paper presented at 2021 ASEE Annual Conference & Exposition.
Hedges, K. E. (2020). *A teacher's journey through engineering and liberal arts*. Paper presented at 2020 ASEE Annual Conference and Exposition.
Sooter, T. D., Hedges, K. E., & Chikaraishi, N. (2019). *A green recovery in Cunningham Park: Drury University responds to the Joplin tornado* [technical report]. In D. Maddox (Ed.) *Green Readiness, Response, and Recovery* (pp. 44-57). United States Forest Service.
Hedges, K. E., Sooter, T. D., Chikaraishi, N., & Krasny, M. E. (2018). The healing powers of nature in Joplin's Cunningham Park: Coupling design-build and civic ecology [book chapter]. In M. E. Krasny (Ed.) *Grassroots to Global: Broader Impacts in Civic Ecology* (pp. 177-193). New York: Cornell University Press.
Hedges, K. E. (Ed.) (2017). *Architectural graphic standards student edition* (12th ed.). Hoboken, NJ: John Wiley and Sons, Inc.

Professional Memberships:
American Institute of Architects
American Society for Engineering Education
Building Technology and Educators' Society

Sara Khorshidifard, PhD, LEED AP ND, SEED, AAIA
Associate Professor and Director of Center for Community Studies

Courses Taught (previous 4 semesters)**:**
ARCH 406 Architectural Design Investigations II
ARCH 405 Architectural Design Investigations I
MARC 557 Architecture Senior Seminar
ARCH 304 Architectural Design in a Global Context
ARCH 121 Introductory Architectural Representation I
FUSE 350 Culture and Place
FUSE 102 Intersections

Educational Credentials:
PhD in Architecture, University of Wisconsin Milwaukee, 2014
Master in Landscape Architecture, Tehran University, 2006
Master of Architecture, Qazvin Azad University, 2003

Teaching Experience:
Associate Professor, Drury University, 2023-present
Assistant Professor, Drury University, 2019-2023
Assistant Professor, Bowling Green State University, 2015-2019
Instructor, Bowling Green State University, 2014-2015
Adjunct Faculty, University of Wisconsin Milwaukee, 2012-2013
Teaching Assistant, University of Wisconsin Milwaukee, 2007-2009

Professional Experience:
Design Consultant, UWM Community Design Solutions, Milwaukee, WI, 2011-2014
Senior Project Manager, UWM Community Design Solutions, Milwaukee, WI, 2009-2011
Design Consultant, City of Milwaukee Economic Development Division, Milwaukee, WI, 2008-2009
Architectural Designer, MAPNA Group, Engineering Deputy, Tehran, Iran, 2003-2007
Architectural Designer, Amood Consulting Engineers Company, Tehran, Iran, 2001-2003

Selected Publications / Research / Recognized Built Work:
"Slowly but Surely: Chronicle of Springfield's First Community Fridge," Proceedings of ACSA 111th Annual Meeting, St. Louis, MO, 2023.
"Neighborhood Design and Holistic Health: A Literature Synthesis on Boredom," Proceedings of EDRA 53, Greenville, SC, 2022.
"New Problematics and Prospects for Public Space: An Experiment with Cul-De-Sac," Proceedings of ACSA 109th Annual Meeting, Virtual St. Louis, MO, 2021.
"Opinion: In placemaking, put design work before marketing," Industry Insight, SBJ (Springfield Business Journal), 2021.
"Delirious Tehran: Vertical Abysses of a Den[se-]City," il quaderno: The ISI Florence Architecture Series, ON-SITE, 4: pp. 60-69, 2020.
"Review of The British Mosque: An Architectural and Social History, by Shahed Saleem," Journal of Architectural Education (JAE Online), 2020.
"EcoFoodWay Architectures: Wisdom from the Past; Knowledge for the Future," Proceedings of EDRA 50, Brooklyn, NY, 2019.
"Reimagining Lalehzar Street: A Tomorrow, far from Dilapidated," The International Journal of the Constructed Environment, 8(2): pp. 49-72, 2017.
"The Opportunistic House for Tehran: A Design Prototype." Enquiry: A Journal for Architectural Research, 12(1): pp. 47-64, 2015.

Professional Memberships:
American Institute of Architects
Environmental Design Research Association

Panos Leventis, PhD, RA
Professor and Associate Dean

Courses Taught (previous 4 semesters)**:**
ARCH 304 Architectural Design in a Global Context
ARCH 405 Architectural Design Investigations I
MARC 521 Architectural Design Thesis
HNRS 495 Honors Research

Educational Credentials:
PhD, History and Theory of Architecture, McGill University, 2004
Master of Architecture II, Urban Design, University of California Los Angeles, 1996
Bachelor of Architecture, University of Southern California, 1993

Teaching Experience:
Professor, Drury University, 2018-present
Associate Professor, Drury University, 2012-2018
Assistant Professor, Drury University, 2006-2012
Visiting Lecturer, University of Cyprus, 2005-2006
Adjunct Instructor, Drury University, 2004-2006
Teaching Assistant and Adjunct Instructor, McGill University, 2000-2003
Teaching Assistant, University of Southern California, 1993-1994

Professional Experience:
Architect [self-employed], Nicosia, Cyprus, 1997-present
Collaborating Architect, TEAM 4 Architects, Athens, Greece, 1997
Collaborating Architect, Vikelas Architects, Athens, Greece, 1996
Collaborating Architect, Studio Panos Koulermos, Los Angeles, CA, 1994-1996
Collaborator, *Design-X* Studio (Bruno Bondanelli), Los Angeles, CA, 1993
Collaborator, *Mappamundo* Studio (Ralph Wenge), Los Angeles, CA, 1992
Collaborator, Studio Panos Koulermos, Los Angeles, CA, 1988-1990

Licenses/Registration:
Cyprus/EU (Active)
Greece/EU (Inactive)

Selected Publications / Research / Recognized Built Work:
"Recoloring the Green Lines; Street Art and Urban Identity in the Levant," in *Fissures in Walls: Architectures of Resistance*, ed. A. Sioli et. al., Leuven: Leuven Univ. Press, 2023 (*fc*).
"Mapping the Old City: Street Art and Community Building in Nicosia, Cyprus," in *Art and Gentrification in Neoliberal Urban Spaces*, ed. T. Tunali. New York and London: Routledge, 2021.
"Fragmentation and Unity: Episodes in the Urban Topography of Famagusta," in *Famagusta, vol. II: History and Society*, ed. G. Grivaud et. al. Tournhout: Brepols, 2020.
"Montreal Mythologies: Narrating the City." In *Reading Architecture: Literary Imagination and Architectural Experience*, ed. A. Sioli et. al. New York and London: Routledge, 2018.
"Stories of Habitation from 14th Century Nicosia" (text in Greek), in *Archaeologia Cypria* 7. Nicosia: Cyprus Association of Archaeologists, 2018.
"Dead Ends and Urban Insignias: Street Art in Nicosia." In *Graffiti and Street Art: Reading, Writing and Representing the City*, ed. K. Avramidis et. al. New York and London: Routledge, 2017.
"Urban Resistance Tourism in Stressed Cities: The Case of Athens," in *Reinventing the Local in Tourism: Producing, Consuming & Negotiating Place*, ed. A. Russo et. al. Channel View, 2016.

Professional Memberships:
Cyprus Architects Association
Scientific and Technical Chamber of Cyprus

Bruce E. Moore, AIA, LEED AP
Professor, Architecture Licensing Advisor, Tau Sigma Delta Advisor

Courses Taught (previous 4 semesters)**:**
ARCH 231 Building Systems I
MARC 507 Architectural Design Integration
ARCH 202 Architectural Design Fundamentals II
MARC 433 Building Systems III

Educational Credentials:
Master of Architecture, School of Architecture and Urban Planning, University of Michigan, 1982
Bachelor of Science, School of Architecture and Urban Planning, University of Michigan, 1980

Teaching Experience:
Professor (Tenured), HSA, Drury University, 2000-present
Associate Professor (Tenured), HSA, Drury University, 1992-2000
Associate Professor, HSA, Drury College, 1989-1992
Assistant Professor, HSA, Drury College, 1986-1989
Assistant Professor, School of Architecture, Louisiana State University, 1982-1986

Professional Experience:
Licensed Architect/Acoustical Architectural Consultant, Springfield, MO, 1987-present
Research Assistant, Building Technology Laboratory, University of Michigan, 1981-1982
Research Assistant, Energy Conscious Design Information Center, Building Technology Laboratory, University of Michigan, 1980-1982

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

Selected Publications / Research / Recognized Built Work:
Reeds Spring Middle School. Design, theater and acoustical consultant to Dake | Wells Architecture. AIA Springfield Honor Award September 2020. AIA National 2018 Interior Architecture Honor Award April 2018. AIA Central States 2017 Excellence In Design | Merit Award September 2017.
Carrington Auditorium. Design and acoustical consultant to Dake | Wells Architecture, AIA Springfield Honor Award April 2014.
Exeter Multi-Purpose Room. Design and acoustical consultant to Dake | Wells Architecture AIA National 2010 Interior Architecture Honor Award June 2010. AIA Springfield Honor Award April 2010. AIA Central States Honor Award for Interior Architecture April 2010. Interior Design Magazine Best of the Year 2009 Merit Award. December 2009.
Edith Gittinger Music Center, College of the Ozarks. Design/acoustical consultant to BR&P AIA Springfield Professional Jury Honor Award 2005.
BodyWorks Theater in the Springfield Discovery Center. Primary designer with Pentecost Architects. AIA Springfield Design Award 1999.
Boone County Courthouse Renovation. Acoustical consultant to Butler Rosenbury and Partners AIA Springfield Design Award 1995
An Introduction to Shell Structures: The Art and Science of Vaulting by Dr. Michele Melaragno. Co-Editor. Bruce E. Moore and Jerzy Starczewski. Van Nostrand Reinhold, New York. 1991.
Architecture in Collaboration: Proceedings of the 1990 ACSA West Central Regional Meeting. Drury College,Springfield, MO, 1990.
Architectural Acoustics by M. David Egan. Second Edition. Reviewer. McGraw-Hill, New York.

Professional Memberships:
American Institute of Architects
Acoustical Society of America

Drury University 2024 NAAB Visit - Faculty Resumes

Maurizio Sabini, PhD, RA, Int'l AssocAIA
Professor

Courses Taught (previous 4 semesters)**:**
ARCH 303 Architectural Design Tectonics
ARCH 356 History of Modern Architecture
MARC 508/MARC 521 Architectural Design X: Thesis
MARC 552 Design Theory & History: The Public Role of the Modern Architect

Educational Credentials:
PhD, Architectural Composition, Istituto Universitario di Architettura (IUAV), Venice, Italy, 1987
MArch (post-professional), State University of New York at Buffalo, 1982, with a Fulbright scholarship
Laurea in Architecture (professional degree / master level), IUAV, Venice, Italy, 1981

Teaching Experience:
Professor, Drury University, 2012-present
Associate Professor, Kent State University, 2006-2012
Assistant Professor, Kent State University, 2000-2006
Visiting Professor, Catholic University of America, 1999 (Spring)
Visiting Professor, IUAV, Venice, 1996-98
Senior Lecturer, University of Nairobi, 1990-92
Lecturer, University of Nairobi, 1988-90

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

Licenses/Registration:
Professional License in Italy/European Union, 1983

Selected Publications / Research / Recognized Built Work:

- Since 2015, editor-in-chief of *The Plan Journal:* https://www.theplanjournal.com

Ernesto Nathan Rogers. The Modern Architect as Public Intellectual, foreword by Kenneth Frampton, London: Bloomsbury, 2021
"Infrastructure and the Just City", in: Marco Bovati *et al.* (eds.), *Cities in Transformation. Research & Design*, 2 volumes, Il Poligrafo: Padua (It.), 2014, vol. 2, pp. 1298-305
"Wittgenstein's Ladder. The Non-Operational Value of History in Architecture" in: *Journal of Architectural Education* 64:2, March 2011, pp. 46-58
Curated Italian translation of: Robert Venturi, Denise Scott Brown and Steven Izenour, *Imparare da Las Vegas. Il simbolismo dimenticato della forma architettonica,* Manuel Orazi ed., 2nd Ital. ed., Macerata (It.): Quodlibet 2010; 1st Ital. ed.: Venice (It.): Cluva 1985; or. ed.: The MIT Press 1972
The Kent State Forum on the City, series of co-edited books: *CittaEmilia* (2012), *The New Turin* (2011) *The Genoa Lab* (2010) by Alinea Ed., Florence (It.), *Changing Milan* (2008) by Kent State Univ.
"Adaptive Re-Use of the Arsenale Complex in Venice", in I. Serageldin et al. (eds), *Historic Cities and Sacred Sites. Cultural Roots for Urban Futures*, Washington DC: The World Bank 2001, 98-101.
L'intelligenza del luogo, exhibition catalogue of own design work, 6/8-23/1996, Rimini (It.): Raffaelli, 1996
Louis I. Kahn, essay + editing, Barcelona: Ediciones del Serbal 1994

Professional Memberships:
AIA International Associate (AIA Associate since 2001), since 2013
Italian association of registered architects (Ordine degli Architetti, Rimini chapter), since 1983

Drury University 2024 NAAB Visit - Faculty Resumes

Traci Sooter, FAIA, LEED AP
Professor and Director of Design Build Projects

Courses Taught (previous 4 semesters):
ARCH 112 Foundations of Architectural Design
ARCH 121 Introductory Architectural Representation I
ARCH 201 Architectural Design Fundamentals I
ARCH 303 Architectural Design Tectonics
ARCH 406 Architectural Design Investigations II
ARTZ 111 Foundations of Studio and Design
FUSE 102 Intersections

Educational Credentials:
Master of Architecture; Washington University, St. Louis, MO, 1999
Master of Construction Management; Washington University, St. Louis, MO, 2000
Bachelor of Science, Marketing; Southwest Missouri State University, 1984

Teaching and Administrative Experience:
Assistant Professor, Drury University, 1999-2007
Associate Professor, Drury University, 2007-2015
Associate Director, Hammons School of Architecture, 2012-2013
Professor, Drury University, 2015-present

Professional Experience:
Jennings + McKee Architects, Fayetteville, AR (formally the office of E. Fay Jones) 2001, 2002

Licenses/Registration:
Registered Architect, Missouri**;** LEED AP – U.S. Green Building Council

