

**Judson College
Department of Architecture**

Visiting Team Report

Master of Architecture (140 undergraduate credit hours plus 42 graduate credit hours)

The National Architectural Accrediting Board
29 March 2007

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

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I. Summary of Team Findings

1. Team Comments

The team wishes to thank the Judson College community for its hospitality and for approaching the team visit as an opportunity for positive exchange and growth. The team room was well organized. The program chair, faculty, and staff were extremely responsive in providing additional information whenever requested.

Judson College excels in architectural education, developing highly-skilled students who have professional experience and strong technical understanding. The program contributes to the diversity of professional offerings in our country by providing the sole accredited architectural degree program in an evangelical Christian institution. The student body is geographically diverse and entry is competitive; students are attracted by the special Christian mission as well as the Master of Architecture first professional degree program.

A strong and sincere spirit of collegiality is evident within and among the various constituency groups on campus – administration, faculty, staff, and students. The architecture department enjoys strong and continuing support from the college's administration and board of trustees. This support was evident when the college decided to create a new program in architecture and pursue the initial accreditation process. Continued support is evident through current construction of a LEED-certified building at the campus' main entry that will house architecture, art and allied programs, and the college's main library. The college demonstrates a high level of commitment to both its academic program in architecture and to the pursuit of sustainable architecture in our country.

The individuals who envisioned and built this program deserve special recognition. Del Rey Loven first proposed offering architecture at Judson College and took essential steps to implement this vision. Keelan Kaiser, Ben Kim Suzuki, Jack Kremers, and Christopher Miller joined the effort in its early stages and have provided strong continuing support.

Two other long-time contributors who provide unique and essential talents are administrative assistant Cyndi Zarris and architect Tom Jaeger. Cyndi Zarris' work has been essential to the department's daily operations since its earliest inception. Professor Jaegar has served in a broad range of rolls including advisory board, adjunct professor, and employer for students in the preceptorship program.

The college has recruited a range of talented individuals; the skill and dedication of the architecture faculty is reflected in the positive studio culture and the strong student output. The recruitment of Dr. Curtis Sartor to serve as department chair represents another positive step forward for the program.

The rapid growth of this program has far exceeded the college's expectations. Various constituencies around campus have worked together to meet changing needs associated with the college's newest program – architecture – taking a central position as the college's largest program. The campus community expresses pride that Judson College offers a unique opportunity to study architecture in an evangelical Christian environment.

Student work is displayed in various locations around campus. Architectural programs are included in the university-wide chapel services. The architecture faculty is highly involved at the college level, with professors spending a great deal of time serving on committees and chairing task forces. Students seem very pleased with the openness and willingness of the faculty and administration to communicate with each other.

We anticipate that this strong sense of collegiality will be a plus as the college transitions to university status. This transition presents an opportunity to address important issues such as: streamlining admissions for architecture students, refining academic advising procedures in the department, and carefully evaluating administrative structures and workloads.

Emerging foci in sustainability (with the new Harm A. Weber Academic Center as a learning and research laboratory) and “live projects” are extending Judson’s influence beyond the campus.

The preceptorship program is growing in reputation, with a growing number of firms seeking Judson students. With increased levels of refinement and control, this program will become a signature component of Judson’s architecture curriculum.

The architecture department could expand the opportunities it offers students by establishing chapters of Tau Sigma Delta (the national honor society for architecture and allied disciplines) and Alpha Rho Chi (the national architectural service fraternity) at Judson College.

There also exists the possibility to expand the department’s thesis offerings. Currently, only two of 15 sixth-year students are completing thesis projects. The other 13 students are enrolled in cumulative design studios where the instructor often determines the project program and design vocabulary.

To allow students a broader range of experience in their final year, cumulative design project assignments could be diversified.

It is also desirable to offer each student an attainable opportunity to complete an individualized thesis project in the process of earning the Master’s degree. This would be in keeping with the thesis tradition of a liberal arts graduate program. However, such a shift would likely require additional faculty resources to facilitate this more labor-intensive teaching format, if the sixth year program is to maintain its current level of design quality.

2. Progress Since the Previous Site Visit

Criterion 12.30, Program Preparation

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

Previous Team Report: *There is extensive evidence of programming at the level of understanding. Understanding of client and user needs is particularly strong. However, demonstration at the level of ability was not convincingly presented. In one or more of the thesis projects, the team could see evidence of programming at the required level, but the team had no assurance that all theses are pursued to the same level of synthesis in regards to program preparation.*

ARC 452 Comprehensive Design, ARC 651/652 Cumulative Design, and ARC 681/682 Thesis Project require extensive programming exercises by students in the beginning stages of developing their projects.

Causes of Concern (taken from VTR dated March 31, 2004):

Recruitment and retention. *These are key contributors to ongoing program success. As the current demographics of a relatively young and new faculty change, as faculty members approach tenure, and as faculty members are acknowledged within the national architectural community for their accomplishments, salary disparity with their architect peers will likely become a more significant issue than it is today. The focus and energy resulting from the creation of a new program itself is a significant attraction, as is the appeal to some of a faith-based educational mission. Nonetheless, as the program matures, the influence of these may change. Recruitment efforts from competitive academic institutions as well as the architectural profession will undoubtedly target the talented and noteworthy Judson faculty and may result in attrition and quality concerns. Salary issues are discussed more fully in Section II, 9, Financial Resources.*

Since the previous visit, three faculty members have achieved tenure and promotion.

The architecture program continues to attract and retain highly qualified faculty who are also of diverse backgrounds. Architecture faculty salaries are aligned with those of other faculty members on campus. Stipends for professional development to architecture faculty are at, and often above, those of other departments.

The fact that Judson provides one of the few options for Christian-based professional architecture studies – as well as the high quality of student work, the positive work climate, generous sabbaticals, and generally strong support from administrators and faculty of other disciplines – contribute to Judson College's ability to attract and retain quality faculty.

However, the previous team's concerns do hold merit. Faculty salaries appear to be low (a problem exacerbated by the cost of housing in the area), and low salaries can lead to recruitment and retention problems.

Administrative Issues. *These are discussed in Section II, 10, Administrative Structure. Judson College and the architecture program need to plan for their transition into their next stage of development with special attention to the unique conditions and demands of architectural education. In addition, the program in architecture can serve as a valuable stimulus in advancing the level of quality and recognition of Judson College as a whole.*

Judson College plans to convert to a university in the fall of 2007. This presents many opportunities for furthering its mission, student and faculty growth, as well as for enhancing its academic reputation and dedication from its support community.

Technology Concerns. *One of the several strengths of the program involves the quality of instruction in building technology and the way this material integrates into design. Dr. David Ogoli, one of the key faculty members in this area, has left and his return should be a very high priority. If that is not possible, his replacement will be very important to the program as well. While the courses are covered for the next year, thanks to Jack Kremer's continuation in a teaching capacity, a sustained loss in this area of the curriculum would be a serious problem for the program.*

Immigration issues have been resolved; Dr. Ogoli has returned and he continues to be an asset to the program.

Transition Beyond Accreditation. *The program will have new opportunities if it receives its initial accreditation. While this is not technically a "cause for concern," the priority of accreditation has understandably dominated attention for the past several years. New approaches may be needed to address the unique opportunities ahead.*

The Master of Architecture degree program was awarded a three-year initial accreditation in 2004, allowing the department to focus on other critical issues.

3. Conditions Well Met

- 1.1 Architectural Education and the Academic Context
- 1.4 Architectural Education and the Profession
- 5 Studio Culture
- 8 Physical Resources*
- 13.26 Technical Documentation

* *The anticipated completion of the Harm A. Weber Academic Center in Summer 2007 is expected to provide a state-of-the-art facility within which to study architecture.*

4. Conditions Not Met

All conditions were found to be met.

5. Causes of Concern

Advising/Registration Issues. Advising for architecture students is highly unstructured and inconsistent. Many undergraduate students report having experienced delays related to mis-advisement, continual shifts in assignment of advisors, and/or cancellation of non-architecture courses required for graduation. Students and faculty members are not currently taking advantage of existing college resources such as the registrar's office.

Enrollment Management Issues. The team encourages streamlining in all aspects of student enrollment management (including application review, acceptance, retention, and advisement). The departmental faculty and administration are not taking advantage of the office of admissions, thereby causing duplication of effort and increased workload.

Faculty Issues.

Faculty members report high committee loads – often combined with disproportionate advisement loads – which could be exacerbated with increased growth in enrollment without additional resources.