Selected Publications / Research / Recognized Built Work:
Best of Design, Student Work – Group, *The Architect's Newspaper*, November 2019, A Home for MJ
Green Readiness, Response, and Recovery: A Collaborative Synthesis Campbell; Svendsen; Sonti; Hines; Maddox. 2019. Green readiness, response, and recovery: a collaborative synthesis. Sooter, Hedges, Chikaraishi.
"Imagine A City Where No One Sleeps Outside: Eden Village, A Model to End Homelessness," June 30, 2019, *The Nature of Cities.*
Exploring, Experiencing, and Envisioning Integration in US Arts Education (The Arts in Higher Education) Edited by Nancy H. Hensel – Chapter 3 – *Architecture and the Liberal Arts: A Whole-School Approach to Community Engagement*. Palgrave Macmillan; 1st ed. 2018 edition
*"*Architecture and the Liberal Arts: Whole-School Approach to Education and Serving Communities," 1/27/2018, *The Nature of Cities.*
Architectural Graphic Standards Student Edition, 12th Edition Advisory Board, Member (appointed), 2016-2017, for the book: Hedges, K.E.(Ed.) 2017. Architectural Graphic Standards Student Edition 12th ed
"Response and Recovery After the Deadliest United States Tornado in a Century," 4/5/2017, *The Nature of Cities.*
2nd Place, Commuting Contest, U.S. Department of Energy Solar Decathlon, 2015, Crowder-Drury Team, ShelteR³
8th Place, U.S. Department of Energy Solar Decathlon, 2015; Crowder-Drury Team, ShelteR³
Illumination Award, Outdoor Lighting Design Award, KC Section IES, Illuminating Engineers Society 2015, Butterfly Garden & Overlook, Joplin, MO
U.S. Department of Agriculture, Forest Service – *A green recovery in Cunningham Park: Drury University responds to the Joplin tornado, Sooter, T; Hedges, K; Chikaraishi, N*
Grassroots to Global: Broader Impacts of Civic Ecology Krasny; Ch. 9 – *The Healing Powers of Nature in Joplin's Cunningham Park Coupling Design-Build and Civic Ecology;* Hedges, Sooter, Chikaraishi; University Press

Professional Memberships:
FAIA, College of Fellows, American Institute of Architects
AIA, American Institute of Architects

Robert Weddle, PhD, AIA, LEED AP
Professor and Dean

Courses Taught (previous 4 semesters)**:**
ARCH 121 Architectural Representation 1
ARCH 256 Design Theory and Methodology
ARCH 257 Design Theory and Culture
ARCH 304 Architectural Design in a Global Context
ARCH 356 History of Modern Architecture
ARCH 406 Architectural Design Investigations 2
ARCH 461 Architectural Internship
FUSE 320 Journaling
FUSE 350 Culture and Place
FUSE 370 International Immersion Capstone

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

Teaching Experience:
Professor, Drury University, 2012-present
Associate Professor, Drury University, 2006-2012
Assistant Professor, Drury University, 1999-2006
Lecturer, Growth and Structure of Cities Program, Bryn Mawr College, 1997-98
Visiting Assistant Professor, University of Illinois at Urbana-Champaign, 1994-97
Visiting Instructor, University of Illinois at Urbana-Champaign, 1985-88

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

Licenses/Registration:
State of Illinois (Inactive)

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

Professional Memberships:
American Institute of Architects

Saundra Weddle, PhD
Professor

Courses Taught (previous 4 semesters):
ARCH 251: History of Architecture, Urbanism, and Art I
ARCH 252: History of Architecture, Urbanism, and Art II
MARCH 557: Architecture Senior Seminar

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

Teaching Experience:
Professor, Drury University, 2013-present
Visiting Professor, Washington University in St. Louis, spring 2017, 2018, 2019
Assoc. Professor, Drury University, 2007-2012
Asst. Professor, Drury University, 2000-2006
Visiting Assistant Professor, Syracuse University, 1998-1999

Selected Publications / Research / Recognized Built Work:
Books
In progress: *Beyond Rialto: A Spatial History of Sex Work in Early Modern Venice* (advance contract: Pennsylvania State University Press)
2020 *Convent Networks in Early Modern Europe*, co-edited with Marilyn Dunn (Brepols Publishing, Europa Sacra series)
Articles
Forthcoming: "The Place-Based Networks of Sex Workers in Early Modern Venice," in *Connecting: Women's Networks across the Early Modern World,* eds. Elizabeth Cohen and Marlee Couling (University of Amsterdam Press).
Forthcoming: "The de' Barbari *View* and Urban Patterns: Venetian Convents at the Turn of the Sixteenth Century," in *A Portrait of Venice: Jacopo de' Barbari's View of 1500*, ed. Kristin Huffman (Duke University Press).
"Introduction" and "Identity, Alliance, and Reform in Early Modern Venetian Convents," in *Convent Networks in Early Modern Italy,* co-edited with Marilyn Dunn (Brepols Publishing, 2020).
"Mobility and Prostitution in Early Modern Venice," in *Early Modern Women: An Interdisciplinary Journal,* 14:1 (Fall 2019): 95-108.
"Domus Humilis: The Conversion of Venetian Convent Architecture and Identity," in *Conversions: Gender and religious change in early modern Europe,* eds. Helen Smith and Simon Ditchfield (University of Manchester Press, 2017), 144-68.
Other
2 book reviews published; 8 conference presentations since 2010; 2 grant/award juries; 10 national fellowships; 2 faculty awards since 2016

Professional Memberships:
Renaissance Society of America
College Art Association
Society of Architectural Historians

Amy L.E. Wiley, AIA, NCARB
Visiting Assistant Professor

Courses Taught (previous 4 semesters)**:**
ARCH 112 Architectural Design II
ARCH 121 Introductory Architectural Representation I
ARCH 111 Foundations of Studio and Design
ARCH 303 Architectural Design Tectonics
ARCH 112 Architectural Design II
ARCH 121 Introductory Architectural Representation I
MARC 520 Architectural Design IX
MARC 552 Design Theory and History

Educational Credentials:
Bachelor of Architecture, Drury University, 2009
Minor in Art History, Drury University, 2009
Minor in Global Studies, Drury University, 2009

Teaching Experience:
Visiting Assistant Professor, Drury University, 2021-present
Guest Art Instructor/Lecturer, Phelps Center for the Gifted, Springfield, MO, 2019

Professional Experience:
Principal Architect/Owner, ArtEffect LLC, Springfield, MO 2021-Present
Architect, NFORM Architecture, LLC, Springfield, MO, 2019-21
Architect, Dake Wells Architecture, Springfield, MO, 2013-19
Intern Architect, Fennell Purify Architects, Little Rock, AR, 2009-13
Spring Break Intern, Olsen, Kundig, Sundberg, Allen, Seattle, WA, Spring 2009
Spring Break Intern, Kieran Timberlake, Philadelphia, PA, Spring 2008
Intern Architect, McBride, Kelley, Baurer Architects, Chicago, IL, Summers of 2007 & 08

Licenses/Registration:
State of Arkansas – License # 8852
State of Missouri – License # 2020040137
NCARB Certified – Certificate # 82198

Selected Publications / Research / Recognized Built Work:

MSU Glass Hall Renovation and Addition, Member of the Project Team, Dake Wells Architecture & Perkins + Will, 2018. AIA Springfield Public Recognition Award.

Reeds Spring Middle School, Member of the Project Team, Dake Wells Architecture, 2016. Hammons School of Architecture Alumni Honor Award (unbuilt); AIA Springfield, Honor Award; AIA Kansas City, Honor Award; AIA Central States, Merit Award; Interior Design Magazine, Best of Year Honoree; The Chicago Athenaeum, American Architecture Award; AIA Committee on Architecture for Education, Education Facility Design Award of Excellence; AIA National, Honor Award for Interiors.

MSU Pummill Hall Renovation, Member of the Project Team, Dake Wells Architecture, 2014. Hammon's School of Architecture Alumni Award; AIA Springfield, Merit Award; AIA Springfield, Public Recognition Award.

"Averting Disaster: A New Mindset for the Southeast United States," Senior Thesis, Drury University, Hammon's School of Architecture, 2009.

Professional Memberships:
American Institute of Architects

Drury University 2024 NAAB Visit - Faculty Resumes

Hammons School of Architecture

Adjunct Faculty Resumes

Paden L. Chambers, AAIA
Adjunct Professor

Courses Taught:
MARC 423 Advanced Architectural Representation I.
ARCH 406 Architectural Design Investigations II. (guest professional critic)

Educational Credentials:
Master of Architecture (History & Theory), Drury University, Hammons School of Architecture, 2014
Master of Arts, Art History (Architecture History), Drury University, 2014

Teaching Experience:
Adjunct Professor, Drury University, 2018-present
Guest Critic, Drury University, 2020-present

Professional Experience:
Project Manager, N·FORM Architecture, Springfield, MO, 2014-present
Intern Architect, modus studio – architecture + interior design, Fayetteville, AR, 2013
Design Intern, Drury University Grounds and Facilities, Springfield, MO, 2011-2013

Licenses/Registration:
N/A

Selected Publications / Research / Recognized Built Work:
Historic YMCA Building Renovation for Phelps County Bank: Springfield, Missouri, 2023-present.
308-310 Commercial Street Historic Renovation & Tax Credit Project: Springfield, Missouri, 2023-present.
Historic Greene County Courthouse Restoration: Springfield, Missouri, 2023-present.
"Beneath the Surface – Unearthing Myths and Tips of Historic Building Research," Greene County Archives Foundation Speaker Series, Springfield, Missouri, 2023.
Landen and Leslie Hall Renovation: Southwest Baptist University, Bolivar, MO, 2022.
Ashcroft Hall Dormitory Renovation: College of the Ozarks, Point Lookout, MO, 2022 – Missouri Preservation Honor Award Winner.
Historic Audrain County Courthouse Assessment and Window Replacement: Mexico, MO, 2022.
Southwest Baptist University Residence Hall Analysis and Visioning Document: Bolivar, MO, 2022.
William S Knight Patriotic Education Center: College of the Ozarks, Point Lookout, MO, 2021.
Walter Fairbanks House: Historic Site Nomination and Designation, City of Springfield Landmarks Board, Springfield, MO, 2021.
Southwest Baptist University Campus Master Plan and Visioning Document: Bolivar, MO, 2021.
Historic Lincoln County Courthouse Column Assessment and Restoration: Troy, MO, 2021 – Missouri Preservation Honor Award Winner.
College of the Ozarks Signage Assessment and Design Standards, Point Lookout, MO, 2021.
Robidoux Row Museum Historic Analysis and Visioning Document: St. Joseph, Missouri, 2020.
College of the Ozarks Student Center, Addition and Restoration: Point Lookout, MO, 2019.
College of the Ozarks Residence Hall Analysis: Point Lookout, MO, 2018.
Historic Lincoln County Courthouse Analysis and Restoration Plan: Troy, MO, 2017.
"Bissman's Springfield – Lecture & Homes Tour," Maple Park Cemetery Foundation Fundraiser, Springfield, MO, 2017.

Professional Memberships:
American Institute of Architects

Drury University 2024 NAAB Visit - Faculty Resumes

Michael Hampton, AIA
Principal Architect at Arkifex Studios

Courses Taught (previous 4 semesters)**:**
ARCH 202: Architectural Design Fundamentals II

Educational Credentials:
Bachelor of Architecture, Drury University, 2008
Minor in Fine Arts, Drury University, 2008
Minor in Global Studies, Drury University, 2008

Teaching Experience:
Adjunct Professor, Drury University, 2021

Professional Experience:
Principal Architect, Arkifex Studios, Springfield, MO, 2014 - Current Architect,
Sapp Design Studio, Springfield, MO, 2008-2014
Intern Architect, RPBW (Renzo Piano Building Workshop) Architects, 2007

Licenses/Registration:
State of Missouri
State of Arkansas
State of Oklahoma
State of Tennessee
State of Iowa
State of Kentucky
State of South Carolina
State of North Carolina
State of Virginia

Selected Publications / Research / Recognized Built Work:
AIA Springfield Public Recognition Award, 2018, Glade Residence
AIA Springfield Unbuilt Award, 2018, Good Samaritan Boys Ranch Offices and Housing AIA Springfield Merit Award, 2018, Case Study Residence
AIA Springfield Public Recognition Award, 2020, Belk Residence
Drury Alumni Design Honor Award, 2019, Case Study Residence
Drury Alumni Design Merit Award 2019, Shibumi Residence

Professional Memberships:
American Institute of Architects
NCARB

Elizabeth Schultz, AIA, NCARB, AICP, EcoDistrict AP
Adjunct Instructor

Courses Taught (previous 4 semesters)**:**
ARCH 303 Architectural Design Tectonics

Educational Credentials:
Master of Architecture, University of Cincinnati, 2012
Master of Community Planning in Urban Design, University of Cincinnati, 2012
Bachelor of Science in Architecture, University of Cincinnati, 2010

Teaching Experience:
Adjunct Instructor, Drury University, 2022

Professional Experience:
Founder & CEO, CRIT Workshop LLC, Springfield, MO, 2022-present
Director of Strategic Initiatives and Community Development, Community Builders of Kansas City, Kansas City, MO, 2019-2022
Senior Associate, DRAW Architecture + Urban Design, Kansas City, MO, 2017-2019
Architect and Planner, The Miller Hull Partnership, Seattle, WA, 2016-2017
Architectural Designer, ZGF Architects, Seattle, WA and Washington, DC, 2012-2016
Architectural and Urban Design Intern, ZGF Architects, Washington, DC, 2011
Architectural Intern, Kohn Pedersen Fox Associates, New York, NY, 2009 and 2010
Architectural Intern, Aedas Architects, Birmingham, UK, 2008

Licenses/Registration:
R.A. District of Columbia (Active, since 2016)
R.A. State of Missouri (Active, since 2019)
R.A. State of Oregon (Active, since 2023)
Certified Community Planner - AICP (Active, since 2016)

Selected Publications / Research / Recognized Built Work:
“Private Practice Handbook,” American Planning Association’s Private Practice Division, 2023.
“Design Business Practices - CRIT Workshop,” Invited lecture, University of Missouri, College of Arts and Science, Columbia, MO, 2022.
“Designing Intentions,” Panel Moderator, KC Global Design, University of Kansas, Lawrence, KS, 2018.