While each faculty member's performance is periodically evaluated in writing, many faculty members are not aware of any process for evaluating their department and division chairs and would like this opportunity.

The program has difficulty in attracting and retaining quality faculty members for adjunct positions, due to a low amount of compensation that has not increased in many years. It appears that the department could ask the provost to calculate adjunct pay by contact hour (rather than by credit hour), that a system for calculating work in this way is already established at the college, and that moving to this system could significantly improve compensation for adjuncts.

The department needs assurance that the position left vacant by the departure of Jack Kremers will be filled beginning next fall.

The teaching load and the position of graduate coordinator left open by Keelan Kaiser assuming the role of interim division chair must be filled appropriately.

Growth. Due to the uniqueness of the college's mission, continued explosive growth in architecture is both an opportunity and a threat. Managed growth is essential, including the appropriation of necessary resources.

Financial Assistance. Every effort should be made to provide adequate financial assistance in the form of scholarships and teaching assistantships, particularly for graduate students.

Information Technology Support. The department currently has no dedicated IT personnel. The demands will increase in the new buildings, making it absolutely essential to provide this staffing.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met Not Met
[X] []

The department of architecture enjoys a special role at Judson College. It is the newest and largest department on campus and was the college's first professionally accredited graduate program. The college has made a concerted commitment to this program – to gain accreditation and to undertake construction of a new, LEED-certified facility to house architecture and allied programs. The highly-qualified and committed faculty and the administration foster a mentoring community where faculty and students offer each other positive support as well as constructive critique.

The architecture department and the new facility are highly visible on the campus. The new facility serves as a model for other architectural programs and for academic buildings across the country for its programmatic and green initiatives.

There is a positive and symbiotic relationship between the architecture department and the institution. The department enjoys clear and enthusiastic support from top administrators, and it effectively collaborates with the art and design programs within its division.

Students are highly engaged both within and beyond the department. Students cite the college's mission statement on living balanced lives as a strong motivating force. Architecture students serve as Judson's student government president and vice president. While students are not required to profess any specific faith, they are required to attend chapel services where various disciplines host speakers and programs. This common event contributes to an overarching atmosphere of mutual support, caring, mentorship, and stewardship that unites students and faculty and invests all constituents in the intellectual, spiritual, and social life of the institution.

Administrative roles will change as the college transitions to a university structure. This shift warrants careful re-examination and conscientious balance to maintain positive interaction among various constituencies. Administrators within and above the department are actively engaging these issues. This shift provides an excellent opportunity for the institution to formalize many of its policies on governance, advising, committee loads, evaluation procedures and the like.

1.2 Architecture Education and Students

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

Met	Not Met
[x]	[]

This area is also described in the studio culture portion of this report. The student body in the architecture department is geographically diverse. Many students hold leadership positions in AIAS and student organizations across the college. Students enjoy various opportunities to experience Chicago architecture first hand as well as traveling abroad to study western architecture, contributing to the diversity of their education. The local community of Elgin benefits from the school with its community outreach programs that work with Habitat for Humanity and other “live” projects that enable the students to interact with real clients and real projects. The preceptorship that the students complete in the fifth year allows them to become immersed in practice and to gain a sense of what it takes to be an architect. The preceptorship gives students a great sense of self-worth and dignity, providing skill and insight that enhances their graduate course work.

1.3 Architecture Education and Registration

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

Met	Not Met
[X]	[]

ARC 656 Professional Practice II teaches students the legal issues of registration including required education (the NAAB accredited degree); training (IDP); examination (the ARE); ethical considerations of professional conduct and a comprehensive view of architectural practice.

The students are also required to complete a preceptorship for 9 to 12 months in an architect's office during their fifth year of schooling. Graduates of the Judson College Master of Architecture degree are well prepared to enter and contribute to the profession.

1.4 Architecture Education and the Profession

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

Met Not Met
 [X] []

The department's greatest asset to informing students about and engaging them in the profession is through the mandatory preceptorship program (ARC 561, 562). In this program, students complete a minimum of nine to twelve months of full-time internship in an architecture office. The preceptorship occurs between the completion of the 4-year Bachelor of Arts in Architectural Studies degree program and start of the Master of Architecture program. With guidance and advice from the department, students are responsible for identifying, applying, and being accepted by an office.

From students' accounts, the preceptorship program is an exceptional opportunity to not only gain "real world" work experience but also a chance to put the education they have gained thus far into perspective. This insight helps the students to focus and engage more critically on the M. Arch. coursework that they continue after the preceptorship. The preceptorship clearly helps students gain an awareness of all aspects of practice, including the roles and responsibilities of architects, associated disciplines, and client obligations.

The ARC 556 Professional Practice I course is another source for introducing students to the organizational, economic, legal, and ethical issues facing the profession. For this course, students discuss their preceptorship experiences with the rest of the class, allowing students to understand the variety of ways in which architecture is practiced. Students tour a variety of architectural offices and write essays on their observations. In their second essay, students write about the history of the profession of architecture. In the final essay, students consider their role in the future of the profession, contemplate career goals, and suggest strategies for their accomplishment.

ARC 656 Professional Practice II continues with the focus on professional experiences and standards. In this course, students write essays considering the architect's place in society; create their own code of ethics after review of the *AIA Code of Ethics*; prepare business plans and mission statements; and prepare resumes. The work from this course again demonstrates students' understanding of the demands of the profession, including ethical responsibilities.

Information regarding IDP, ARE, AIA and licensing requirements are somewhat successfully delivered by a combination of the preceptorship, professional practice courses, and AIAS programs. From observation, many students intend to become licensed architects; however, not all students are aware of IDP. Most information about IDP is delivered in the curriculum through the preceptorship, as students are required to

enroll and begin using the IDP checklist as a guide for their work experience. Because the preceptorship is not required until the after the 4th year, the majority of students do not receive official instruction about IDP until relatively late in the curriculum. Since students are eligible to receive IDP credit for work experience that begins after their 3rd year of education, it is important that IDP information be effectively delivered to the students prior to the 5th year preceptorship. AIAS has sought to bridge this gap by offering an informational program about IDP. This program reaches many 1st, 2nd, and 3rd year students but does not reach all students because this program is not required.

AIAS student leaders report that the chapter hosts a variety of events. One of these events engaged the professional community through a panel of recent graduates who discussed their current work experiences. Enthusiastic and committed AIAS membership and leadership should bode well for a future of equally committed and engaged professionals.

Another way the department is engaging the professional community is by the extensive use of adjunct faculty. These professionals teach structures, professional practice, construction technology, and architectural design studios at all levels. Most full-time and adjunct faculty members maintain memberships and certifications in professional organizations including AIA, NOMA, NCARB, and RIBA. Many faculty members are registered architects and several faculty members maintain architectural practices through which they continue to realize built projects.

1.5 Architecture Education and Society

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

Met	Not Met
[X]	[]

The team concurs with statements provided by the department regarding this criterion.

The Bachelor of Arts in Architectural Studies and Master of Architecture programs provide a range of experiences that contribute to a student's informed understanding of social and environmental issues. This occurs through the following: special study opportunities and public and special events such as the European study abroad program; summer community service projects; the preceptorship program; field trips to Chicago and the surrounding communities; an increasing diversity of student, faculty, and visiting critic populations; and faculty research and practice with significant contributions in the area of social and environmental issues affecting architectural education beyond the college.

Judson College seeks to create socially responsible designs through students' innovative and agile command of architectural forms to serve human needs. They believe that one should be sensitized to and enlightened by the diversity of human

experience to inform and strengthen an architect's spirit, which is essential to creating inspiring architecture.

The architecture program also equips students with an informed understanding of social and environmental problems. They learn how to address these problems with sound architecture and design decisions. Through studio projects, students begin to develop the complex thought processes needed to shape built environments. They deal with the ethical implications of built environment decisions through their involvement with the community. Students also learn to uphold the integrity of the profession through their architecture studies and balance the ideals of the profession with personal interaction with recipients of design-build community projects (e.g., Habitat for Humanity residences in Elgin).

The architecture program and the college as a whole has are pursuing strategies that have the potential for increasing diversity among students and faculty. The program has begun working with the National Organization of Minority Architects (NOMA) to have a number of their chapter meetings on campus. The college has begun working with Hispanic organizations and other colleges to expose some of their students to the Judson community. The faculty is diverse and this contributes toward a greater wholeness of perspective.