Professional Memberships:
American Institute of Architects
American Planning Association

Christopher M. Swan, AIA
Adjunct Professor

Courses Taught (previous 4 semesters)**:**
MARC 569 Architectural Professional Practice

Educational Credentials:
Bachelor of Architecture, Drury University, 1998

Teaching Experience:
Adjunct Professor, Drury University, 2013-present
Guest Instructor, ITT Technical Institute, 2012

Professional Experience:
Architect and Managing Partner, BRP Architects, Springfield, Missouri, 1998 to Present

Licenses/Registration:
State of Alabama
State of Colorado
State of Michigan
State of Missouri
State of Montana
State of New Mexico
State of Ohio
State of Oklahoma
State of Tennessee

Selected Publications / Research / Recognized Built Work:
Fulton City Hall, Award of Merit, *Hammons School of Architecture Alumni Design Awards*
McGregor Elementary School, Award of Merit, *School Planning and Management Magazine Educational Design Awards*
McGregor Elementary School, Merit Award, Professional Jury, *AIA Springfield Design Awards*
Adaptive Re-use of the First Church of Christ Scientist, Merit Award, Professional Jury, *AIA Springfield Design Awards*
Restoration of the Interstate Grocer Building, *Joplin Heritage Trust Award, Missouri Preservation*
Restoration of the Interstate Grocer Building, *Preserve Missouri Award, Missouri Preservation*
Jordan Valley Maintenance Facility, Merit Award, Professional Jury, *AIA Springfield Design Awards*
Hilton North Scottsdale at Cavasson, *Hilton 2022 Americas Development Award, Arizona Masonry Council Excellence in Masonry Award*

Professional Memberships:
American Institute of Architects
National Council of Architectural Registration Boards

Brian Vanne, MArch
Professor and Intern Architect

Courses Taught (previous 4 semesters)**:**
MARC 552 Introduction to Parametric Design: Integration with Fabrication

Educational Credentials:
Master of Architecture, Drury University, 2016
Bachelor of Arts, Drury University, 2016

Teaching Experience:
Adjunct Professor, Drury University, 2016-present

Professional Experience:
Intern Architect, BRP Architects, 2021-2023
Digital Fabrication Coordinator, Drury University, 2016-2021
IT Support and IO Manager, Drury University, 2016
Intern Architect, Drury University, 2014, 2015
Intern Architect, Bates and Associates

Licenses/Registration:
None

Selected Publications / Research / Recognized Built Work:
“House of Art(S),” Springfield Art Museum, Springfield, MO (in conjunction with Art of Space), 2015
“Solar Decathlon 2015: ShelteR^3”, Irvine, CA (in conjunction with Drury Design Build), 2015
“Woven Lignin,” IdeaXFactory, Springfield, MO (in conjunction with Art of Space), 2013-2014
“Butterfly Garden and Overlook”, Joplin, MO (in conjunction with Drury Design Build), 2013
“Rhizomatic Grotto,” Springfield Art Museum, Springfield, MO (in conjunction with Art of Space and Blaine Whisenhunt), 2013

Professional Memberships:
None

Kirsten M. Whitehead, AIA, NCARB, CPD
Adjunct Professor

Courses Taught (previous 4 semesters)**:**
ARCH 202 Architectural Design Fundamentals II

Educational Credentials:
Master of Architecture with an emphasis in Design Theory & History, Drury University, 2014
Associate of Applied Science in Drafting & Design Technology, 2009

Teaching Experience:
Adjunct Professor, Drury University, 2021-2022

Professional Experience:
Project Manager, Paragon Architecture, Springfield, MO, 2013 – current

Licenses/Registration:
State of Missouri, 2019 – current
CPTED Professional Designation, 2021 – current

Selected Publications / Research / Recognized Built Work:
Various projects throughout Southwest Missouri, including but not limited to:
- Cassville R-IV School District – various projects
- Bolivar R-I School District – various projects
- The Salvation Army – The Store, Joplin, MO 2014
- Crowder College – various projects throughout all campuses
- Jay Nixon Hall, Missouri Southern State University, 2018
- Neosho School District – various projects
- Marshfield R-I School District – various projects

Professional Memberships:
American Institute of Architects
National Institute of Crime Prevention
Young Architects Forum, Springfield, MO
ACE Mentor Program of the Ozarks, President, 2017 – current

NAAB

Remote Location Questionnaire

Name of institution:	**Drury University**
Title of degree:	**M.Arch.**
Name of program:	**Hammons School of Architecture**
Name, title, and email of person completing this form:	**Robert Weddle, Dean, rweddle@drury.edu**
Location of branch campus, additional site, teaching site, online learning, or study abroad program:	**Study-abroad locations vary by year. Recently Paris (2022, 2023, 2024), Kyoto (2024), Venice (2022)**
Distance from main/flagship campus:	**Varies**
Percent of courses that are required to complete a NAAB-accredited degree offered at this site:	**Maximum 17 hours of 168-hr program (10%) for semester-based study abroad. 9 hours for summer study abroad.**

List all courses that lead to the NAAB-accredited degree: number, title, credits offered and the location at which they are offered [insert additional rows as necessary]

Course number	Credits	Course title	Location		
			Main	Proposed site	Other (explain)
		See Narrative Description			

Is attendance at the proposed branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	**Study-abroad is required for graduation. This can be in a 10-week semester-based program (spring semester 3rd year), a 5-week summer program, or an approved alternative.**
Who has administrative responsibility for the program at the branch campus? Is this person the same as the administrator for the program at the main campus?	**The Hammons School of Architecture Dean has responsibility for the study-abroad semester.**
To whom does this individual report?	**The HSA Dean reports to the Drury Provost.**
Where are financial decisions made?	**Financial decisions (program budget) are made by study-abroad program directors in conjunction with Drury's Office of International Programs and the HSA Dean.**
Does the program at the branch campus have its own faculty?	**The programs are led by Drury faculty based primarily at the main campus, along with adjunct faculty hired by the HSA.**
Who has responsibility for hiring the faculty for the program at the branch campus? Is this person the same as the person responsible for hiring the program faculty at the main campus?	**The HSA Dean is ultimately responsible for hiring any necessary adjunct faculty for study-abroad programs.**
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? Is this person the same as the person responsible for rank, tenure, and promotion of the program faculty at the main campus?	**Study-abroad faculty are drawn from the normal HSA faculty, and are thus promoted under the same process as all faculty.**

Does the branch campus have its own curriculum committee?	**No**
Does the branch campus have its own admissions committee?	**No**
Does the branch campus have its own grievance committee?	**No**
Does the branch campus have its own resources for faculty research and scholarship?	**No**
Does the branch campus have its own AIAS or NOMAS chapter?	**No**
Does the branch campus maintain its own membership in ACSA?	**No**

Additional Comments:

Study-abroad experiences are a required component of our program. These range from 5-week-long summer programs to approximately 10-week-long semester-based programs. In either case, the remote teaching site is a temporary location in which faculty who organize these trips typically hire a classroom or studio space and arrange housing and student-services assistance for students.

In the case of semester-based programs, which typically travel less than the full duration fo the semester, the remaining semester contact time (for the total of 17 credit hours) is handled through online delivery prior to the start of the program. These online components normally deal with introductory language or cultural material, initial site analysis, etc. In no case are the credits delivered through online modalities or at the remote teaching site greater than just over 10% of the total hours required for the degree (17 of 168 hours for semester-based programs; 9 of 168 hours for summer programs). Locations for these trips are intended to connect with faculty experience, so it is expected that locations will vary over the course of several years.

Courses offered through study abroad programs are as follows:

Semester-based programs:

Required: ARCH 304 Design Studio (5 hrs)
FUSE 320 Journaling (3 hrs)
FUSE 350 Culture and Place (3 hrs)
FUSE 370 International-Immersion Certificate capstone (3 hrs)
The fifth course varies by location, and is typically inter-disciplinary in nature, most often a language or history- based course focusing on the location.

Summer programs:

Required: FUSE 320 Journaling (3 hrs)
FUSE 350 Culture and Place (3 hrs)
FUSE 370 International-Immersion Certificate capstone (3 hrs)

Note: Students selecting summer study abroad take the ARCH 304 Design Studio (5 hrs) on campus in spring of 3rd year

Study-abroad programs are ultimately administered by the HSA Dean, who works with faculty proposing programs to determine budgets and schedules. Drury's Associate Dean for International Programs and Study Abroad has oversight at the university level, and is responsible for policies regarding safety and budgeting standards. Traveling faculty manage budgets once they have been determined and approved at the school and university levels.

Since these programs are led by our normal on-campus faculty, there are not separate governance protocols for the remote teaching sites. Faculty are on campus during the fall semester as well as for the initial weeks of the spring semester, so they are able to stay connected to school and university governance processes. Faculty access to support for scholarship and other professional development activities does not change when they take on a study abroad program. Students also remain connected to student organizations if they choose. Students and faculty are supported while abroad by required travel-oriented health insurance coverage, which provides resources for treatment when necessary.

Physical resources at the remote teaching sites vary according to the location and the program. Semester-based programs provide classroom/studio space, in addition to apartment housing with cooking facilities.

DRURY UNIVERSITY | HAMMONS SCHOOL OF ARCHITECTURE

HSA Learning and Teaching Culture Statement:

Revised and approved by faculty: 1 September 2023

*A school's Learning and Teaching Culture Statement describes the **environment of mutual respect** necessary to positively support the work of the students, staff, and faculty of the school.*

*The statement is an expression of the **common values** held by the community, as well as the **agreed-upon expectations and standards**.*

*The statement is **aspirational**; a culture does not exist just because it is declared in a text. It must be built through the active work of **empathy, optimism, and communication.***

The Hammons School of Architecture (HSA) community strives to work together to foster a positive culture characterized by the following qualities:

An active, productive and educational learning environment

As a place for work and for learning, the school should support considerate and professional collaboration between students, faculty and staff. The dynamic and informal character of studio-based education should be balanced with students' need for workspaces that allow concentration, focus, and protection from unnecessary distraction.

Respect for others

Recognizing and respecting the different backgrounds and viewpoints of a diverse community promotes innovation and exploration throughout the school, improving the overall quality of work. Criticism is productive when focused on the work but can be harmful or discriminatory when focused on the person. Campus spaces should be free of harassment and other abusive behavior or speech.

Support for students' physical and mental health

The special nature of studio-based architectural education places demands on students that are sometimes more difficult to manage than in conventional courses. Drury Architecture faculty and staff should be attentive to the many challenges students can face in maintaining their physical and mental health. We encourage the development of strong time-management skills and the reduction of stress through regular and healthy diet, sleep, and exercise. Drury University's Panther Clinic, the Behavioral Health Center offered in Conjunction with Burrell Behavioral Health, and the Office of Accessibility and Disability Services are all important resources for students.

Courtesy and respect for the space and property of others

HSA students have a right to expect that their property and the spaces in which they work will be free from theft or vandalism. Students must respect the property and workspaces of others, as well as the collective workspace of the HSA facility. Students also have a responsibility to take appropriate measures to maintain the security of personal property and the conditions of their workspace and building.

All community members and visitors are expected to uphold and abide by these objectives. Community members are encouraged to speak with instructors, HSA and Drury administration, and Drury Security about any issues that arise

Community Standards

Hammons School of Architecture

These standards are intended to reinforce and facilitate the values expressed in the school's Learning and Teaching Culture statement. All students, faculty, and staff are responsible not only for adhering to these standards but also for reporting problems to the school administration.

Kindness and mutual understanding

• Our community encourages frank and critical dialog about important issues related to design education. Meaningful, thoughtful, and constructive criticism is key to this process. Community members should make sure this criticism is aimed at student work and is not personal or disrespectful.
• All community members should practice and model tolerance of diverse identities, backgrounds, and points of view.
• Instances of intolerance or disrespect should be reported to faculty or school administration. Relevant university policies can be found in the Drury University Academic Catalog and on the Drury website in the "Title IX" and "Student Code of Conduct" sections.

Clear communication

• HSA faculty try to be flexible and understanding of students' responsibilities beyond the school. Expectations for quantities and scheduling of work will be clearly explained at the beginning of the semester.
• Students should be active partners in managing time conflicts, and should clearly and promptly inform faculty of necessary absences, obligations, and conflicts.

Building conditions

• To minimize distractions and disruptions in the working and teaching environment, headphones should be used at all times while listening to music or other audio sources, or when engaging in video-based meetings and classes.
• Bicycles and scooters should never be brought into the HSA building. Places to secure bicycles are located alongside the front entry walk.
• Service animals may accompany users of the HSA building, but other personal pets should not be brought to studios or other spaces within the building. This follows university policy.
• Studios and other spaces should be kept as clean as possible. It is not the responsibility of custodial staff to regularly clean studio spaces. Students should keep personal workspaces clean and tidy and should avoid storing materials in shared public space. Recognizing that creation is often messy, time should be scheduled following major projects for tidying of the studio space.
• Be attentive to processes that may potentially damage HSA facilities or the health of others. Indoor spraying of paints and other chemicals should only occur in the shop's spray booth. Exterior spraying on grass is allowed, but not on concrete surfaces, walls, etc. All cutting must take place on cutting mats – never on floors or carpets. Plaster and similar materials should never be disposed of in sinks.

Personal property

• Students are expected to look after their belongings and work areas, labeling and locking personal property when necessary. Personal property should not be stored in public spaces.
• Community members must respect the property of others. Ask before borrowing, and return borrowed materials promptly. Students, faculty, and staff should avoid moving students' work or materials without first asking them.
• All personal items should be removed from the HSA building at the end of each academic year or prior to semesters spent away from campus.

Attending to safety and security in the HSA facility.

• All accidents, including injuries from cutting blades, need to be reported immediately to Drury Security (417-873-7911). Reports should also be made to the HSA Office (417-873-7288) and your instructor during daytime hours.
• Basic first aid supplies are kept in cabinets in each studio. Please report any missing or deficient supplies.
• In case of severe weather, shelter should be taken in the north and south stairwells and the restrooms on the first floor. In case of fire, exit the building through closest exits or the north and south stairwells. Report any security issues or thefts to Drury Security, to the HSA Office and to your instructor.
• Be attentive of after-hours visitors to the building. The building is kept locked after 5 pm and on weekends to assure the safety of community members. Do not let strangers into the building. Do not prop open exterior doors and be sure that these doors are latched when you enter or leave.
• When leaving HSA or other campus buildings at night, consider calling Security to request a ride.

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

March 12, 2021

Dr. J. Cloyd
President
Drury University
900 N. Benton Ave.
Springfield, MO 65802

Dear President Cloyd:

This letter serves as formal notification and official record of action taken concerning Drury University by the Institutional Actions Council of the Higher Learning Commission at its meeting on March 8, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring . IAC continued the accreditation of Drury University with the next Reaffirmation of Accreditation in 2030-31. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. An Interim Report due 8/1/2023 on student learning outcomes; co-curricular assessment; and CCPS general education.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the Institutional Status and Requirements (ISR) Report, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

Please note: Revisions to HLC's Criteria for Accreditation will go into effect on September 1, 2020. Institutions will be evaluated against the revised Criteria for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted after September 1, 2020, that reference the Criteria should be written to the revised version. More information about the revised Criteria, including a crosswalk between the current and revised versions, is available on HLC's website at https://www.hlcommission.org/criteria.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison John Marr. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

CC: ALO

HSA HAMMONS SCHOOL — OF ARCHITECTURE

HSA STRATEGIC PLAN – Adopted March 2016
2023 REVIEW OF PROGRESS NOTED BELOW IN RED.

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

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

Strategic Imperatives

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

A. The HSA, as one of very few fully accredited architecture programs that exist within small liberal-arts universities, will further promote one-to-one instruction from talented and connected professors, in classes and studios with appropriate student-faculty ratios.

B. Emphasizing Drury's liberal arts tradition and the personalized education it fosters, the School will insist on offering students a broad and diverse preparation for providing superior critical thinking and leadership skills, while cultivating an understanding of the centrality of architecture's role in a broader social context.

C. The curriculum's flexible nature will be emphasized so that an increased number of minors and double-majors can be pursued in diverse fields including, but not limited to, the fine arts, business, graphic design, psychology, and environmental/sustainability studies.

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

Tactics and Measures:

1. Maintain and build an accomplished faculty devoted to excellent teaching and research. ONE FACULTY POSITION HIRED WITH STRONG RESEARCH FOCUS. ADDITIONAL HIRING OPPORTUNITIES LIMITED BY STABILITY OF EXISTING FACULTY.