The program has also increased off campus activities, which expands the students' sense of environmental diversity. Travel-abroad opportunities for architecture students have included Rome, Paris, Scotland, Vienna, Florence, and Prague. Students are brought into personal contact with varied environments, each with particular cultural, social and environmental issues, including working in historic environments. Students undertake drawing projects in each of these different contexts. They are also in the process of developing a summer exchange program with Anhalt University of Applied Sciences in Dessau, Germany and this summer they will begin a cooperative agreement with Anhalt University for the exchange of students. In addition, students also participate in architectural mission trips during spring break.

The college's namesake, Adoniram Judson, is a model for Judson College students. He was known for his missionary focus, linguistic abilities, advancement of Christianity, and creation of a tolerant community. These values are reflected in the architecture program and bring a wide variety of individuals to the school, helping to establish their community as both outward and inward looking, and a center for architecture and stewardship of the environment.

Additionally, the liberal arts education required of all Judson College students within the framework of a Christian worldview provides an environment and experience that places architecture in a broad context. The location within the Chicago region and the Elgin community and the opportunity to engage in national and international tours and mission projects provide abundant opportunities to explore and practice architecture.

The increased understanding of how a Christian worldview affects and relates to architecture places the highest priority on developing relationships with those in the community, the profession, and the church. This high value for people—together with a commitment to truth, to the good and to integrity—motivates the students and faculty to aim at the very best in their personal and professional service. In ARC 575, Community Outreach, the fifth-year summer course, students provide design assistance to underserved communities, such as Habitat for Humanity. Design studio projects deal with real urban institutions including public libraries, government buildings, churches, schools and inner-city projects.

ARC 691, Christian Worldview and Architecture, provides an overview and discussion of the philosophical understanding of art in culture. In this course, students are required to express their individual understanding of how architecture impacts society and how they see their role in the profession and the community. The professional practice courses (ARC 556 & 656) focus on the ethical role of the architect and the leadership role the architect plays in developing the built environment in the twenty-first century.

Within the department, New Urbanist principles are a much-discussed and much-used approach to urban design. The issues of community, scale, and social and technological connections are carefully evaluated and recognized in design decisions. Urban design is viewed as a contemporary response that considers and integrates the best from the traditions and history of all cultures. The focus is on providing a nourishing, enriching environment for individuals, families, neighborhoods, and social and institutional groups in the context of global considerations.

2. Program Self-Assessment Procedures

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

Met	Not Met
[X]	[]

Since the last NAAB accreditation visit, the architecture department has made many improvements in the area of self assessment. The department prides itself in community interaction not only across campus but also across town. New survey instruments have been created to assess faculty, student, alumni, and practitioner views. Data collection has occurred. The team encourages the program to undertake analysis and dissemination of the data.

The team also encourages rigorous on-going self-assessment. Self-assessment is especially important in light of the changing administrative structure (transition to university status). Such assessment can also help refine inter-disciplinary work within and beyond the division, and in refining studio culture policies.

3. Public Information

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

Met	Not Met
[X]	[]

The college catalog, as presented on the website, has recently been revised to contain the required NAAB "Text for Catalogs and Promotional Materials." Additionally, the department's recruitment materials correctly state the required NAAB text.

The *2006-2007 Handbook for Architecture Students* does not have the current NAAB text. The chair of the architecture department reports in writing that the handbook is to be revised in the next printing and will contain the same NAAB text as expressed on the web site.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[]

The environment supports and nurtures faculty as well as students in an equitable and respectful manner. The faculty remains racially, culturally, and gender diverse.

Past visiting teams had expressed concern that the student body did not reflect similar diversity. Administrators now report that roughly 10% of college students are international students, and approximately 10% are non-white U.S. citizens.

We note the tremendous geographic diversity reflected in the architectural student body – as well as the environment of diverse faculty members who help create a welcoming and nurturing environment for non-majority students of all backgrounds – as strengths of this program. We note that all students learn to effectively engage with people of very diverse ethnic and racial backgrounds.

Administrators are currently developing strategies to attract more racially diverse students. One major response was to hire an African-American department chairperson who had a successful track record of diversifying a mainstream program. We encourage the chair to monitor attrition rates, especially of female students as recommended by the previous team.

Judson’s policies on social equity are tailored to the evangelical Christian mission of this private institution. Judson is open to students regardless of creed, and to faculty members who profess and demonstrate Christian faith. The college consistently states that it “does not discriminate on the basis of sex, race, color, national or ethnic origin, nor handicap in the administration of its employment policies.”

Faculty and students are increasingly involved in departmental program governance. The college president and provost/vice-president of academic affairs are accessible to students and faculty. Faculty is highly involved in institutional committees and express that the recommendations of their committees are well received by the administration.

Students are active leaders within and beyond the department. An architecture student currently serves as Judson College’s student government president; the president-elect and vice-president elect are also architecture students.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and

innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met Not Met
[X] []

The department of architecture demonstrates exemplary development and progress in many different areas of the studio culture criterion. Students have a positive outlook on school and life; they display passion for the profession of architecture. The students are respectful of each other and to faculty and staff throughout Judson. A large number of students are involved in AIAS, student government, and intramural sports. The AIAS sponsors many events for students and faculty and holds a strong presence in the department of architecture. The faculty shows enthusiastic support for students in and out of studio. The students speak highly of the faculty and the amount of interaction and time faculty members spend with the students. The new studio culture policy, as well as the four different assessment surveys, provides outstanding evidence that the school has given serious attention to this policy.

6. Human Resources

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

Met Not Met
[X] []

Judson College provides adequate human resources for a professional degree program in architecture. This includes faculty (both full and part time), a department chair, an assistant department chair, and a graduate coordinator. There is also adequate support staff for the department, with the exception of information technology.

The student body is composed of both U.S. and international students who apply to and matriculate through Judson because of their expressed desire to attend an evangelical Christian college and study architecture. Each year approximately 135 students submit applications and 60 freshmen are admitted and enroll. These applicants must have a minimum G.P.A of 2.5 and an ACT composite score of 24. The program's retention and time-to-graduation rates are not clearly reported, and warrant increased attention.

The responsibilities of faculty are distributed between teaching, scholarship, service, and other related activities. The normal teaching load is one design studio and one classroom course per semester, which is in line with the majority of architectural schools of comparable size in the nation. In addition, each full time faculty member serves as an advisor for an average of 18-20 students and also serves on college and department committees.

The evaluation of faculty and individual course content occurs in each class according to forms and procedures established by the college. Student evaluations are part of the faculty evaluation process and included in promotion and tenure consideration.

Faculty-student teacher ratios in the design studios are reasonable in the third year studios and above. Teacher student ratio at the first and second year is 18:1, which can have a negative

effect on the quality of education. Every effort should be made to reduce this ratio to 15:1 or below.

7. Human Resource Development

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

Met	Not Met
[X]	[]

The architecture program has clear policies outlining individual and collective opportunities for faculty and student growth within and outside the program. The policy regarding human resources development is patterned after the college's policy.

The department has an annual guest and visiting critics lecture series. Fifteen thousand dollars of the operating budget is allocated for expenses of these lectures. In addition, professionals from the Chicago architectural community could be utilized to augment the lecture series.

The program's policy for faculty development activities are patterned after the college's policy. All faculty members are encouraged to make paper presentations, attend and participate in seminars, and pursue other like opportunities for personal and professional growth.

Currently, the policy for faculty growth and faculty development activities is funded by a \$400 commitment from the program and a \$1,000 stipend available from the provost and vice president for academic affairs. Faculty must submit a proposal for the use of these funds.

The department provided a list of visiting lecturers and critics since the last NAAB visit as well a list of public exhibitions. Through the meeting with both faculty and students, the program facilitates opportunities for students to participate in field trips and other off-campus activities. As well, the program provides for student participation in professional societies and organizations; the student chapter of the AIAS is active but not fully engaged with all students. It should be noted that the student government association president for the entire student body is an architecture student; next year's president and vice president will be as well.

From conversations with both the faculty and students, the team shares a concern on the present academic advising system. While advising is provided, it does not seem to be consistent; confusion exists between course requirements for students between the office of the registrar and the architecture department. In addition, students are switched from advisor to advisor as they move up through the academic levels. Finally, problems are evident with the department chair serving as advisor for all freshmen students. Faculty and students are not using all available advising/registration resources of the college.

Career guidance is certainly provided by faculty, but it appears that students must initiate the contact. For example, few students knew of the first annual career fair to be sponsored by the architecture department. To its credit, AIAS sponsored a session where graduate students who have completed their preceptorship discuss their experiences with other students.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and

interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met Not Met
[X] []

Since 2000, the Architecture Program has been in the Creekside South building which meets the physical resources necessary for the growing professional degree program. As planned, the program will relocate to a new facility, Harm A. Weber Academic Center (HAWAC). The team had an opportunity to tour the new building in its final phases of construction. The HAWAC will comfortably meet the physical resources required for a professional degree program.

The HAWAC, in addition to architecture, will allow space for the new art and design program. Students and faculty will have more immediate access to information resources, namely the library, as it too will be housed in the HAWAC. Finally, other programs/departments will teach courses in the new building providing for opportunities for students of all majors to visit architecture studios.

In addition, the HAWAC will provide a tremendous learning opportunity for the program. Associate professor David Ogoli demonstrated its potential as a learning tool when he provided the visiting team with a tour of the facility.

The APR lists the hardware, software, networks, and other computer resources in the current Creekside South building and describes its layout in the new HAWAC; however it is curious that the location of the architecture digital media lab is on the first floor while the majority of students are located on the fourth floor, a distance greater than the current situation.

9. Information Resources

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

Met Not Met
[X] []

The architecture department has two primary information resource collections: the Art/Design/Architecture (ADA) collection in the Benjamin P. Browne Library and the Architectural Visual Resource Collection (AVRC) at the Creekside South building. The ADA collection contains over 12,000 items that support the architecture program. The AVRC collection holds approximately 15,000 slides and 300 video and CD-ROM items, as well as two slide projectors, a digital still camera, a digital video camera, a data projector, an overhead projector, two TV/VCRs and one VCR.

Besides the materials listed above, the Judson College Library subscribes to the statewide Illinois library system and can borrow from other members with delivery within three to four days. The online index and database are easy to use and are adequate from a user's standpoint.

Although the library facilities are presently not ADA accessible and have little environmental control, they will be moving with the architecture program to the new Harm A. Weber Academic Center where they will have more than sufficient, fully-accessible space that has state of the art environmental controls. The anticipation is that the new library space – with its improved technology, study spaces, and classrooms for use by other programs – will be a destination for all students and faculty and a demonstration of sustainable design principles.

The budget for the 2006-2007 year for Art/Design/Architecture books and periodicals is \$15,000 and \$10,000 for slides which is more than adequate considering the previous investment in both collections.

The library staff is missing one key member, the architecture librarian. There is a search underway to fill that position.

10. Financial Resources

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

Met	Not Met
[X]	[]

Exclusive of full and part time faculty and staff salaries, fringe benefits and capital improvements, the department of architecture's operating budget has been consistent and gracious for the past three years. In addition, the library book and periodicals acquisition budget is now included in the main university library budget. The financial support afforded the department of architecture since its establishment, in the area of operating funds, is sufficient, especially when the budget is compared to operating budgets of other departments on campus and to similar size programs of architecture at other institutions.

Faculty salaries appear to be low, particularly at the associate professor and professor level. This problem is even made more critical because of the cost of housing in the area. Low salaries at all levels can lead to recruitment and retention problems.

A strength of the program is the financial commitment made by the administration with the construction of a new state of the art \$26 million facility to be occupied this coming summer. The building was designed to house a new main campus library, the Division of Art, Design and Architecture and be a model of energy efficient design.

A comparison of spending per student for the architecture program for the 2006/2007 academic year and Judson College's Department of Education are very much comparable, considering the present size of each department.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools

(MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

As required, the program is accredited by the North Central Association of Colleges and Schools (NCACS).

Judson College will be changing its name to Judson University effective with the next academic year. This institution-wide change will impact the administrative structure of the architecture program between now and the next visit.

The new administrative structure, along with the implementation of a new program in interior design, provides an opportunity for the architecture program. The upcoming search for a new head of art, design, and architecture also provides new opportunities.

Continued attention to and clarification of the overall Judson College organizational structure should be a high priority as the department moves forward.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

The Master of Architecture degree at Judson College includes professional studies (182 credits – 140 at the undergraduate level and 42 at the graduate level), general education (46 at the undergraduate level), and electives (21 credits – 9 undergraduate and 12 graduate). Thorough reviews are conducted for students transferring into the program.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[]

Students are highly articulate and display the ability to communicate effectively in both verbal and written responses.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

Ability to think critically is evident in essays and design work across the curriculum.

13.3 Graphic Skills

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

Met	Not Met
[X]	[]

This criterion is fully met, and the freehand drawings and technical drawings displayed throughout the team room were particularly strong.

13.4 Research Skills

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

Met	Not Met
[X]	[]

Students demonstrate ability to collect pertinent information and to communicate and apply it, as evidenced in papers and projects assigned throughout the curriculum.

13.5 Formal Ordering Skills

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

Met	Not Met
[X]	[]

Formal ordering systems are introduced using traditional modernist compositional exercises; complexity builds and student work reflects ability to develop complex ordering systems at multiple scales, often including large scale complexes and urban blocks.

13.6 Fundamental Skills

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

Met	Not Met
[X]	[]

Ability to apply fundamental design principles at multiple scales is evident across the curriculum.

13.7 Collaborative Skills

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

Met	Not Met
[X]	[]

Students conduct design work – as well as research and analysis – in collaborative teams that vary in size from a few students to whole classes. It is clear that students treat each other with respect and recognize the unique talents of various participants.

13.8 Western Traditions

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

Met	Not Met
[X]	[]

Students gain an understanding of western architectural canons and traditions in the architectural history course sequence. Understanding of the issues of urban design, and the cultural factors that have shaped the buildings and environment are covered in this coursework.

13.9 Non-Western Traditions

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

Met	Not Met
[X]	[]

This criterion is met through certain segments of the curriculum in Architectural History I and IV. At times, this is further reinforced for some of the students in the fourth year design studios, particularly the “live” projects that explore projects in the nations of the far east.

13.10 National and Regional Traditions

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

Met	Not Met
[X]	[]

This criterion is met, but with reservations, through assignments in the final course of the history sequence, completion of the Elgin lab project, and field trips to Chicago. It is recommended that students' understanding be increased through more exposure to other areas through the selection of project sites in other regions of the country, accompanying site visits, and also field trips to significant architectural environments in the nation, such as Columbus, IN; Milwaukee, WI; and major cities on the east and west coasts.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[]

This criterion is met, with reservations. The department uses additions to existing architectural masterpieces as vehicles for studying these works as precedents. Use of precedents is also evident in material and assembly studies conducted in cumulative design studios. However, there is little evidence of detailed analysis, or substantial incorporation of precedent studies into design projects.

13.12 Human Behavior

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

Met	Not Met
[X]	[]

All students gain an understanding of the issues in this criterion in the final four studios of the undergraduate program, the history sequence courses, the two semesters of graduate level studio and the community outreach studio.

13.13 Human Diversity

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

Met	Not Met
[X]	[]

Material presented in the entire history sequence, the required European study tour and the capstone course, Christian Worldview and Architecture, all contribute to the students' understanding of this criterion. The students also express respect for ethnic and racial diversity.

13.14 Accessibility

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

Met	Not Met
[X]	[]

The ability to design accessible sites and buildings is demonstrated in the ARC 452, Comprehensive Design Studio.

13.15 Sustainable Design

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

Met	Not Met
[X]	[]

From a building standpoint, understanding of sustainable materials, ventilation, and thermal mass strategies is recorded in the ARC 352 Architectural Design IV studio projects. Additional sustainable design strategies are illustrated in the projects for the ARC 452 Architectural Design VI studio, including day lighting and a variety of window shading devices. Stack effect strategies and gray water usage are used and documented in projects. Sustainable urban design strategies are well-documented through LEED checklists in all projects for the ARC 652 Cumulative Design Studio. The ARC 681 Architecture Thesis projects also demonstrated strong integration of structural systems with sustainability strategies.

13.16 Program Preparation

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

Met	Not Met
[X]	[]

In the previous team visit, this criterion was identified as not met. This deficiency has been specifically addressed in the ARC 580 Professional Development I and applied in ARC 651/652 Cumulative Studios and the ARC 681/682 Thesis Studios.

13.17 Site Conditions

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

Met	Not Met
[X]	[]

Design response to *built* site characteristics is studied in the Cranbrook Museum/Library project in the ARC 421 Architectural Design studio as well as the ARC 652 thesis project, Elgin Villa Street Corridor development.

Design response to *natural* site characteristics is met, with reservations. The Habitat for Humanity project proved limited design response to existing topography. The team recommends that future projects include sites with significant natural characteristics which require design response.