2. Develop a staffing plan assuring appropriate enrollment limits for all course-types, including studios. ACCOMPLISHED. TARGETED STUDIO ENROLLMENTS OF 12-17 HAVE BEEN SHARED WITH PROVOST.
3. Increase the diversity of departmental curricular offerings. MODERATELY SUCCESSFUL. HAS RELIED ON M.ARCH. ELECTIVE OFFERINGS.
4. Increase the flexibility of the departmental curriculum in order to encourage investigation and exploration beyond the architectural discipline. OVERALL NUMBER OF REQUIRED PROFESSIONAL CREDITS HAS BEEN REDUCED BY THREE HOURS SINCE 2016. DRURY FUSION CURRICULUM (2019) HAD ADDED OPPORTUNITIES FOR EXPLORATION.
5. Develop clear advising pathways, making it easier for HSA students to select and obtain minors and double-majors. MODERATELY SUCCESSFUL. DOCUMENTATION OF MOST POPULAR MINORS AND CERTIFICATES FOR DRURY STUDENTS HAS OCCURRED. CERTIFICATES MAKE PLANNING OF STRICT PATHWAYS DIFFICULT.
6. Support, promote, and publicize the HSA Thesis as a model undergraduate capstone experience that emphasizes the critical integration of professional and liberal-arts education. SUPPORTED AND PROMOTED THROUGH GUEST JURORS AND PUBLICATION IN ANNUAL HSA NEWSLETTER.

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

A. By integrating theoretical understanding and research with direct practical experience, the HSA will continue to prepare its students to become skilled and innovative makers.

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

C. Reaching outward, students will continue to have greater access to design-build opportunities by participating in real projects for communities with resource or socio-urban concerns and challenges,.

D. The School will maintain and strengthen its commitment to provide opportunities for students to engage in community design studios, through which they gain experience working with real clients, contributing time and proposing design solutions for communities throughout the region.

Tactics and Measures

1. Explore options for the further expansion of an understanding of the history and theory of both past and contemporary design and making, at a variety of scales and iterations, throughout the required and the elective parts of the curriculum. HISTORY AND THEORY COURSES HAVE UNDERGONE CONSTANT SELF-EVALUATION AND IMPROVEMENT. FOCUS ON MAKING HAS NOT BEEN AS EXPLICIT AS ENVISIONED IN THIS DOCUMENT.
2. Explore options for the further expansion of furniture and other design-and-make opportunities throughout both the required and the elective parts of the curriculum. DESIGN-BUILD STUDIOS HAVE EXPANDED TYPES OF BUILT PROJECTS.
3. Further enhance the spatial capabilities of the fabrication shop and digital/3D printer rooms by making arrangements for their physical upgrading and expansion. ACCOMPLISHED THROUGH 2018 CONSOLIDATION OF TECHNOLOGY LABS ON FIRST FLOOR AND CONSTRUCTION OF NEW DIGITAL INPUT/OUTPUT LAB.
4. Further enhance the technological capabilities of the fabrication shop and digital/3D printer rooms by securing funding for both the purchase of new machines and the continued upgrading of existing ones.

EQUIPMENT UPGRADES HAVE OCCURRED THROUGH INVESTMENT OF HSA SURPLUS FUNDS. EFFORT TO SECURE FUNDING FROM GRIZZLY INC. WERE NOT SUCCESSFUL. UNIVERSITY ADVANCEMENT OFFICE IS AWARE OF THIS NEED.

5. Explore and develop models for sustainably funding curricular and extra-curricular community engagement ventures including design-make and community design activities. FUNDING HAS INCREASED THROUGH COMMUNITY PARTNERS AND DESIGN-BUILD PROJECTS SPONSORED BY THE GATHERING TREE.
6. Identify and engage with local, regional, state and national governments and NGOs in pursuing active partnerships toward capacity building planning projects for communities in need. HAVE MET WITH OFFICIALS FROM JEFFERSON-CITY BASED OFFICE FOR CAPACITY BUILDING IN RESPONSE TO EMERGENCIES.
7. Identify and engage with local, regional, state and national governments and NGOs in pursuing active partnerships toward social and physical capital research and resulting urban design proposals for communities in need. PARTIALLY ACHIEVED THROUGH CENTER FOR COMMUNITY STUDIES PROJECTS WITH CITY OF SPRINGFIELD AND OTHER MUNICIPALITIES.
8. Further expand the geographic and typological scope of community design studios, in order to engage students with relevant and urgent issues that form part of their contemporary regional and global reality. THESE STUDIOS HAVE BEEN CONSISTENTLY UPDATED OVER THE COURSE OF THE LAST 10 YEARS.

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

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

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

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

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

Tactics and Measures:

1. Develop a four-year plan of summer study abroad offerings for ease of student planning, to compliment existing robust and established options. ACCOMPLISHED. SUMMER STUDY-ABROAD OFFERINGS ARE NOW CONSISTENTLY OCCURING EVERY OTHER YEAR.
2. Further develop scholarship opportunities for study abroad. THESE HAVE BEEN EXPANDED MODERATELY.
3. Expand spring break internship program to include opportunities abroad. THIS PROGRAM WAS SUSPENDED DURING THE COVID PANDEMIC. DEGREE OF INTEREST IN THIS ON PART OF STUDENTS HAS DIMINISHED.
4. Build upon connections with visiting lecturers to establish new venues for spring break internship. SEE ABOVE.

4. Develop opportunities for guest lecturers to address students studying abroad, whether in short-term programs or semester-long programs. LECTURE FUNDING HAS BEEN MADE AVAILABLE TO SEMESTER-LONG STUDY ABROAD PROGRAMS.
5. Capitalize on existing connections to alumni abroad, involving them in recruitment that will perpetuate the diversity of our student body and the vibrancy of our community. NOT ACCOMPLISHED.
6. Pursue donors for naming opportunity for prominent lectures as part of the annual series. ACCOMPLISHED. J.PRICE ARCHITECTURE NOW ANNUALING FUNDING 'FOUNDERS LECTURE.'
7. Develop connections to new geographic locations for recruiting, for example through agreements made at the university level, or through dual-enrollment agreements with regional high schools. HAS FOCUSED ON COMMUNITY-COLLEGE TRANSFER INITIATIVES WITH JOHNSON COUNTY COMMUNITY COLLEGE AND CITY COLLEGES OF CHICAGO.

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

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

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

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

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

Tactics and measures:

1. Encourage, support, and reward active development of high-level faculty scholarship through funding not only for conference attendance, but also for research initiatives, based on criteria established by HSA faculty and administration. PROFESSIONAL-DEVELOPMENT FUNDING HAS EXPANDED FROM $1000 ANNUALLY PER FACULTY MEMBER TO $1200 ANNUALLY. THIS IS ONLY A MODEST INCREASE, BUT ADDITIONAL FUNDING IS AVAILABLE WHEN REQUESTED TO SUPPORT PROJECTS RESULTING IN PUBLIC VISIBILITY OF RESEARCH OUTCOMES.
2. Expand publications that record and report the School's work, and that share the accomplishments of alumni to reinforce connections between current students and graduates. ANNUAL HSA NEWS PUBLICATION HAS BEEN CONSISTENTLY EXPANDED IN SCOPE AND SIZE.
3. Continue to develop creative extra-curricular programming, including symposia and exhibitions, which reinforce a shared discourse within the School. TWO PUBLIC SYMPOSIA HAVE BEEN HOSTED AT THE SCHOOL SINCE 2016.
4. Develop publications that record and report on extra-curricular programming at the School so that it can be shared with alumni and the broader discipline. EXPANSION OF HSA NEWS PUBLICATION HAS ALLOWED MORE FOCUS ON THIS.

Academic Program Review
Hammons School of Architecture

Submitted March 1, 2020

Report Information

Department Name:
Hammons School of Architecture

Program Names:
Bachelor of Science in Architectural Studies (4 year, non-professional, non-accredited)
Master of Architecture (5 year, professional, NAAB accredited)
[Note: since nearly all of our students complete the 5-year professional degree rather than the 4-year degree, this document will refer to ours as a singular program.]

Report Preparation:
Robert Weddle, Dean, Hammons School of Architecture
Carolyn Mayer, Administrative Assistant

Section I: Overview – Contribution to University Mission

Drury's Architecture program contributes to our university mission primarily in that it *models the integration of theoretical and practical knowledge* that is described in the university's mission statement. The integration of liberal-arts-based values with solid professional and technical education makes our program distinctive and is at the core of how we have organized our curriculum. Our focus, particularly in our design-studio courses and in our fifth-year thesis sequence, is on combining creativity with criticality, informed both by professional standards and by students' broader Drury education. This helps us to *cultivate imaginative faculties as well as ethical insight and critical thought.* Through this emphasis on ethical and sustainable responses to world problems, and our 100% study-abroad rate, we help Drury to realize its intention to *liberate persons to participate responsibly in and contribute to life in a global community*

In a more practical sense, the Architecture program supports the university's mission by attracting students and contributing to institutional enrollment objectives. More details about this issue will be discussed below in Section IV.A.

Section II: Curriculum, Student Learning Outcomes, and Assessment

A. *Discuss how program requirements reflect current practice in the discipline.*

Our curriculum and graduation requirements follow guidelines that are required of all accredited programs in architecture by the National Architectural Accreditation Board (NAAB). NAAB is the sole national accreditor of professional architecture programs and establishes minimum credit-hour requirements (168 hour for the M.Arch. degree), reviews facilities, human and financial resources, and—most importantly—establishes 8 Program Criteria and 6 Student Criteria that form the basis for regular reviews for the purpose of assessing and granting continuing accreditation. NAAB conditions and procedures for accreditation create a great deal of consistency among schools of architecture, especially in areas of technical training and life-safety considerations. This is essential because nearly all state licensing boards, charged with assuring safety and public well-being, use NAAB accreditation as a standard without which licensing of architects cannot occur.

While NAAB's primary purpose is maintaining consistency and high standards for the professional aspects of architectural education, they also encourage programs to establish their own diverse approaches to achieving the required criteria. In our case, this flexibility is reflected in our inclusion of relatively robust general- and optional-studies (elective) components relative to our professional coursework. We also choose to place a thesis studio as the culmination of our curriculum, rather than the more professionally oriented design-integration studio. We do this because we feel that the thesis better reflects our liberal arts setting, by allowing students to undertake individually determined projects based on their own interests and, usually, larger regional or global problems.

Like most schools of architecture, the HSA is committed to the studio-based experience as a central pedagogical strategy. As a professional program within a liberal arts university, studio-based education is especially valued for its encouragement of qualities that define liberal education: intellectual rigor, dialogue, innovation, and peer-to-peer learning. The studio also fosters a sense of community among students and faculty in which mutual respect, sharing of ideas, and collaboration are paramount.

B. *Submit program level Learning Outcomes.*

The following are draft program-level Learning Outcomes currently being developed by our Assessment and Curriculum Committees. This process of revising our LOs is in response to new conditions for accreditation just released last month by NAAB. We will be completing the definitions of these draft LOs as well as devising assessment rubrics throughout the remainder of this semester.

1. Design: Students will understand the role of the design process in shaping the built environment and the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

2. Ecological Knowledge and Responsibility: Students will acquire a holistic understanding of the dynamic between built and natural environments, and the role of architects in mitigating climate change responsibly by leveraging principles of ecology, advanced building performance, adaptation, and resilience in their work and advocacy activities.

3. History and Theory: Students will understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

4. Research and Innovation: Students will be prepared to engage and participate in architectural research to test and evaluate innovations in the field.

5. Leadership and Collaboration: Students will understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

6. Social Equity and Inclusion: Students will become aware of diverse cultural and social contexts and will be able to translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

7. Health, Safety, and Welfare: Students will understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

8. Professional Practice: Students will understand professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

9. Regulatory Context: Students will understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

10. Technical Knowledge: Students will understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

11. Design Synthesis: Students will develop and demonstrate the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessibility, and consideration of the measurable environmental impacts of their design decisions.

12. Building Integration: Students will develop and demonstrate the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

C. Demonstrate how you have used assessment to improve curriculum and pedagogy.

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

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

The work of the HSA Assessment Committee has been governed for the past 7 years by the school's Assessment Plan, which was ratified by the faculty and implemented in fall 2013. This plan called for annual assessment based on one of four assessment themes: Research and Critical Analysis, Leadership and Collaboration, Numerical and Technical Application, and Communication and Representation, which have been assessed on a four-year recurring cycle. Full faculty involvement in this process is reinforced through an annual Assessment Workshop, through which faculty share in the assessment of the annual theme. In addition, faculty review second-year students' portfolios at the end of each academic year. HSA alumni and the larger professional community also contribute input to our assessment processes through participation in annual portfolio review sessions in conjunction with a student-organized career fair. More concrete input is obtained through feedback given by the HSA Professional Advisory Council, which meets annually at the school.

This approach to assessment has resulted in meaningful changes to our curriculum. The 5-year M.Arch. curriculum had not been substantially changed since its initiation in 2010. In fall of 2018 faculty finalized and approved substantial revisions aimed at streamlining the curriculum, integrating it with the new Fusion general-education curriculum, addressing curricular and course-content issues that had been identified through our assessment process. Intentions and sequencing of all studio courses were rethought, and key supporting content areas like Building Systems (construction methods and materials, heating and air conditioning, acoustics, etc.) and Representation (drawing, graphics, and 3-D modeling and rendering) were substantially revised. We are currently in the process of phasing in these new courses and sequences, as well as developing specific learning-objective responsibilities in relation to revised NAAB accreditation criteria.

Along with our phased implementation of these curriculum revisions, we are currently engaged in a process of evaluating and revising our approach to assessment. This is connected to the 2018 curriculum revision discussed above, as well as to new NAAB accreditation conditions (see above, Section II. B). Our school Assessment Committee and Curriculum

Committee have met together through the current academic year to re-write learning objectives for all of our studio courses, with a plan to conduct the same process next year for non-studio courses. The objective is to create revised and streamlined learning objectives that are accompanied by standardized assessment rubrics—an approach the school has not yet taken but which is essential both from the point of view of university assessment procedures and of the new NAAB conditions.

D. *Identify notable student accomplishments from the past four to five years.*

We are extremely proud of our students, given the difficulty of our program and the commitment it requires from them. There are a number of indicators of special accomplishments on the part of our students, including our annual awards program and our end-of-semester juried design-project exhibition. In addition, the following is a limited list of special accomplishments from recent years:

- Alumnus Collin Tucker '19 was awarded a National Design Award of Honor from the Society of American Registered Architects for his thesis project completed during the spring 2019 semester. This was his second year in a row to win a SARA National Design Award for one of his projects.

- Students Nia Damgova, Jenine May, Blane Pittman, and Connor Stokes won first place in the 2019 AIA Central States Region Student Design Competition, beating other regional schools including Washington University, Kansas, Kansas State, Iowa State, and Oklahoma State.

- A fall 2018 5th-year studio under the direction of Traci Sooter designed and built a tiny house for Springfield's Eden Village. The house was designed for a hearing-impaired and formerly homeless client who the students were able to work with directly throughout the design process. In 2019 the project was selected for a Best of Design Award from national publication The Architect's Newspaper in the Student Group category. The team also received a "Housing Collaborator" award from the Community Partnership of the Ozarks.

- In 2017 student Quoc Huynh won an honorable mention in the Archasm Competition "Schools Without Classrooms," for his project "Under the Shadow."