13.18 Structural Systems

Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Met	Not Met
[X]	[]

The ARC 452 Architectural Design VI studio reflects student understanding of building structural systems through complete wall section drawings as well as detailed structural calculations. Understanding, as well as a strong integration of structural systems with architectural form and expression, was evident in the ARC 652 Cumulative Design studio projects as well as the ARC 681 Architecture Thesis projects.

13.19 Environmental Systems

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

Met	Not Met
[X]	[]

The ARC 452 Architectural Design VI studio demonstrates an understanding of the principles and application of all environmental systems through detailed reflected ceiling plans, ductwork plans, and the consideration of mechanical equipment in plan and section.

For acoustical principles, students prepare studies of the properties of existing auditorium spaces for ARC 321 Environmental Technology.

However, this comprehensive understanding of environmental systems could be better integrated into the architectural form and expression of all projects as well as with sustainability principles.

13.20 Life-Safety

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

Met	Not Met
[X]	[]

Code analyses are well presented in the design research books prepared for the ARC 452 Architectural Design VI studio; egress diagrams are shown on the drawings.

Students study past building fire disasters in the ARC 422 Environmental Technology class.

13.21 Building Envelope Systems

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

Met	Not Met
[X]	[]

In ARC 452 Architectural Design VI, students produce detailed design analyses containing the study and selection of wall and roof materials. The design projects also contain detailed exterior wall sections showing structural, cladding, glazing, and waterproofing systems.

ARC 651/652 Cumulative Design studios show a careful understanding of the exterior wall through extensive studies and documentation of exterior wall assemblies.

13.22 Building Service Systems

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

Met	Not Met
[X]	[]

ARC 452 Comprehensive Design demonstrates a thorough understanding of the principles and applications of building service systems through detailed power plans, plumbing riser diagrams, sprinkler plans, and elevators in plan and section. No communications or security plans were presented but given the complete presentation of the sustainable, environmental, and other service systems, there is little doubt that the students are highly aware of the many systems that buildings must accommodate.

Like environmental systems and building service systems, the comprehensive understanding of systems could be better integrated into the architectural form and expression of all projects as well as with sustainability principles.

13.23 Building Systems Integration

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

Met	Not Met
[X]	[]

It is evident from the ARC 452 Architectural Design VI studio projects that the students clearly and completely demonstrated their knowledge of the many systems that buildings must accommodate as well as their ability to integrate them into a building design. At this grade level, this comprehensive understanding could be better used to give form and expression to the projects, as well as tie directly into sustainability strategies.

The work from the ARC 652 thesis studio demonstrates a much higher and impressive level of integration. Here, systems and sustainability are being used to great effect to drive the architectural expression of the building.

Across all grade levels, more attention to the building system integration could make for exemplary performance with regard to this criterion. The study and design of different project types may be a strategy to explore this as most of the project types studied were housing or office buildings. Laboratory, manufacturing, or museum buildings may offer more opportunities. BIM may also be a tool to study and improve integration.

13.24 Building Materials and Assemblies

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

Met	Not Met
[X]	[]

For ARC 452 Architectural Design VI, students produce detailed exterior wall sections showing an understanding of the application and performance of structural, cladding, glazing, and waterproofing systems. Understanding the environmental impact of materials was documented through the use of LEED checklists in a variety of projects for the ARC 651/652 Cumulative Design studio.

13.25 Construction Cost Control

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

Met	Not Met
[X]	[]

ARC 580, Professional Development, takes the student through programming exercises where project space requirements are scheduled and square footage areas are calculated for each component. Square footage construction costs are then applied to each category of space to determine an estimate of net cost of the space. To this is added an estimate for fixed equipment, movable equipment, and site development costs plus a design contingency for a total estimate cost.

In course ARC 452, Architectural Design VI, the student project “Office Building Over an Expressway” contains a tabulation of project areas and square foot costs with a contingency and a percentage cost escalation showing understanding of construction cost control.

13.26 Technical Documentation

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

Well Met	Met	Not Met
[X]	[]	[]

The ability to produce exceptionally clear and thorough technical drawings, including site, floor, and ceiling plans; building and wall sections; elevations; typical details; and building systems is absolutely evident throughout all studios at all grade levels (ARC 322, 352, 452, and 652, in particular).

Further, ARC 322 Environmental Technology demonstrates students' ability to resolve the technical issues of multiple individual building components.

While outline specifications were not presented, detailed notes on the drawings illustrated the ability to describe and organize building materials.

13.27 Client Role in Architecture

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

Met	Not Met
[X]	[]

In ARC 656 Professional Practice II, students engage in discussions about client issues such as: how clients select architects, how architects build client relations, types of clients, owner-architect agreement, owner-contractor agreements, and many other client considerations.

13.28 Comprehensive Design

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

Met	Not Met
[X]	[]

Studio course ARC 452 demonstrates, through the student project work, the ability to design and document complex buildings and their sites. The projects also demonstrate the understanding of structural and environmental systems as well as life safety provisions. The projects include wall sections of the building envelope and other detailed building assemblies indicating principles of sustainability.

The understanding of the physical integration of building systems with the building is demonstrated, however the opportunity to make the building systems part of the architectural design are not capitalized upon.

13.29 Architect's Administrative Roles

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

Met	Not Met
[X]	[]

ARC 656 dedicates an entire class session to “clients” which connects to how clients select architects. Also, a session covers the topic of project delivery.

13.30 Architectural Practice

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

Met	Not Met
[X]	[]

For ARC 656 Professional Practice II, the students create a business plan for a hypothetical firm which covers their mission, people, markets, competition, and firm organization. It projects the profiles of the current and future profession, their clients, and their competitors. A marketing plan is presented with strategies.

A financial plan is also presented with detailed expenses and a profit plan and an income and expense forecast.

ARC 656 requires students to write essays on a series of practice issues, including professional liability, mediation/arbitration, and project delivery.

13.31 Professional Development

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

Met	Not Met
[X]	[]

Through both ARC 561 and 562 (Preceptorship), students learn the role of internship in a direct way. They learn the more theoretical role of internship through ARC 556 (Professional Practice I). Further, ARC 656 Professional Practice II reviews IDP more directly; despite this, the team suggests the introduction of IDP to students at either the second or third year level given the program requires the preceptorship.

13.32 Leadership

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

Met	Not Met
[X]	[]

ARC 656 Professional Practice II provides ample opportunity for students to understand the leadership roles of an architect.

13.33 Legal Responsibilities

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

ARC 656 Professional Practice II dedicates an entire class session on legal issues / contracts and registration laws / professional regulations.

13.34 Ethics and Professional Judgment

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

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

ARC 656 Professional Practice II more than adequately covers the topic of ethics through readings and class discussion. Students are required to review *the AIA Canons of Ethics* and create their own code of ethics.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2007 Judson College Architecture Program Report.

The roots of Judson College extend back to the 1920s, when the college division of Northern Baptist Theological Seminary was formed. In the early 1960s when the seminary portion of Northern Baptist moved from Chicago to Lombard, Illinois, the College was made an independent entity. In 1963 under the guidance of Dr. Benjamin P. Browne, college and seminary president, the "new" college was founded in Elgin, Illinois. It was named after Adoniram Judson, the first American missionary to foreign shores.

Judson's first president, Dr. Browne, retired in 1967. Dr. Amos B. Barton served as president through 1969, and Dr. Harm A. Weber from 1969-1992. In 1992, Dr. James W. Didier was appointed president. He retired in 1998, and Dr. Jerry B. Cain became Judson's fifth president.

From its birth on a 19-acre private estate along the western shores of the Fox River, Judson has grown today to a 90-acre campus of rolling, wooded terrain and spacious lawns. A creek winds through the campus, forms a picturesque pond near the midpoint, and empties into the Fox River on the east. Over seventeen buildings and facilities dot the campus, including four student residence halls, a campus apartment building, a library, a science building, a fine arts building, a fitness center, a campus commons, athletic fields, the Lindner Center (a seven-story classroom, office and residential facility), and a 700-seat chapel. Creekside South houses all resources and space for the Department of Architecture.

Under construction is the Harm A. Weber Center, which will be the new home of the main academic library, the art and design department and the architecture department. This facility employs innovative "green" technology and will be one of the most energy efficient and environmentally friendly buildings in the U.S. Occupancy of this building is scheduled for the summer of 2007. (See section 3.8 for floor plans.).