- In 2017 HSA the China Academy of Art in Hangzhou and the district of Shangyu invited students from Drury, the China Academy of Art, Beijing University, Peoples' University of China, and St. Thomas University (UK) to submit urban design proposals for Shangyu. HSA students Brandon Biskup, Alex Fernandez, Quoc Huynh, Natalie Reagan, Collin Tucker and Andrew Wall spent ten days fully dedicated to the project, with other students aiding in the process. In order to present the team's designs, Biskup, Fernandez, and Reagan traveled in August to China along with Visiting Professor of Practice Yong Huang.

- Students Garrett Grelle, Leslie Harper, Ethan Kaplan, and Laura Ramirez won third place in the 2017 AIA Central States Region Student Design Competition, held in Omaha, Nebraska.

- In October 2015 Drury students concluded their first-ever participation in the US Department of Energy Solar Decathlon competition in Irvine, California. The project was a collaboration involving Crowder College and over 100 students from multiple Drury departments. Out of 140 international teams that applied, and only twenty that were accepted, the Drury-Crowder team completed its house on-time and under budget, finishing eighth overall. Along with meeting requirements to generate its own power, the project also focused on storm resistance and response, and was inspired by Drury's experience providing design-build services aimed at community recovery following the 2011 Joplin tornado.

- The Spring 2016 Global Studio at the Drury Center in Greece explored architectural, urban and regional strategies for tourism development, and studio intentions and final designs were put to the test during an open house exhibition at the end of the semester. The people of Aegina responded, participated and offered constructive criticism, reading the issues raised by HSA/DGC students as addressing significant parts of their everyday lives.

- Students Ngoc Bich Do, Julia Hartman, Tai-An Yue, and Junye Zhou won first place in the 2015 AIA Central States Region Student Design Competition, beating other regional schools including Washington University, Kansas, Kansas State, Iowa State, Oklahoma, and Nebraska.

- In November 2015, third-year students Branson Kellen, Laura Ramirez, and Bryan Williams—along with Associate Professor David Beach, represented Drury at Autodesk University in Las Vegas, in a set of panel sessions on digital fabrication, innovation and entrepreneurship. The Drury group appeared side-by-side with presenters from the University of Oregon, NuVu Cambridge, the University of Southern California, Oregon State, and Stanford. Branson Kellen—one of only six architecture students selected internationally to present more extensively—was the winner of the student Design Slam competition, beating competitors from UCLA and New Jersey Institute of Technology.

E. *Identify post-graduate success (employment, graduate and professional school enrollment, military, etc.).*

Our primary measure of how well we prepare students for their transitions into professional life will always be our graduates' personal and career success. Although we don't conduct methodical studies of the percentages of graduates employed in the field, we are commonly in touch with graduates and are aware of where they end up. This knowledge and other anecdotal information leads us to believe that employment rates are currently nearly 100% for those graduates who actively seek positions in architecture.

Our 360-hour internship requirement gives students a head start in finding jobs after graduation. Many students document their internship by opening a file with NCARB—the national organization charged with administering licensing exams and tracking the internship hours that are required in order to sit for the exams. We also have a faculty member (Professor Bruce Moore) assigned to advising students about internship and licensure issues, and he regularly communicates and meets with NCARB officials to maintain expertise in this area. Our chapter of the Tau Sigma Delta national honor society for architecture and the allied arts organizes an annual Design Expo and Career Fair, attracting dozens of firms from around the region. TSD also organizes annual portfolio review sessions, in which practitioners are invitied to review students' portfolios prior to the career fair and spring interviews.

We believe that this attention to smoothing their transitions to professional life helps graduates to quickly settle into firms. More importantly, the breadth of the Drury education relative to other architecture schools gives graduates skills in communication, empathy, problem solving, and collaboration that help them to progress quickly and, often, to enter leadership roles within offices.

Our graduates' success on the Architect Registration Exam (ARE), normally taken somewhere between 2 and 4 years out of school, is an indicator of their capacity to learn on the job and to build upon the professional and technical components of their education. NCARB publishes ARE pass-rates for each accredited school in the US, and these rates typically reflect very positively on our approach and our graduates. In 2019, the pass rates for our graduates in each of the exam's six sections were higher than the national average.[1]

Graduates have also been recognized for special achievement. 1991 graduate Andrew Wells was elevated to the national AIA College of Fellows in 2012—the first HSA graduate to receive this honor and only the second architect from southwest Missouri ever to do so. Wells is a firm owner (with partner Brandon Dake) of Springfield firm Dake Wells Architecture, which this year was recognized as one of eight "Emerging Voices" by the Architectural League of New York. Dake Wells also employees a number of our graduates and student interns. Two HSA alumni have received the prestigious AIA Young Architect Award (Jason Dale Pierce '00 and Evelyn Lee '02), and Evelyn Lee (based in San Francisco) currently serves on the AIA National Board of Directors. Other alumni have served as presidents of AIA regional and local components, including AIA Springfield, AIA Missouri, AIA Mid-Missouri, and AIA Fort Smith.

[1] National Council of Architectural Registration Boards, "ARE 5.0 Pass Rates by School. On the Internet at https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school (accessed February 27, 2020).

Section III: Faculty Resources

A. *Evaluate the collective strengths and needs of full-time program faculty (teaching, research, advising/mentoring, service, clinical work, professional credentials, etc.)*

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

A large percentage of HSA faculty (including all studio faculty) are licensed professionals, and most are actively involved with the American Institute of Architects (AIA). One faculty member (Dr. Karen Spence) currently serves as President of the AIA Springfield component, and another (Traci Sooter) is an AIA Fellow. Of the thirteen full-time faculty, nine are licensed to practice in the US and two others are licensed abroad. At 69%, our rate of US licensure far exceeds the average at accredited programs, which was only around 20% percent in 2017.[2] HSA faculty are also more likely to hold advanced degrees than their peers. 46% hold PhDs in architecture, compared with less than 15% nationally. These figures indicate a faculty that is broad in its interests and accomplishments, and more likely than normal to combine professional licensure with research and scholarship.

Despite these strong professional commitments and accomplishments, our faculty are devoted to teaching and are required to focus their time on their students. Given this focus, faculty need support and encouragement to pursue professional growth beyond the classroom and studio. Many choose to direct this growth towards their teaching skills, or to acquiring or updating software knowledge that will keep them current with students' needs. Others focus their professional development activities on creating new knowledge through scholarship or through innovative design or consulting work. It has been the practice of the school administration—in line with disciplinary norms and expectations—to provide professional-development funding for legitimate activities in support of these faculty needs.

B. *Evaluate the contributions of non-full-time faculty to the program.*

Our non-full-time faculty make important contributions that are different from those of other faculty and that correspond to the particular nature of their work away from Drury. During the period of reduced student enrollment, adjunct faculty were primarily used only for courses that clearly benefited from the presence of active practitioners—in particular MARC 569 (Professional Practice) and ARCH 427 (Professional Communication). These courses continue to be taught by practicing professionals who teach for us on an adjunct basis, and students benefit from the daily contact these adjuncts have with the professional issues their courses are intended to address. As we have slowly added additional adjuncts to respond to increased student numbers as well as recent faculty sabbaticals, we have continued to rely on practitioners who can increase the diversity of work experience our students are exposed to.

In addition to our adjunct faculty, we have benefited from the half-time presence of Yong Huang, Visiting Professor of Practice. Yong was a full-time visitor with us up until 2016, at which time his university-funded line was eliminated and outside funding was secured to retain him for a semester each year. His ongoing engagement with high-level design practice and collaboration with Chinese firm CAA Design Institute give him a unique experience that benefits our students. He also supervises frequent funded student internships in China, allowing a greater diversity of international cultural and professional experience for architecture majors.

[2] Association of Collegiate Schools of Architecture, *ACSA Institutional Data Report: Research Metrics for Full and Candidate Members,* March 2019. On the Internet at https://www.acsa-arch.org/wp-content/uploads/2019/09/acsa_idr_final.pdf (Visited February 26, 2020).

C. Discuss your plans for strengthening your faculty team over time. Consider both professional development of current faculty and effective recruitment and of high quality and diverse faculty in cases of turnover or additional hires.

Due to an extended period of faculty expansion and retention between 1999 and 2012, our faculty generally have long experience at Drury and are nearly all tenured. We currently have 12 tenured faculty, 1 non-tenured tenure-track faculty, and one half-time visiting faculty. Of the 12 tenured faculty, 8 hold the rank of Professor. This situation benefits us in that most of our faculty have a strong understanding and ownership of our culture and curriculum. We all know one another well and respect each other's differences, and our level of experience means that we are flexible in our ability to take on different tasks and course assignments. At the same time, we realize that this stability leaves little room to continue to build the faculty or add to its diversity. Our colleagues have done a good job of adapting and staying as current as possible, and several have specific interests and research orientations that bring to our students very up-to-date approaches. Nevertheless, we should welcome opportunities to refresh the faculty for the benefit of our students and school. It is difficult to articulate a plan for this given the stability of our faculty. Realistically, the most likely pathway for new recruitment possibilities will be retirements, and those are hard to plan or predict. Consequently, our approach has been to encourage and financially support reasonable proposals for continued professional development and growth of our current faculty.

Section IV: Enrollment, Recruitment, and Retention

A. Using Institutional Research, discuss recent four-year trends for student demand:

i. The number of declared majors:

The number of Architecture majors declined ca. 2009-2012, partly in response to the recession of 2007-2009. Layoffs throughout the construction industry affected architecture firms first, as planning for future projects was put on hold. A few press articles cited architecture as among the least promising fields for job growth, and these perceptions inevitably raised concerns among prospective students and their families. When the current HSA administrative team took on leadership of the school in AY 2014-15, this issue was still of great concern to visiting families, even as hiring of graduates was beginning to increase. By fall of 2015, the total number of Architecture majors had dropped to 148—considerably lower than it had been before the recession. During the year before that, HSA administrators and faculty had begun working with Admissions more directly and supplementing the work of Admissions staff through new or rebuilt processes for student visits, creation of a more engaging and student-centered Architecture Day annual recruiting event, increased high-school and middle-school outreach, and the development of more compelling marketing messages and materials (more detail is given on these initiatives below in Section IV.C). Over the last five years these efforts (combined with a more positive view generally of job prospects within the profession) have resulted in substantial increases in student numbers. Declared majors increased each year from the low of 148 in fall 2015 to 163 in 2016, 175 in 2017, 184 in 2018, and 192 during fall semester of the current academic year. This amounts to a 9% increase over the past three years and a 30% increase over the past five years. These increases have been driven by growth in the number of new first year students. The three-year average of new students for the most recent period is 51.6, whereas it was at 34.0 during the period from 2013-14 to 2015-16. The clear conclusion from this growth both in new students and in overall numbers of majors is that student demand for our program is strong.

ii. The number of graduates:

The number of graduates from our program has been quite consistent over the past five years, with somewhere between 26 and 29 graduates each year between AY 2014-15 and AY 2018-19. While we have had slightly larger graduating classes prior to the most recent 5-year period (35 in AY 2013-14, for example), a target of around 28-30 seems appropriate given studio space limitations as well as, more importantly, the staffing challenges that arise when numbers climb above 30 in our upper year levels. Since our five-year course sequence specifies courses that we have to offer each semester, we essentially

operate by a cohort model; we have no choice but to accommodate the number of students we have in a given year level. When optimal class-size ranges for studio courses are factored in (see below) ranges of efficiency emerge that suggest we are better off with around 28-32 students (two studio sections) in the upper years of the program. The relatively stable size of graduating classes, despite fluctuations in new students, has caused us to document overall retention rates at key points in the five-year sequence. For graduating classes ranging from 2015 to 2020 (expected), the average retention from first to third year was 75.5. The retention rate from first to fifth year during the same period was 75.2. This demonstrates that most of our loss of students occurs during the first or second years of our five-year curriculum, generally allowing students to transition to other majors at Drury with minimal lost time.

iii. Average class sizes:

Average class sizes over the past four years have ranged from a low of 14.7 (fall 2016) to a high of 18.2 (spring 2019). We are aware that these numbers are typically lower than the optimal target of 18 for any given program. This situation is a function of the predominance of studio-based teaching within our curriculum, which is both more time consuming for faculty (with 12 contact hours per week for a single studio section) and which makes necessary smaller class sizes in order to conduct the one-on-one teaching that occurs in studios. Maintaining studio sizes in the range of 12 to 16 students per section is common within our discipline, and our target has been in the range of 14 to 16. Unfortunately, because of our cohort model, we have little control over the sizes of classes coming through the program, so we sometimes find these sections smaller than they should be, while other times they creep up to 17 or even 18, diminishing the experience and level of learning for students and making it difficult for faculty to manage.

Since disciplinary standards and our commitment to one-on-one project-based learning create studios that impact our average class sizes, we have tried to compensate by allowing some non-studio sections to accommodate an entire year-level cohort. For example, our 2nd-year ARCH 233 (Introduction to Building Systems) course was typically taught as two separate sections until fall of 2015, at which point it was switched to a single-section course. Typical class sizes for that course can now be as high as 45 or so, depending on the size of our 2nd-year class. Other courses that have moved from multiple sections to a single section include ARCH 427 (Professional Communications) and ARCH 467 (Programming). By identifying courses that can accommodate full-year-level sections, we are striving to keep our average class sizes as close to 18 as possible.

B. *Discuss future external (employment, market, and/or societal trends) and internal forces influencing demand for program. Relevant sources may include bls.gov, regional/local workforce reports, and/or professional/industry reports. Provide appropriate citations.*

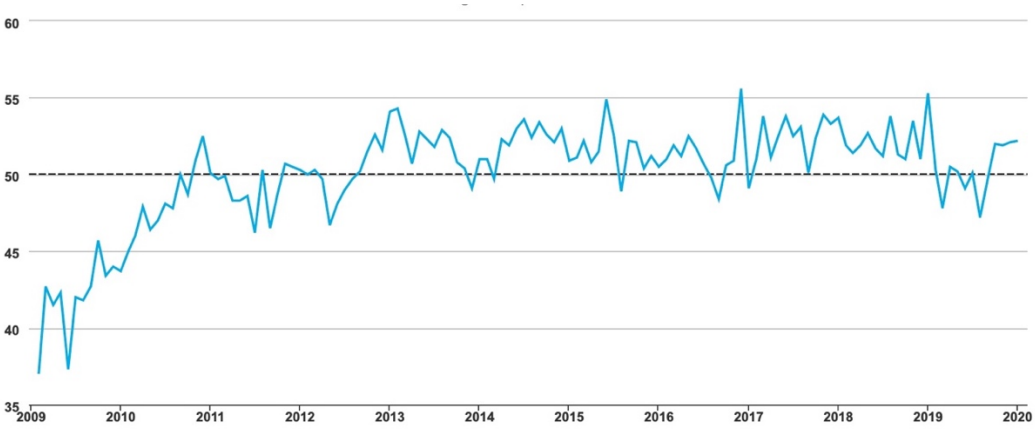
Following the recovery from the recession of 2007-2009, hiring prospects for our students (as interns) and graduates have been uniformly strong. Although it can be difficult to track this in methodical ways, our sense is that all graduates who are committed to working in the field are finding jobs within a couple of months of graduation, and most are accepting offers well before graduation—often having to decide between multiple offers. According to the Bureau of Labor Statistics, the decade from 2018 to 2028 is estimated to see the addition of 11,200 jobs nationally, representing an 8% increase (the estimate for all occupations combined is 5% growth).[3]

The annual Wells Fargo Construction Industry Forecast surveys industry contractors, manufacturers, and equipment distributors in order to gauge the perceived likelihood of increases or decreases in local, non-residential construction for the coming year. Results are synthesized to establish a "National Optimism Quotient" (OQ). According to Wells Fargo, "OQ scores above 100 represent strong optimism for increased local construction activity relative to the level of activity the prior

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, *Architects,* on the Internet at https://www.bls.gov/ooh/architecture-and-engineering/architects.htm (visited *February 20, 2020*).

year. Scores between 75 and 99 denote more cautious or measured optimism. A score below 75 signals a more pessimistic point of view, where fewer executives say local construction activity will increase than say it will decrease."[4] In 2016 the OQ was 108 and in 2019 it was 122.

It should be noted that the architecture profession is one of the first sectors in the design and construction industry to be affected by recessions, so optimism among architects in particular is typically very cautious. The American Institute of Architects (AIA) tracks design activity through its Architecture Billings Index, in which a value of 50 or higher indicates positive growth in billings compared with the previous month. The graph below demonstrates the volatility of this figure, but also the fact that billings have more often than not grown month-to-month since 2013.[5]



C. *Describe faculty and staff contributions to recruitment (highlight outreach activities).*

Hammons School of Architecture administration, faculty, and staff are highly invested in student recruitment. Our primary organized recruitment event each year is our annual Architecture Day, held each October. While this event has been in place for many years, we worked with Admissions beginning in 2015 to focus the event and to remove components of the day that effectively limited attendance. We have sharpened the messages conveyed by our opening slide presentation and maximized the contact that prospective students and their family members have with our current students. A highly effective component in the schedule is the afternoon design competition undertaken by prospective-student teams led by some of our current second-year students. This is not only fun for our guests, it exposes them to some of our most engaging students and helps them understand the dynamic environment of the studio. Overall, about half of our incoming students each year have attended an Architecture Day either as juniors or seniors in high school.

We have also worked to fine-tune the way we do prospective-student visits. Associate Dean Dr. Karen Spence has taken leadership on this effort and personally does around three-fourths of the visits. We have clear and compelling graphic materials that we distribute and we have worked to focus our message on the fact that Drury architecture majors have a rare ability (in the context of professional programs regionally and nationally) to pursue a broad college experience that derives from our unique liberal-arts setting, and that may include minors and double majors (along with certificates), participation in student government, athletics, music and theater, etc. Our visits also take advantage of student work that is commonly displayed throughout the building as well as exposure to the studio environment and our technical fabrication facilities. We

[4] *Architect* magazine, "Wells Fargo 2019 Construction Industry Forecast," on the Internet at https://www.architectmagazine.com/practice/wells-fargo-2019-construction-industry-forecast_s (visited February 22, 2020).

[5] *Architect* magazine, "AIA: Architecture Billings Grow in 2020," on the Internet at https://www.architectmagazine.com/practice/aia-architecture-billings-grow-in-2020_o (visited February 22, 2020).

are aware that most larger schools of architecture would have trouble giving this level of attention during visits, so we see this as an opportunity to model the kind of personalized contact with faculty that we are so proud of.

A member of the school's administration also attends the architecture college day recruiting events held each fall in Chicago and organized by the Consortium for Design and Construction Careers. Along with this annual event, we have periodically attended similar events in Boston and in Dallas.

In addition to these strategies focusing on interested prospective students, we also do a wide range of outreach activities that help to raise awareness about our program among students from elementary school on up. In recent years we have hosted many classes from Springfield Public Schools, including the Phelps gifted program, Rountree Elementary, and, for two weeks each summer, the Design Matters SPS summer-school classes. We also host visits each fall from the ACE Mentors Program—a Springfield-area chapter of a national organization encouraging careers in architecture, construction, and engineering. Faculty and administration have also visited classes or participated in career days at Ozark High School, Republic High School, and Willard High School. We have also hosted tables at the Springfield Contractors' Association's Build My Future event and at regional makers' fairs.

D. *Describe faculty and staff activities that support student success and retention (special initiatives, advising and mentoring practices, and high impact learning practices).*

Drury architecture faculty are very accessible to students, in part because of our studio model of teaching, which places faculty with their students for 12 hours each week. Other non-studio-teaching faculty tend to have extensive availability for meeting with students and students are generally not timid about seeking faculty out for extra guidance. Because of the rigor or our courses and the time required, faculty are also highly aware of indications that a student may not be thriving, and we try to be very interventionist in our approach to finding out what is going on, how we might be able to help, and whether—in some cases—a student might be better served or more engaged by another major.

Our formalized advising system assigns either Associate Director Dr. Karen Spence or faculty member Dr. Panos Leventis as the advisor for each first- and second-year student. New students are advised in person but also sometimes in groups, since guidance about schedule selection and other issues often applies to an entire year level of students. At the end of second year, we transition all students to faculty advisors drawn from the entire pool of full-time faculty. By their entry into our third year, students thus have advisors who can help more with career issues rather than with the fundamentals of scheduling and curriculum.

Our key asset in terms of student success and retention is our strong commitment to high-impact learning practices. Studio courses and methods are at the core of this, with their emphasis on project-based assignments and collaboration. Each student takes at least one community-based studio through which they engage and serve actual community members through participatory design activities. Our program also requires a 360-hour internship and a minimum 5-week study-abroad experience. Our capstone thesis studio (discussed above in Section II.A) entrusts students with devising their own projects in response to issues they have identified as of personal importance to them and significance to society.

Section V: Quality Indicators Related to Campus Service Partners

A. *Administrative support staff*

Rating: 4

Comments: We have had outstanding administrative support staff in our school. Skill levels and commitment to students and faculty have been very strong. The only concern in this area is that compensation for these staff members may not be adequate to retain high-quality employees.

B. Facilities and major equipment

Rating: 3

Comments: Maintenance of our facility has improved over the last several years, with our AC chiller replaced, most (although not all) leaks found and repaired, and new blinds ordered for our studio, classroom, and office space. Other building improvements have had to be accomplished with departmental funds, and these are not adequate for the degree of refreshing needed within the building.

C. General expense budget

Rating: 2

Comments: Other than basic building maintenance and salaries for faculty and most staff, all other operating costs for the program are borne by students through the program fees they pay. The program does not received a general expense operating budget beyond what is collected through these fees.

D. Impact of library resources and services: research services, referrals and consultations, library instruction services and course support.

Rating: 4

Comments: Our Library liaison (Jacque Tygart) is excellent and always willing to help our faculty and students. While book purchasing budgets appear to be reemerging, the relative lack of funds for this over the past five years or so has been unfortunate.

E. Instructional technology and support

Rating: 3

Comments: This area also seems to be improving, but as with the comments above about facilities, the expectation is too often that our program can afford to fund necessary technology improvements on our own.

F. Enrollment Management support

Rating: 5

Comments: We have had an excellent relationship with Enrollment Management and they have done a great job in telling our story.

G. Marketing and Communications support

Rating: 4

Comments: Website maintenance and renewal should be a priority given our potential to reach students beyond our region. It has been difficult to display our students' work and maintain dynamic visual qualities including video, etc.

H. Office of Alumni and Development support

Rating: 4

Comments: Is there a more methodical way to track graduates' employment and locations? l

I. Office of Institutional Research
   Rating: 4
   Comments: See above regarding Alumni and Development.

Section VI: Analysis and Conclusions

A. *Current strengths that support the achievement of program goals.*

- Our primary strength is our clear differentiation from other accredited schools of architecture, which primarily derives from our liberal-arts setting, the size of our institution, our relatively open admissions policy, and our relative affordability compared with other private institutions offering accredited programs. This makes us an attractive and clear choice to many students outside our immediate region, and gives us opportunities to weather fluctuations in regional external demand.

- We have also staked out a strong position on the value and importance of study-abroad as well as opportunities for domestic travel and internships that are important for students of architecture.

- Our faculty are highly committed to our students and the school, and have wide ranging experience and teaching capabilities. They work well together and generally have a great deal of familiarity with Drury and with the history of our program.

B. *Current weaknesses that impede the achievement of program goals.*

These following weaknesses (and the threats identified below in Section VI.D) also relate to some of the strengths identified above:

- While our presence within a small regional university differentiates us from other options for accredited degrees in architecture, it also creates challenges in terms of resources, facilities, and limited awareness of Drury beyond our region.

- We have benefited greatly from the stability of our faculty, but this also limits our ability to renew the faculty and provide students with a more diverse mix of outlooks and approaches.

C. *Future opportunities to explore in the achievement of program goals.*

- Despite changes to our study-abroad options and the phasing out of the Greece center, we have designed a curriculum that allows us a great deal of flexibility when it comes to providing these experiences. New formats for combining study-abroad with on-campus experiences are possible in ways that they are not for other architecture programs.

- The distinctive quality of our program's liberal arts setting and orientation gives us the potential to reach well beyond our region. While we do already attract international students as well as more distant domestic students, we have the opportunity to recruit more aggressively around the country, if we can determine efficient processes for doing this.

D. *Future threats to overcome in the achievement of program goals.*

- Study abroad and other travel has been essential for us, given our location and the relatively limited exposure of our students to distinctive architecture and urban environments. However, increasing costs for these experiences, as well as perceived and real risks associated with travel, may threaten this important distinction of our program.

- Other schools of architecture within our region are very strong and are constantly improving. In this very competitive environment, it may prove difficult to maintain our enrollment levels without determining ways to update our technologies and facilities. In recent years, new architecture buildings or additions to existing buildings have opened at Arkansas, Kansas State, and Kansas. Washington University is nearing completion of a state-of-the-art new building for their architecture program. All of these new facilities are examples of high-level contemporary design that have multiple impacts on the students who work within them. While a major new addition or upgrade to our building is likely not possible in the near

future, if we cannot strategically provide renewed spaces within our building we will be far behind the competition in this area.

E. *Based on this SWOT, identify 2-3 actionable goals for program improvement.*

1. Develop extra-curricular or co-curricular student programming that increases the diversity of approaches they are exposed to, including technology workshops and collaborations with professional practices.

2. Identify better strategies for using our website and social media to reach prospective students in distant-domestic and international settings with targeted messages about the distinction and benefits of our program.

3. Determine a plan and schedule for strategic revamping of our building's interior spaces to project a more contemporary and dynamic experience and learning culture.

F. *What data do you wish you had to complete the report? What suggestions do you have for the improvement of this process?*

This has been a very useful process and its format is reasonable and appropriate. The only area in which I feel more data would be of assistance is in assessing employment rates for graduates. This is very hard for us to effectively track, so I assume it would be even harder to do in a more centralized institutional way.

Hammons School of Architecture
Program Review Comments
Beth Harville

Hammons School of Architecture programs are tightly aligned with the university mission which makes these programs unique and popular with students. All HSA students pursue a professional degree in architecture from a program deeply ingrained in the liberal arts.

Architecture faculty use national program standards and faculty input to develop appropriate goals and student learning outcomes. Learning outcomes are regularly assessed and curricular and pedagogy changes are based on the assessment data. The school is currently working to better standardize assessment rubrics.

Faculty in architecture have both academic and professional credentials. Many have received national awards and recognitions. This school's faculty have a long tenure at Drury. Preparation for faculty turnover in the next 5-10 years should be a priority.

Program review comments:

- Liberal arts commitment reflected in thesis studio.
- Full faculty involvement in annual assessment commendable.
- Problem solving and collaboration observed in MARC curriculum revisions to work with YDF.
- Program encourages students to pursue additional academic credentials and engage in extra-curricular activities, including sports. This is unusual for architecture programs.

Report to Accompany Academic Program Review

March 2020

Review: School of Architecture

Scores on Rubrics

I. MISSION AND VISION	II.CURRICULUM, SLO, ASSESSMENT	III. FACULTY	IV.ENROLLMENT, RECRUITMENT, RETENTION	V. CAMPUS PARTNERS	VI. ANALYSIS AND CONCLUSIONS	
3	**3**	**3**	**3**	**3**	**3**	

Discussion

Section I
Highly developed statement—emphasis on study abroad and link between theory and practice.

Section II
As an accredited program they have national standards, and their outside accreditors confirm that they are meeting national standards. They do regular reviews of their curriculum.

Good evidence of alumni success but it relies on anecdote rather than full evidence.

Show us more fully the results of the exams students take.
Strength is in students regularly scoring high.

Strong SLO tied carefully to the curriculum itself.

100% study abroad rate—this is unique and positively distinctive.

Portfolio is assessed at 2nd year—to be commended.
Strong structure for assessment – four teams rotate, with four areas of focus rotated in a four-year cycle.

Strong emphasis on hands-on work. The dept rethought its studio sequence in light of the new Fusion curriculum.

Section III
A large percentage of faculty are licensed. They exceed the national average among accredited programs. This suggests a strength in professional education.

Report reflects deeply on the faculty complement. The dept recognizes the strength and the challenge of this: many full professors with a lot of experience provide the dept with stability and institutional history, but it makes it difficult to diversity the faculty.

We would like to see the dept elaborate more on the "breadth and intensity" of faculty scholarship.

Praise for advising model. Dedicating two FT faculty with an interest in advising to FY advising indicates the dept's priority to provide high quality, intentional, effective advising.

Non-FT faculty play a valuable role in the instruction of students. As professionals, they bring real-world, up-to-date knowledge and experience, and the school sees them adding an important dimension to students' experience.

The connection to international internships in China is a distinctive opportunity for students.

The degree has to train them to get into their careers right out of school and the program prepares them to do just that.

Faculty are keeping up to date with professional skills

Section IV
The review makes us aware of just how sensitive enrollment in architecture is on the economy.

Their recruitment model is strong. They encourage their students to take full advantage of all that a small liberal arts college has to offer. They embrace what makes their program distinctive as a professional school and have made strong efforts. In recent years, they have accommodated students who want to do Architecture and something else (athletics, music, drama, second majors).

They work closely with EM to have an effective Arch Day. Things are working. Enrollment has increased 30% over five years.

Strong retention numbers.

ACS is a little lower than the university goal and the review gives us a clear reason why that is so.

Very thoughtful analysis of job trends.

Outreach: they approach local schools and spread the word about their programs.
Annual events in Chicago. They participate in the Consortium for Design and Construction Careers.

They have formalized their advising system with a strong focus on FY and 2nd year.

Studio is a great example of a high-impact practice.

Section V
The department is generally positive about the quality of work from campus partners, but they do make some important suggestions for improvements, including these:

B. Facilities – deferred maintenance remains an issue.

C. General Expense—they express a need for more funds. They rely on student funds for operating costs and that can be limiting.

F. Enrollment Management—"events created out of [EM] do not always get strong support."

H. Alum and Development—"it is rare to see [AD] proactively thinking about [ARCH], as it has done in the past."

Section VI
Good, strong discussion of SWOTs, most of which has been addressed above. In addition, we want to note these particulars:

A. Strengths—an arch program in a liberal arts setting with an emphasis on study abroad sets them apart; faculty are actively involved in their professional organizations.