Judson is an American Baptist-affiliated, evangelical Christian college of the liberal arts, sciences and professions. It is coeducational and offers bachelor of arts degrees and three masters' degrees in architecture, education and business. The College is accredited by the North Central Association of Colleges and Schools for a full 10-year term. The six-year Master of Architecture degree is fully accredited by the National Architectural Accreditation Board (NAAB). All three masters' programs—the Master of Education, the Master of Architecture, and the Master of Organizational Leadership—are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Judson's size and intimate campus setting allow for close personal associations among students, faculty and staff. Campus life does not end in the classroom; co-curricular activities provide personal recreation and social development. These include intercollegiate and intramural athletics for men and women, Christian ministries, drama, choir, reach-out teams, student publications, volunteer programs, student government and special campus festivities such as Homecoming and seasonal banquets

Judson College is located in Elgin, a city of over 100,000 in the Fox River Valley of Illinois. It is 40 miles northwest of Chicago just off the Northwest Tollway (Interstate 90) on State Route 31. To the east is the Chicago metropolitan area; to the west, a broad expanse of farmland. Therefore, it is possible to enjoy the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

In 1994 Judson introduced a new academic division concentrating on continuing education for non-traditional students. Since its inception, the Division of Adult and Continuing Education has offered innovative programs with a high level of student service, both at our main campus in Elgin and our extension campus in Rockford (established in 1999).

Today, Judson College is home to over 1,200 traditional and continuing education students from 36 states and 28 countries.

2. Institutional Mission

The following text is taken from the 2007 Judson College Architecture Program Report.

Judson College is a Christian college of the liberal arts, sciences and professions, committed to an evangelical expression of Christian faith and living, and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Judson offers four-year bachelor programs; the Master of Education, the Master of Organizational Leadership, and the six-year Master of Architecture programs; and degree completion programs for non-traditional students.

Mission Statement

Judson is an evangelical Christian college that represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world. Through a broadly based education in the liberal arts, sciences and professions, the College enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.

Educational Goals

The total campus experience at Judson College stimulates and equips students to:

1. Value Christian ethics as the basis for lifelong growth and behavior, and consider making a lifetime personal commitment to Jesus Christ and the work of His church.
2. Adopt an informed view of the Christian Scriptures as their standard for faith and practice.
3. Understand one's own culture and understand and appreciate other cultures, including their developments, values and limitations.
4. Understand human personality and behavior and develop skills of balanced self-awareness, self-confidence and self-criticism, combined with interpersonal effectiveness.
5. Develop a widening aesthetic appreciation and discernment, including an

understanding and expression of the creative process.

6. Develop analytical thinking skills, express themselves effectively and responsibly in writing and speaking, and read and listen perceptively.
7. Develop problem-solving skills, including the use of logic and scientific methods.
8. Develop attitudes contributing to physical, spiritual and mental health and fitness.
9. Accept a calling to Christian vocation and develop entry-level mastery of specialized skills.
10. Develop goals and skills for lifelong learning.

3. Program History

The following text is taken from the 2007 Judson College Architecture Program Report.

In 1993 the potential donation of a building adjacent to Judson's campus stimulated the first possibility of developing an Architecture Program. Then President Dr. James Didier solicited suggestions on potential expansion of majors. Professor Del Rey Loven, Chair of the Department of Art and Design (later Chair of the Division of Art, Design & Architecture) suggested Architecture. This would increase the discipline offerings of the existing and growing Art and Design programs. Although the potential donated building was never secured, the President encouraged Professor Loven to pursue investigation of the idea.

In 1995, Professor Loven used a sabbatical leave to investigate the feasibility of establishing an Architecture program as part of a larger institute of design. He visited the Andrews University Architecture program and met Professor John Hopkins, a member of the Architecture department. This initial research indicated the need for a special consultant in the first feasibility study. Based upon the recommendation of Professor Loven, Judson College contracted Professor Hopkins in late 1995 as a consultant for the architecture curriculum component.

The initial report was presented to the Judson College Administration and Board of Trustees in June 1996. Based upon this report, the Board of Trustees granted approval to continue investigation and development of the proposed Architecture program. Professors Loven and Hopkins presented to the Board a more detailed feasibility study in February 1997.

The Board of Trustees voted on February 19, 1997 to proceed with implementation of the Architecture Program, beginning in fall 1997. Professor Hopkins was hired as Director of the Program. The Program was located in the Division of Art, Design and Architecture.

Twenty students entered the Program in fall 1997. Professor Hopkins was the sole Architecture faculty member. Art and Design faculty provided much support. Studio space, classroom space, and offices were located in the Fine Arts Building. A model shop was created in the Plant Operations Building. Cyndi Zarris was hired as the Department Administrative Assistant, a position she continues to hold today. A furniture craftsman was hired to teach the model shop course and a Visual Resource curator was hired in this initial academic year 1997-98.

Recruitment for the fall 1998 class was quite positive, and the Program was officially designated as the Department of Architecture. Together with 12 returning sophomores,

40 freshmen greatly enhanced the identity of the Program in 1998-1999. Professors Ben Suzuki and Keelan Kaiser were hired as tenure-track faculty members in 1998. Professor Jack Kremers (retired from Kent State University in December 1998) joined the Judson College faculty as a tenure-track faculty member in January 1999. In addition to the spaces in the Fine Arts Building, the College provided classroom and studio space in the Lindner Fitness Center. Several adjunct faculty also provided teaching support.

In May 1999, the College faculty approved a request by the Department of Architecture to change the terminal Bachelor of Architecture degree to a Master of Architecture degree. As the defined program included 188 hours of course credits scheduled over six years including one year of internship, the proposal did not change the curriculum but only the nomenclature of the degree. This change was approved by the faculty and the Board of Trustees. The change was especially significant to Judson College as this was the first Master's degree approved by the College. Approval was sought from the North Central Association of Colleges and Schools and enthusiastically awarded.

In fall 1999 40 freshmen joined the Program, bringing total enrollment to 71. Professor Christopher Miller was hired as tenure-track faculty members. Professor Edward Shannon was also hired and served in a two-third faculty position. Additional studio space was provided in the Lindner Fitness Center. With six faculty members plus adjuncts, a Visual Resource Center curator and a Department Administrative Assistant, the Department was beginning to develop an identity and a sense of assurance that the Program would fulfill the vision and dream of Professors Loven and Hopkins, the Administration, and the Board of Trustees.

Academic year 1999-2000 culminated in the initial visit of the NAAB in April 2000. This visit provided an opportunity for the faculty and students to review their individual efforts to this point. It also provided an outside perspective of the overall effort to form a cohesive Architecture Program. The NAAB was strongly supportive and granted the Program "candidacy" status.

In the summer of 2000, Professor John Hopkins left the Program to return to his home in Michigan. Professor Jack Kremers was appointed as the new Chair of the Department of Architecture.

Fall 2000 welcomed 40 freshmen, and total enrollment increased to 92 students. Professor Gary Wang joined the faculty. The Program's sense of identity was greatly enhanced when it moved to Creekside South, a new 15,000 square-foot pre-engineered steel facility located on the south side of the campus. Suddenly, all studios could observe one another, faculty were adjacent to each other, and the Program had a separate dedicated building.

In spring 2001, an invited design competition led by Keelan Kaiser was held for the design of a new central library and academic spaces for the Division of Art, Design, and Architecture. Alan Short and Associates (London) won the ideas competition by convincing the jury that this facility would be the "greenest" building in the United States and would serve as a learning laboratory for multiple disciplines at the College as well as for building professionals. The firm was hired as the Architect.

The first European Tour for the third and fourth-year students occurred in May 2001,

led by Professors Miller and Wang. This tour has been conducted each spring post-term since. The initial tour went from Paris to Rome, and subsequent tours have begun at Venice and ended in Rome. The spring 2003 tour was extended to include an overnight trip to Paris from Rome and a tour of Paris.

In fall 2001, 40 freshmen brought total enrollment to 117 students. The fall semester was the time of an initial effort to establish a research presence in the area of church architecture: the Department and College sponsored a conference entitled "Evangelical Worship and Church Architecture." About 200 people participated in the event held on the Judson College campus.

Professors Jhennifer Amundson, PhD, and David Ogoli, PhD, joined the faculty. The inaugural class of 20 students was now down to five. These five students consented to serve their required internship one year early during academic year 2000-2001. This aided the College by allowing these five to join with the following class in taking the fourth-year curriculum for the first time in 2001-2002, thus comprising a class of 25 students.

In 2001, the North Central Association came to campus for a focused visit that resulted in the granting of accreditation for the Master of Architecture degree. This was the first master's degree granted at Judson College. The Program is the third professional program of architecture in Chicago and the third school (fourth campus) in the state of Illinois.