B. Weaknesses: ability to draw diverse faculty in the future; facilities and resources.

C. Opportunities— an opportunity to refresh the study abroad program gives them and their students flexibility.

D. Threats--
Competition from other schools will challenge the school to remain distinctive and have strong enrollments.

HSA Assessment Plan (Ratified by HSA faculty fall 2013. Thematic sequence revised fall 2015. Committee name changed from "Assessment Committee" to "Assessment and Program Review Committee" fall 2015.)

Assessment Procedures
Each academic year, an HSA Assessment and Program Review Committee (APRC) appointed by the Dean of the School will be responsible for organizing and reporting on a series of annual assessment activities, including:

1. an assessment of learning outcomes associated with one of four broad **annual assessment themes,**
2. an **assessment workshop**, through which the full faculty can share in the understanding and assessment of the given annual theme, and
3. a formalized **2nd-year portfolio review.**

Annual Assessment Themes
The primary assessment activities each year will focus on one of four themes that organize key learning outcomes essential for professional architecture education within a broad liberal-arts context. These themes will be assessed—one per year—on a four-year recurring cycle.

These assessment themes are not based on the primary content areas of the curriculum (studio, technology, structures, history/theory, practice, etc.) since these are already assessed through course-based feedback and grading, teaching evaluations, and periodic NAAB visits. Instead, the themes identify broader abilities and sensibilities that are more difficult to assess but also more central to students' success, since they cut across content areas.

The four themes, and the schedule for their initial assessment, are as follows:

Research and critical analysis (AY 2013-14)
Leadership and collaboration (AY 2014-15)
Communication and representation (AY 2015-16)
Numerical and technical application (AY 2016-17)

During the fall semester, the HSA APRC will meet to determine what kinds of evidence to request from faculty, will speak with individual faculty members and students, and will determine a plan for an assessment workshop to be held in the early weeks of the spring semester.

Assessment Workshop
The assessment workshop will allow focused investigation of the given topic and will assure an efficient but shared assessment process. The agenda for the workshop will be developed by the APRC during the fall semester. Shared involvement in the assessment process will allow all faculty to better understand our individual and curricular approaches to the annual theme, as well as to draw clear and applicable information from assessment activities.

Second-Year Portfolio Review
The APRC will be responsible for organizing an annual review of second-year portfolios, coordinating with faculty responsible for assigning the portfolio (in the ARCH 214 architectural design studio), and analyzing the results of the portfolio review. The purpose of this assessment will be to acquire an annual snapshot of students' foundational design abilities as developed through the first four semesters of the program. This is intended to balance the thematic approach of the annual assessment themes with more focused attention to design ability and to entry-level design pedagogy.

Fifth-Year Portfolio Review
The APRC will also organize an annual review of fifth-year portfolios, collected through a project-documentation process to be made available to all students. Students will be required to document and digitally post a required minimum amount of work prior to the first class meeting of MARC 521. The committee will coordinate this requirement with MARC 521 faculty.

Assessment Report
At the end of the academic year, the committee will write and submit to the Dean of the School a report summarizing assessment activities and conclusions for the academic year, and propose action items to the HSA Curriculum Committee.

DRURY UNIVERSITY
HAMMONS SCHOOL OF ARCHITECTURE
ASSESSMENT PLAN

Approved by faculty May 2022. Clarity revisions approved September 2023.

Drury University's Hammons School of Architecture regularly assesses program-level learning outcomes and implements curricular changes as needed in response to faculty considerations of assessment data and other observations. Assessment is supervised by the school's Curriculum and Assessment Committee, but all school faculty participate in assessment activities, including the fall-semester assessment workshops described below. Assessment reports are written each summer using data and other observations compiled by the committee.

Program-level learning outcomes (PLOs) are closely aligned with the eight Program Criteria and six Student Criteria established by the National Architectural Accrediting Board (NAAB) in its 2020 *Conditions for Accreditation.* The NAAB Program Criterion 7: Learning and Teaching Culture, is not directly represented in the HSA Program Learning Outcomes. Instead, this NAAB criterion is considered a foundational value of the program, resulting from the particular nature and culture of our program as well as our extra-curricular programming. This value is assessed separately through direct measurably feedback from students. We have also added one criterion not represented in the NAAB Conditions. Our PLO 7: Representation and Communication is added in order to recognize and measure the resources we give to these abilities through our curriculum.

All faculty assigned to teach courses contributing to our assessment process will collect assessment data for each PLO annually. The collected data and other observations for two of the PLOs (PLO 13: Design Synthesis and PLO 14: Design Integration) are considered each year in the annual full-faculty assessment workshops. The remaining twelve outcomes are assessed on a three-year schedule as described below.

Foundational Program Values:

Learning and Teaching Culture [NAAB PC 7]
Students, staff, and faculty will experience a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation.

Program Level Learning Outcomes:

PLO 1 [NAAB PC 1]
Career Paths
Students will understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

PLO 2 [NAAB PC 2]
Design
Students will understand the role of the design process in shaping the built environment and the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PLO 3 [NAAB PC 3]
Ecological Knowledge and Responsibility
Students will develop a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

PLO 4 [NAAB PC 4]
History and Theory
Students will understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

PLO 5 [NAAB PC 5]
Research and Innovation
Students will be prepared to engage and participate in architectural research to test and evaluate innovations in the field.

PLO 6 [NAAB PC 6]
Leadership and Collaboration
Students will understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

PLO 7 [not included among NAAB Program Criteria or Student Criteria]
Representation and Communication
Students will be able to clearly communicate using graphic, written, or spoken methods. Students will effectively use graphic communication tools including hand drawing, physical modeling, basic digital modeling software, BIM-based software, and illustration and diagramming software.

PLO 8 [NAAB PC 8]
Social Equity and Inclusion
Students will become aware of diverse cultural and social contexts and will be able to translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

PLO 9 [NAAB SC 1]
Health, Safety, and Welfare in the Built Environment
Students will understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

PLO 10 [NAAB SC 2]
Professional Practice
Students will understand professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

PLO 11 [NAAB SC 3]
Regulatory Context
Students will understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

PLO 12 [NAAB SC 4]
Technical Knowledge
Students will understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

PLO 13 [NAAB SC 5]
Design Synthesis
Students will be able to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, accessibility principles, and building-performance analysis outcomes.

PLO 14 [NAAB SC 6]
Building Integration
Students will be able to to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and and building-performance analysis outcomes.

Annual Assessment Schedule:

Courses designated for assessment will be assessed by teaching faculty each time they are taught, in order to maximize collected data and our ability to ask questions of it. While data will be collected yearly, however, full-faculty analysis and consideration of this data will occur on a three-year cycle according to the schedule below. This collective consideration of assessment results will occur through regular faculty workshops conducted at the beginning of each fall semester.

Year 0 (2021-22,etc):	13. Design Synthesis 14. Building Integration
Year 1 (2022-23, 2025-26, etc.):	1. Career Paths 9. Health Safety and Welfare 10. Professional Practice 11. Regulatory Context 13. Design Synthesis 14. Building Integration
Year 2 (2023-24, 2026-27, etc.):	2. Design 4. History and Theory 7. Representation and Communication 8. Social Equity and Inclusion 13. Design Synthesis 14. Building Integration Learning and Teaching Culture
Year 3 (2024-25, 2027-28, etc.):	3. Ecological Knowledge and Responsibility 6. Leadership and Collaboration 10. Research and Innovation 12. Technical Knowledge 13. Design Synthesis 14. Building Integration Learning and Teaching Culture

Note:
NAAB reaccreditation is scheduled to occur spring of 2024, with the APR to be prepared summer of 2023. This will occur between years 1 and 2 in the cycle outlined above.

Assessment of outcomes 13 and 14 will be based on all student work completed in the MARC 507 Design Integration Studio. Other outcomes will be assessed using a combination of course materials, student work, and non-curricular programming evaluations.

Assessment Matrix:

The Assessment Matrix maps curricular and non-curricular experiences to the 14 program-level learning outcomes and indicates the nature of the contribution made by each course to the assessment process. Note that courses without a specified assessment role are still considered as contributors to the school's learning outcomes and to the student experience.

DRURY HSA ASSESSMENT MATRIX

Updated 2023.08

		NAAB Program and Student Criteria													
		PC.7	PC.1	PC.2	PC.3	PC.4	PC.5	PC.6	-	PC.8	SC.1	SC.2	SC.3	SC.4	SC.5	SC.6
		HSA PROGRAM-LEVEL LEARNING OUTCOMES														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Courses containing primary assessment points:	Learning and Teaching Culture	Career Paths	Design	Ecological Knowledge and Responsibility	History and Theory	Research and Innovation	Leadership and Collaboration	Representation and Communication	Social Equity and Inclusion	Health, Safety, and Welfare in the Built	Professional Practice	Regulatory Context	Technical Knowledge	Design Synthesis	Building Integration
Curricular	ARCH 202 Archl. Design Fundamentals 2			●												
	ARCH 222 Introductory Archl. Representation 2								●							
	ARCH 251 History of Architecture, Urbanism and Art I					●										
	ARCH 252 History of Architecture, Urbanism and Art II					●										
	ARCH 257 Design Theory and Culture				●	●				●	●		●			
	ARCH 303 Architectural Design Tectonics								●							
	ARCH 332 Building Systems II													●		
	ARCH 334 Structures II													●		
	ARCH 356 History of Modern Architecture					●										
	ARCH 405 Architectural Design Investigations I							●		●						
	ARCH 406 Architectural Design Investigations II									●						
	MARC 424 Advanced Architectural Representation II								●					●		
	MARC 433 Building Systems III				●		●				●		●	●		
	MARC 439 Structures III										●		●	●		
	MARC 507 Design Integration			●											●	●
	MARC 508 Design Thesis			●					●							
	MARC 557 Architecture Senior Seminar						●		●							
	MARC 569 Professional Practice		●								●	●	●			
Non-Curricular	Internship requirement	●	●									●	●			
	School Lecture Series	●	●	●	●	●	●		●	●				●		
	Study Abroad	●		●		●										
	NCARB / AXP informational sessions and advisors	●	●													
	Learning and Teaching Culture and Community Standards policies	●							●							
	AIAS and NOMAS chapter programming	●						●		●						
	Field trips	●		●					●	●						
	PAC / JEDI mentorship opportunities and career path roundtables	●	●						●							
	LEED Certification Support for students	●			●									●		
	Tau Sigma Delta portfolio reviews and career fair	●	●													

Assessed Courses each Semester:

Based on the matrix above, the following pages outline which courses are responsible for collecting assessment data each semester. Annual collection of this data will allow informed decisions as part of the scheduled three-year cycle of outcome assessment.

Hammons School of Architecture
Courses assigned assessment responsibility each semester
Per HSA Assessment Plan approved May 2022 and revised September 2023

ARCH 202 Architectural Design Fundamentals 2

PLO 2	**Design**
PLO 2.1	Demonstrates understanding of contextual and site considerations relevant to a given project
PLO 2.2	Demonstrates ability to adopt and develop program objectives and to integrate these into a given project
PLO 2.3	Demonstrates ability to produce and employ conceptual and abstract thinking along with formal and compositional skills as part of the design process
PLO 2.4	Demonstrates ability to produce and test alternative outcomes as part of the design process
PLO 2.5	Demonstrates ability to consider climate and ecological factors relevant to a given project
PLO 2.6	Demonstrates understanding and ability to incorporate socio-urban and socio-cultural considerations relevant to a given project

ARCH 222 Introductory Architectural Representation 2

PLO 7	**Representation and Communication**
PLO 7.1	Demonstrates ability to clearly communicate verbally about analytical and research processes
PLO 7.2	Demonstrates ability to clearly communicate verbally about analytical and research conclusions
PLO 7.3	Demonstrates ability to clearly communicate graphically about design conceptualization and analysis
PLO 7.4	Demonstrates ability to clearly communicate graphically about schematic design proposals
PLO 7.5	Demonstrates ability to clearly communicate graphically about technical aspects of design implementation

ARCH 251 History of Architecture, Urbanism and Art 1

PLO 4	**History and Theory**
PLO 4.1	Demonstrates understanding of discipline-specific terminology
PLO 4.2	Demonstrates understanding of canonical works (and vernacular traditions)
PLO 4.3	Demonstrates understanding of the ways in which cultural contexts, theories, and technological developments influence architectural practice
PLO 4.4	Demonstrates understanding of the relationships between architectural theory and practice

ARCH 252 History of Architecture, Urbanism and Art 1

PLO 4	**History and Theory**
PLO 4.1	Demonstrates understanding of discipline-specific terminology
PLO 4.2	Demonstrates understanding of canonical works (and vernacular traditions)
PLO 4.3	Demonstrates understanding of the ways in which cultural contexts, theories, and technological developments influence architectural practice
PLO 4.4	Demonstrates understanding of the relationships between architectural theory and practice

ARCH 257 Design Theory and Culture

PLO 3 Ecological Knowledge and Responsibility

PLO 3.1 Demonstrates understanding of ecological principles
PLO 3.2 Demonstrates understanding of advanced building performance principles
PLO 3.3 Demonstrates understanding of adaptation principles
PLO 3.4 Demonstrates understanding of resilience principles
PLO 3.5 Demonstrates understanding of holistic interactions between built and natural environments
PLO 3.6 Demonstrates understanding of the roles of built work and professional advocacy in mitigating climate change

PLO 4 History and Theory

PLO 4.1 Demonstrates understanding of discipline-specific terminology
PLO 4.2 Demonstrates understanding of canonical works (and vernacular traditions)
PLO 4.3 Demonstrates understanding of the ways in which cultural contexts, theories, and technological developments influence architectural practice
PLO 4.4 Demonstrates understanding of the relationships between architectural theory and Practice

PLO 8 Social Equity and Inclusion

PLO 8.1 Demonstrates understanding of diverse cultural and social contexts
PLO 8.2 Demonstrates understanding of how design can support socially, racially, and economically diverse populations
PLO 8.3 Demonstrates understanding of how design can support populations with diverse physical abilities

PLO 9 Health, Safety, and Welfare in the Built Environment

PLO 9.1 Demonstrates understanding of the impact of the built environment on human safety at the building scale
PLO 9.2 Demonstrates understanding of the impact of the built environment on human safety at the urban scale
PLO 9.3 Demonstrates understanding of the impact of the built environment on human health and welfare at the building scale
PLO 9.4 Demonstrates understanding of the impact of the built environment on human health and welfare at the urban scale

ARCH 303 Architectural Design Tectonics

PLO 7 Representation and Communication

PLO 7.1 Demonstrates ability to clearly communicate verbally about analytical and research processes
PLO 7.2 Demonstrates ability to clearly communicate verbally about analytical and research conclusions
PLO 7.3 Demonstrates ability to clearly communicate graphically about design conceptualization and analysis
PLO 7.4 Demonstrates ability to clearly communicate graphically about schematic design proposals
PLO 7.5 Demonstrates ability to clearly communicate graphically about techincal aspects of design implementation

ARCH 332 Building Systems 2

PLO 12 Technical Knowledge

PLO 12.1 Demonstrates understanding of the established systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.2 Demonstrates understanding of the emerging systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.3 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to design objectives, as these pertain to the focused content of this course

PLO 12.4 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to economic objectives, as these pertain to the focused content of this course

PLO 12.5 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to performance objectives, as these pertain to the focused content of this course

ARCH 334 Structures 2

PLO 12 Technical Knowledge

PLO 12.1 Demonstrates understanding of the established systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.2 Demonstrates understanding of the emerging systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.3 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to design objectives, as these pertain to the focused content of this course

PLO 12.4 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to economic objectives, as these pertain to the focused content of this course

PLO 12.5 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to performance objectives, as these pertain to the focused content of this course

ARCH 356 History of Modern Architecture

PLO 4 History and Theory

PLO 4.1 Demonstrates understanding of discipline-specific terminology

PLO 4.2 Demonstrates understanding of canonical works (and vernacular traditions)

PLO 4.3 Demonstrates understanding of the ways in which cultural contexts, theories, and technological developments influence architectural practice

PLO 4.4 Demonstrates understanding of the relationships between architectural theory and practice

ARCH 405 Architectural Design Investigations 1

PLO 6 Leadership and Collaboration

PLO 6.1 Demonstrates leadership understanding in multi-disciplinary/diverse teams

PLO 6.2 Demonstrates leadership understanding in relation to diverse stakeholder constituents

PLO 6.3 Demonstrates leadership understanding in relation to dynamic physical contexts

PLO 6.4 Demonstrates leadership understanding in relation to dynamic social contexts

PLO 6.5 Demonstrates application of collaboration skills in solution of complex problems

PLO 8 Social Equity and Inclusion

PLO 8.1 Demonstrates understanding of diverse cultural and social contexts

PLO 8.2 Demonstrates understanding of how design can support socially, racially, and economically diverse populations

PLO 8.3 Demonstrates understanding of how design can support populations with diverse physical abilities

ARCH 406 Architectural Design Investigations 2

PLO 8 Social Equity and Inclusion

PLO 8.1 Demonstrates understanding of diverse cultural and social contexts

PLO 8.2 Demonstrates understanding of how design can support socially, racially, and economically diverse populations

PLO 8.3 Demonstrates understanding of how design can support populations with diverse physical abilities

ARCH 424 Advanced Architectural Representation 2

PLO 7 Representation and Communication

PLO 7.1 Demonstrates ability to clearly communicate verbally about analytical and research processes

PLO 7.2 Demonstrates ability to clearly communicate verbally about analytical and research conclusions

PLO 7.3 Demonstrates ability to clearly communicate graphically about design conceptualization and analysis

PLO 7.4 Demonstrates ability to clearly communicate graphically about schematic design proposals

PLO 7.5 Demonstrates ability to clearly communicate graphically about technical aspects of design implementation

MARC 433 Building Systems 3

PLO 3 Ecological Knowledge and Responsibility

PLO 3.1 Demonstrates understanding of ecological principles

PLO 3.2 Demonstrates understanding of advanced building performance principles

PLO 3.3 Demonstrates understanding of adaptation principles

PLO 3.4 Demonstrates understanding of resilience principles

PLO 3.5 Demonstrates understanding of holistic interactions between built and natural environments

PLO 3.6 Demonstrates understanding of the roles of built work and professional advocacy in mitigating climate change

PLO 5 Research and Innovation

PLO 5.1 Demonstrates ability to conduct research-based investigations of existing scholarly and designed sources

PLO 5.2 Demonstrates ability to synthesize research in service of a clear argument about a topic

PLO 5.3 Demonstrates understanding of the role of architectural research in fostering and evaluating innovation in the field

PLO 9 Health, Safety, and Welfare in the Built Environment

PLO 9.1 Demonstrates understanding of the impact of the built environment on human safety at the building scale

PLO 9.2 Demonstrates understanding of the impact of the built environment on human safety at the urban scale

PLO 9.3 Demonstrates understanding of the impact of the built environment on human health and welfare at the building scale

PLO 9.4 Demonstrates understanding of the impact of the built environment on human health and welfare at the urban scale

PLO 11 Regulatory Context

PLO 11.1 Demonstrates understanding of the basic principles of life safety

PLO 11.2 Demonstrates understanding of the basic principles of land use

PLO 11.3 Demonstrates understanding of the current laws and regulations that apply to buildings and sites in the United State

PLO 11.4 Demonstrates understanding of the evaluative process architects use to comply wit these laws and regulations (see above) as part of a project

PLO 12 Technical Knowledge

PLO 12.1 Demonstrates understanding of the established systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.2 Demonstrates understanding of the emerging systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.3 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to design objectives, as these pertain to the focused content of this course

PLO 12.4 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to economic objectives, as these pertain to the focused content of this course

PLO 12.5 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to performance objectives, as these pertain to the focused content of this course

MARC 439 Structures 3

PLO 9 Health, Safety, and Welfare in the Built Environment

PLO 9.1 Demonstrates understanding of the impact of the built environment on human safety at the building scale

PLO 9.2 Demonstrates understanding of the impact of the built environment on human safety at the urban scale

PLO 9.3 Demonstrates understanding of the impact of the built environment on human health and welfare at the building scale

PLO 9.4 Demonstrates understanding of the impact of the built environment on human health and welfare at the urban scale

PLO 11 Regulatory Context

PLO 11.1 Demonstrates understanding of the basic principles of life safety

PLO 11.2 Demonstrates understanding of the basic principles of land use

PLO 11.3 Demonstrates understanding of the current laws and regulations that apply to buildings and sites in the United States

PLO 11.4 Demonstrates understanding of the evaluative process architects use to comply wit these laws and regulations (see above) as part of a project

PLO 12 Technical Knowledge

PLO 12.1 Demonstrates understanding of the established systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.2 Demonstrates understanding of the emerging systems, technologies and assemblies of building construction, as these pertain to the focused content of this course

PLO 12.3 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to design objectives, as these pertain to the focused content of this course

PLO 12.4 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to economic objectives, as these pertain to the focused content of this course

PLO 12.5 Demonstrates understanding of the methods and criteria used to assess systems and technologies in relation to performance objectives, as these pertain to the focused content of this course

MARC 507 Architectural Design Integration

PLO 2 Design

PLO 2.1 Demonstrates understanding of contextual and site considerations relevant to a given project

PLO 2.2 Demonstrates ability to adopt and develop program objectives and to integrate these into a given project

PLO 2.3 Demonstrates ability to produce and employ conceptual and abstract thinking along with formal and compositional skills as part of the design process

PLO 2.4 Demonstrates ability to produce and test alternative outcomes as part of the design process

PLO 2.5 Demonstrates ability to consider climate and ecological factors relevant to a given project

PLO 2.6 Demonstrates understanding and ability to incorporate socio-urban and socio-cultural considerations relevant to a given project

PLO 13 Design Synthesis

PLO 13.1 Demonstrates ability to integrate design decisions with a response to user requirements

PLO 13.2 Demonstrates ability to integrate design decisions with a response to regulatory requirements

PLO 13.3 Demonstrates ability to integrate design decisions with a response to site conditions

PLO 13.4 Demonstrates ability to integrate design decisions with a response to universal design principles

PLO 13.5 Demonstrates ability to integrate design decisions with a consideration of their measurable environmental impacts

PLO 14 Design Integration

PLO 14.1 Demonstrates ability to develop and evolve design in response to building envelope systems and assemblies as they relate to other systems and the intent of the building.

PLO 14.2 Demonstrates ability to develop and evolve design in response to structural systems as they relate to other systems and the intent of the building.

PLO 14.3 Demonstrates ability to develop and evolve design in response to Environmental Control Systems as they relate to other systems and the intent of the building.

PLO 14.4 Demonstrates ability to develop and evolve design in response to life safety requirements and concerns as life safety systems as they relate to other systems and the intent of the building.

PLO 14.5 Demonstrates ability to use building performance modeling software to evaluate and employ changes to an evolving design.

PLO 14.6 Demonstrates ability to present a building design that explains integration of building envelope systems and assemblies, structural systems, environmental control systems, and that meets life safety requirements.

MARC 508 Architectural Design Thesis

PLO 2 Design

PLO 2.1 Demonstrates understanding of contextual and site considerations relevant to a given project

PLO 2.2 Demonstrates ability to adopt and develop program objectives and to integrate these into a given project

PLO 2.3 Demonstrates ability to produce and employ conceptual and abstract thinking along with formal and compositional skills as part of the design process

PLO 2.4 Demonstrates ability to produce and test alternative outcomes as part of the design process

PLO 2.5 Demonstrates ability to consider climate and ecological factors relevant to a given project

PLO 2.6 Demonstrates understanding and ability to incorporate socio-urban and socio-cultural considerations relevant to a given project

PLO 7 Representation and Communication

PLO 7.1 Demonstrates ability to clearly communicate verbally about analytical and research processes

PLO 7.2 Demonstrates ability to clearly communicate verbally about analytical and research conclusions

PLO 7.3 Demonstrates ability to clearly communicate graphically about design conceptualization and analysis

PLO 7.4 Demonstrates ability to clearly communicate graphically about schematic design proposals

PLO 7.5 Demonstrates ability to clearly communicate graphically about technical aspects of design implementation

MARC 557 Architecture Senior Seminar (Thesis Research Seminar)

PLO 5 Research and Innovation

PLO 5.1 Demonstrates ability to conduct research-based investigations of existing scholarly and designed sources

PLO 5.2 Demonstrates ability to synthesize research in service of a clear argument about a topic

PLO 5.3 Demonstrates understanding of the role of architectural research in fostering and evaluating innovation in the field

PLO 7 Representation and Communication

PLO 7.1 Demonstrates ability to clearly communicate verbally about analytical and research processes

PLO 7.2 Demonstrates ability to clearly communicate verbally about analytical and research conclusions

PLO 7.3 Demonstrates ability to clearly communicate graphically about design conceptualization and analysis

PLO 7.4 Demonstrates ability to clearly communicate graphically about schematic design proposals

PLO 7.5 Demonstrates ability to clearly communicate graphically about techincal aspects of design implementation

MARC 569 Professional Practice

PLO 1 Career Paths

PLO 1.1 Demonstrates **understanding** of the paths to becoming licensed in the US.

PLO 1.2 Demonstrates **understanding** of the range of available career paths that utilize the discipline's skills and knowledge.

PLO 9 Health, Safety, and Welfare in the Built Environment

PLO 9.1 Demonstrates understanding of the impact of the built environment on human safety at the building scale

PLO 9.2 Demonstrates understanding of the impact of the built environment on human safety at the urban scale

PLO 9.3 Demonstrates understanding of the impact of the built environment on human health and welfare at the building scale

PLO 9.4 Demonstrates understanding of the impact of the built environment on human health and welfare at the urban scale

PLO 10 Professional Practice

PLO 10.1 Demonstrates understanding of professional ethics

PLO 10.2 Demonstrates understanding of regulatory requirements

PLO 10.3 Demonstrates understanding of fundemental business processes relevant to architecture practice in the US.

PLO 10.4 Demonstrates understanding of the forces influencing change in standards and processes of professional practice.

PLO 11 Regulatory Context

PLO 11.1 Demonstrates understanding of the basic principles of life safety

PLO 11.2 Demonstrates understanding of the basic principles of land use

PLO 11.3 Demonstrates understanding of the current laws and regulations that apply to buildings and sites in the United State

PLO 11.4 Demonstrates understanding of the evaluative process architects use to comply wit these laws and regulations (see above) as part of a project

HAMMONS SCHOOL OF ARCHITECTURE - SEMESTER ASSESSMENT SCHEDULE - FALL [Based on Assessment Plan approved 2022.05.13]

Sem	Course Number	Course Name	Assessment	HSA Program Learning Outcome		
			Course-Based Only			
Fall	ARCH 201	Architectural Design Fundamentals 1				
Fall	ARCH 231	Building Systems 1				
Fall	ARCH 251	History of Architecture, Urbanism and Art 1		PLO 4 History and Theory		
Fall	ARCH 257	Design Theory and Culture		PLO 4 History and Theory	PLO 8 Social Equity and Inclusion	PLO 9 HSW in the Built Environment
Fall	ARCH 303	Architectural Design Tectonics		PLO 7 Representation and Communication		
Fall	ARCH 332	Building Systems 2		PLO 12 Technical Knowledge		
Fall	ARCH 334	Structures 2		PLO 12 Technical Knowledge		
Fall	ARCH 356	History of Modern Architecture		PLO 4 History and Theory		
Fall	ARCH 405	Architectural Design Investigations 1		PLO 6 Leadership and Collaboration	PLO 8 Social Equity and Inclusion	
Fall	ARCH 405	Architectural Design Investigations 1		PLO 8 Social Equity and Inclusion		
Fall	ARCH 461	Architecture Internship				
Fall	MARC 423	Advanced Architectural Representation 1				
Fall	MARC 439	Structures 3		PLO 9 HSW in the Built Environment	PLO 11 Regulatory Context	PLO 12 Technical Knowledge
Fall	MARC 507	Architectural Design Integration		PLO 2 Design	PLO 13 Design Synthesis	PLO 14 Building Integration
Fall	MARC 557	Architecture Senior Seminar		PLO 5 Research and Innovation	PLO 7 Representation and Communication	
Fall	MARC 532	Technology and Sustainability				
Fall	MARC 552	Design Theory and History				
Fall	MARC 572	Urban and Regional Studies				

HAMMONS SCHOOL OF ARCHITECTURE - SEMESTER ASSESSMENT SCHEDULE - SPRING [Based on Assessment Plan approved 2022.05.13]

Sem	Course Number	Course Name	Assessment					
			Course-Based Only	HSA Program Learning Outcome				
Spring	ARCH 112	Foundations of Architectural Design						
Spring	ARCH 121	Instrodutory Architectural Representation 1						
Spring	ARCH 202	Architectural Design Fundamentals 2		PLO 2 Design				
Spring	ARCH 222	Introductory Architectural Representation 2		PLO 7 Representation and Communication				
Spring	ARCH 234	Structures 1						
Spring	ARCH 252	History of Architecture, Urbanism and Art 2		PLO 4 History and Theory				
Spring	ARCH 304	Architectural Design in a Global Context						
Spring	ARCH 405	Architectural Design Investigations 1		PLO 6 Leadership and Collaboration	PLO 8 Social Equity and Inclusion			
Spring	ARCH 406	Architectural Design Investigations 2		PLO 8 Social Equity and Inclusion				
Spring	ARCH 461	Architecture Internship						
Spring	FUSE 320	Travel Journal						
Spring	FUSE 350	Culture and Place						
Spring	FUSE 370	International Immersion Certificate Capston						
Spring	MARC 424	Advanced Architectural Representation 2		PLO 7 Representation and Communication	PLO 12 Technical Knowledge			
Spring	MARC 433	Building Systems 3		PLO 3 Ecological Knowledge and Responsibility	PLO 5 Research and Innovation	PLO 9 HSW in the Built Environment	PLO 11 Regulatory Context	PLO 12 Technical Knowledge
Spring	MARC 508	Architectural Design Thesis		PLO 2 Design	PLO 7 Representation and Communication			
Spring	MARC 532	Technology and Sustainability						
Spring	MARC 552	Design Theory and History						
Spring	MARC 569	Professional Practice		PLO 1 Career Paths	PLO 9 HSW in the Built Environment	PLO 10 Professional Practice	PLO 11 Regulatory Context	
Spring	MARC 572	Urban and Regional Studies						