In fall 2002, 40 freshmen brought total enrollment to 130 students. In September, the NAAB again visited the program and again awarded "candidacy" status. During this year, 17 students served internships in offices ranging geographically from Alaska to the greater Chicago area.

In 2003 the Creekside South building was renovated and an additional 2,500 square feet of studio and office space was added. The sixth-year students presented thesis studio projects to a broad spectrum of faculty, professionals, college and community members, and friends. That same year four of the five students remaining from the initial class received their Master of Architecture degrees. The Department also continued to grow with new incoming students.

Department Chair Jack Kremers, having successfully guided the program through its initial successful accreditation, returned to teaching in 2004. Professor Keelan Kaiser, AIA, was chosen as the Interim Department Chair. Dr. Jhennifer Amundson was selected as the Assistant Department Chair.

In October 2004, the Architecture Department hosted the 2004 ACSA Central Regional Conference. Also in 2004, Judson College and the Department of Architecture began a national search for a new Department Chair and an additional tenure-track faculty member due to the continued growth and visibility of the program. Dr. Curtis J. Sartor was chosen as Chair. He was hired as a full professor in fall 2005. Professor Marga Jann was also selected and will join the faculty as an associate faculty member in fall 2006. She is currently serving as a Fulbright scholar in Sri Lanka.

In spring 2006, the Architecture faculty, the Judson College community and the Board of Trustees approved the Bachelor of Arts in Interior Design. The idea again came from the support and leadership of Professor Del Rey Loven, Chair of the Division of Art, Design and Architecture. The program will offer a FIDER accredited degree. It will be housed in the Division of Art, Design and Architecture and have separate faculty and funding from

the Architecture Program. The first class will enter in fall 2007. A search for a director/faculty member is currently under way.

Also in spring 2006 under the leadership of the Department Chair, Dr. Curtis Sartor, the Program engaged in strategic planning and a thorough assessment of its Mission and vision statements to clarify the educational and professional direction of the Program. Several adjustments and clarifications were made (see sections 1.4 and 1.5 of this Report). The organizational structure of the Architecture faculty was changed to a committee structure. This was implemented to promote the principles of shared governance.

The Department is considering future curriculum developments that would increase the depth, quality, quantity and design options of our students in Architecture. Additional study-abroad opportunities are also being developed with China, Germany and other countries.

The Architecture Program has grown significantly in each of its nine years of existence—not only in size but also in fulfillment of its stated mission. Students are well educated and prepared to serve as architects. They do this with a conscious awareness of the meaning and implication of a Christian worldview on their efforts in the community, in their church and in their homes.

The College has provided the encouragement, resources and strong liberal arts environment that continue to be the foundation of the Architecture Program.

4. Program Mission

The following text is taken from the 2007 Judson College Architecture Program Report.

The Mission of the Architecture Program at Judson College is to:

- Prepare students to contribute positively to church, profession, and community through leadership and service by maximizing their talents for the glory of God and for the betterment of our world
- Provide a balanced, integrative curriculum in a rigorous but supportive environment
- Graduate competent designers who are critical thinkers, caring individuals, sensitive to physical and diverse cultural contexts, and committed to ethical practice and earth stewardship.

The Mission is defined by the following aims and objectives:

To provide an education that:

- Is comprehensive (a strong liberal arts and art/design base) and professional (NAAB accreditation)
- Is focused and integrative
- Prepares graduates for successful architectural practice and continued lifelong learning
- Prepares graduates for leadership and service to the profession, society, and the Church
- Supports Judson College's commitment to Christian education within the context of a Biblical world view

To provide an academic setting that:

- Supports and encourages diversity and rigor
 - Promotes intellectual inquiry and nurtures Christian faith
 - Adequately provides human, physical, and information resources
 - Seeks—through research, practice and teaching—to advance the discipline of architecture

To provide a curriculum that:

- Sees design as the architect's core activity
- Balances and integrates art and science
- Recognizes that architecture not only represents human aspirations but is a positive force in society
- Promotes a sensitivity to physical and diverse cultural contexts
- Encourages responsibility and stewardship regarding the environment and resources
- Integrates theory and techniques into design with innovative pedagogy

To produce graduates who are:

- Competent designers
 - Conceptual and critical thinkers
 - Creative and competent problem solvers
 - Articulate communicators
 - Knowledgeable in technology
 - Ethically responsible Christian professionals and citizens

—Last amended and approved by the Department of Architecture, April 1999 —Approved by the Division of Art, Design & Architecture, 26 August 1999

— Approved by the Judson College Faculty, 31 August 1999

— The faculty has had strategic planning meetings in 2006 and is in the process of adopting the revised Mission and vision statements.

—The following personal statement of the meaning of this Mission was written by the previous Department Chair.

Architecture is an expression of man and woman's relationship with the universe. It is more than the fulfillment of the need for shelter. It expresses man and woman's hunger for something transcendent, the need to be connected with what lies beyond the immediate and the physical. Our created environments as meaningful, valuable works of art express this relationship between people and God. It is this understanding that underlies the tradition, the form and the history of Western architecture. Man and woman's expression of metaphysical needs and desires and Jehovah God's revelation of Himself are the basic components of early Western architecture.

A shift occurred with the Renaissance and the ensuing birth of the Enlightenment and Modernism. This new philosophy in effect placed man and woman at the center of the universe, the "measure of all things." In modern Western history, people have deliberately replaced the God/person relationship and its emphasis on God speaking to people with man's and woman's efforts to speak and create his or her own gods. Placing a person at the center, however, has generated the awareness of an inner void, a futility, a hunger for transcendental meaning. This is apparent in Western culture's effort to create a variety of gods, from materialism to primordial religions to abstract art.

The Judson College Architecture Program seeks to return to the roots of Western architecture in the recognition that God is there and our souls are lonely and empty until we are in relationship with Him. This God/person relationship forms our understanding of who we are and how we are to interact with our environment and culture. It is our worldview. Everyone has a worldview; it is impossible to operate without one. We seek to clearly articulate our worldview. Our goal is for our students to do so as well, as the basis for the generation of architecture. This is the essence of what we are about as a learning environment and an Architecture Program.

The particular viewpoint of Judson College is within the Protestant tradition, originating in the sixteenth-century Reformation of Luther, Calvin, Knox and Zwingli and, more recently, in the evangelical church communities of Europe and North America. As it relates to architecture, the Protestant tradition has been characterized by a negative reaction to the historic focus upon visual images in the earlier Christian traditions. This has limited the development of a formal, traditional visual vocabulary of its own deep-felt and well-articulated beliefs.

The Judson College Architecture Department will be the center for the research, discussion, documentation and definition of architectural expressions of the evangelical Protestant tradition. The Program insists that a theocentric worldview is an essential component of architectural form and space. However, all worldviews are welcome as points of discussion, comparison and investigation. Our goal is to define what is the appropriate, correct and meaningful architectural expression of the evangelical Protestant tradition.

5. Program Self Assessment

The following text is taken from the 2007 Judson College Architecture Program Report.

A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the Program's Mission statement and how it relates to the NAAB perspectives

The Mission Statement of the Architecture Program served us well in the formative years. As new faculty members joined the Program, we develop a clearer understanding of our uniqueness and opportunities. Accordingly, our self-assessment includes a periodic review of the Program Mission, vision and objectives.

The Strategic Plans documented in our previous Architecture Program Reports have been implemented. The current Strategic Plan expresses our desire to strengthen and enhance what is already in place and to seek new areas to develop.

Based on our 2006 strategic planning meetings (comprised of students, faculty, staff, and industry employers), our strengths are the following:

- Breadth of program (not just one kind of architect)
- Nurturing culture
- Faculty and adjunct faculty
- Professional support (AIA, NAAB, Advisory Council)
- Good reputation
- Student interest in integration (missionary focus)
- New facility

- Support of Administration and Trustees
- Rigor of Program
- Library resources
- Concept of internship
- Location, location, location
- Our people (faculty and students)
- Not cut-throat (a positive environment)
- Commitment of students to the Mission of the Program
- Lot of interaction in between Program and across campus
- Personal communication
- Generous time for studio critiques
- Diversity among faculty
- Intimate size (appropriate size)
- Inter-disciplinary attitude/focus, liberal arts
- Christian faith-based
- Department embedded into Elgin (community service)
- A focus toward ministry rather than merely public service
- Strong in-house recruiting
- Quality of relationship beyond proximity and workplace
- Strong individual initiatives for programs
- Division structure
- Passion for program

Based on our 2006 strategic planning meetings (comprised of students, faculty, staff, and industry employers), our weakness are the following:

- Insufficient funding
- Lack of technological stability
- Lack of social/extra-curricular interaction with non-majors
- Bureaucracy
- Connecting fellowship (communication)
- Lack of scholarship funds
- Fragmentation (lack of cohesiveness among faculty)
- Too nice (therefore avoidance of critique/criticism)
- Avoiding unpleasant news
- Trouble accepting that other people disagree with us
- Appearance of disorganization (too much going on)
- We are too self-contained
- Limited experience/interaction with other architecture programs
- Low faculty and administration salaries
- Minimal infrastructure (support staff)
- Lack of diversity in student body
- Phasing of new building
- No articulated creed

These comments were verbatim responses from the internal and external communities. In 2006 the Department of Architecture began developing a new, revised strategic plan in a series of meetings with the Provost and Vice President for Academic Affairs; the Chair of the Division of Art, Design and Architecture; the Architecture Department Chair; Architecture faculty, staff, students, and alumni; and employers. As a result of these initial discussions, a self-assessment component developed. We also employed an external facilitator skilled in strategic planning and management, who

helped synthesized the thought processes, discussions, and written statements into a summary document.

The remainder of this section contains an excerpt of this summary document, which is on-going. * * *

The planning process to develop this strategic plan is defined by collaboration and involvement. As a result of this inclusive process, the plan bears a certain *authoritas* that comes from the full participation of the programs constituencies (faculty, adjunct faculty, students, alumni, Advisory Board and outside professionals) who also have a vested interest in its implementation. The process was managed by an outside facilitator, Dawn Ramsey, Dean of the Extended University at Southern Polytechnic State University in Marietta, Georgia. She worked closely with the Department Chair, Dr. Curtis Sartor, who guided the process and provided perspective and continuity throughout the many planning meetings.

The process used to develop this plan was based in part on the work of Alexandra L. Lerner, Research Associate, College of Business Administration and Economics at California State University, described in the article "A Strategic Planning Primer for Higher Education." The environmental scan was accomplished through a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of the Judson College Architecture Program.

A series of planning meetings began in January 2006 and included integrated meetings with Program faculty, adjunct faculty, undergraduate students, graduate students, Program alumni, and business and Advisory Council members. In addition to scheduled meetings, input into the process was also provided through surveys of the alumni and current students. A day-long final planning meeting was held which included representatives of all of the above-mentioned groups.

Planning sessions included opportunities for individual, small-group and large-group inputs. The results of each of these sessions were compiled. While each group identified unique concerns, the great amount of consensus among the groups reinforced the validity of the process and outcomes.

The faculty addressed the entire plan in a series of meetings totaling over thirty hours. The Mission, vision and values were topics addressed in the other group planning sessions. The groups worked independently on these topics to assure an equal input from all constituency groups.

In the final planning meeting, the participants will make final revisions to the Mission and vision statements, come to consensus on the strategic issues, discuss and revise the goals, review the objectives, and begin developing implementation action steps.

Overall, about twenty individuals participated in the planning process. that involved four meeting days. In addition, alumni and students provided input through surveys. The draft of results at the various stages will also be shared with the President of Judson College in an effort to keep him informed and to invite his feedback on the process and the plan.

The value of such an inclusive process was that it achieved buy-in from all the constituency groups and a commitment from all of them to work together to implement an action plan for each of the identified goals.

Values embraced by the Architecture faculty

- **Biblical Standards** We value the Word of God and adhere to its teachings as it relates to professional and ethical standards as well as personal relationships.
- **Unified Endeavor** We value the coexistence of Christian faith and intellectual life and encourage their balanced existence.
- **Education** We value exercises that share and convey knowledge and understanding about buildings and places as the activity of our professional mission. We will respond to our position within a liberal arts college by valuing preeminently the formation of critical minds toward the various approaches to architecture and prepare students for practice by allowing students to prepare for a practice that is consistent with the critical position they develop in their liberal study of architecture.
- **Stewardship** We value cultural diversity and will encourage the understanding of such. We value God's creation: we strive to make good use of the natural world and we strive to assist each person to achieve and rightly balance their spiritual, personal and professional goals.
- **Relationships** We value human relationships and are dedicated to nurturing friendships and links with such communities as the CCCU (Council for Christian Colleges & Universities), other architecture programs, and the city of Elgin. We strive to create a strong community to which our faculty, staff and students will belong, as a reflection of the Kingdom.
- **Service** We value service to humanity as an outgrowth of our submission before the Lord and in His desire that we help one another.
- **Leadership** We value leadership and opportunities to model biblical truths to our communities.
- **Excellence** We value the highest-quality performance in all academic and professional activities, and will strive to realize and enjoy the benefits of outstanding design in the built environment and exceptional architectural education.

Goals

In its continuous commitment to fulfilling its vision and Mission, the Architecture Program at Judson College has established the following goals as the foundation of its current strategic plan.

1. To attract, retain, and support qualified faculty.
2. To secure the financial and physical resources necessary to support and enhance the vision and Mission of the Architecture Program.
3. To continuously strengthen the curriculum to foster critical thinking and exceed academic standards, while exploring emerging professional, architectural, and construction trends and societal issues.
4. To continuously improve the quality, rigor, and academic standards of the Program to ensure the increased productivity and preparedness of our students and enhance the performance of the Program.
5. To seek opportunities to launch additional professional and non-professional programs designed to complement the existing Architecture Program.
6. To increase Program visibility and recognition, improve its professional and academic reputation, and develop and nurture a culture of professionalism and a

strong sense of ethics within the Program and the profession.

7. To advocate the appreciation, exploration and application of good design and responsible architecture within the architectural profession and society.

Future Directions from the Strategic Planning Sessions

Our direction is to become a highly regarded and recognized Architecture Program, as demonstrated by the excellence of the graduates and the faculty, and to become a center for the integration of architecture and the Christian worldview. Although this is not an exhaustive list, we hope to:

1. Continue to develop and strengthen the graduate Program by:
 - Maintaining high-quality standards for final design studios and thesis projects
 - Integrating elective courses with graduate studios and thesis projects
 - Providing opportunities for faculty members to develop research and scholarly efforts within the context of the graduate Program
2. Develop and strengthen the continuity of the design studios from year to year and the comprehensive content of the third through sixth-year studios
3. Seek and develop opportunities for service for students and faculty throughout the curriculum by:
 - Developing mission projects
 - Developing design-build projects
 - Conducting a conference to connect architects with Christian service and missionary opportunities
4. Develop a center for the study of evangelical church architecture
5. Develop interior design and furniture design options
6. Strengthen the internship experience by better preparing students and educating employers as to the needs and goals of our students

Focus on Improvement

For the 2006-07 academic year, the Department of Architecture will focus on the following areas of improvement identified during our strategic planning sessions and the self-assessment. These areas are not listed in order of priority:

- Managing growth of the student population who enter the program
- Reducing student/teacher ratios
- Enhancing external funding for student scholarships and faculty development
- Developing Study Abroad programs with Germany and China
- Interacting with other college departments on campus and develop relationships with other NAAB architecture programs
- Improving communications between the administration, faculty and the students
- Improving/facilitating communication of Architecture Program goals to the Judson College community at large
- Developing a task force to develop strategies and tactics to accomplish goals developed as a result of the strategic planning meetings
- Continuing refinement of the Interior Design program

- Hiring of additional Architecture and Interior Design faculty members as necessary

The Department of Architecture has used the strategic planning process to clarify our current Mission and vision statements amended in 1999. This is reflected in our future directions. Continual improvement is an expectation of our College, employers, alumni, faculty, students and staff.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

06/07 NAAB SITE VISIT SCHEDULE AND AGENDA

Architecture Department, Division of Art, Design and Architecture
Judson College, Elgin Illinois

Saturday, March 10, 2007

5:00pm Team arrival and check-in at Holiday Inn, Elgin, IL.
7:00pm Team introductions and orientation, (Meeting Rm., Holiday Inn)
8:00pm Team Dinner, Emmetts Restaurant and Introduction to Department Chair,
Dr. Sartor

Sunday, March 11, 2007

7:30am Team only breakfast @ Hotel
APR review and assembly of issues and questions
9:00am Overview of Team room and Academic Notebooks by Dr. Sartor,
Department Chair
10:00am Tour of Arch. facilities by Dr. Sartor, Department Chair
12:00noon Team lunch @ Magelina's Restaurant w/ Program Administrators
Dr. Cain, President
Dr. Simmons, Provost & Academic Vice President
Dr. Curtis Sartor, Chair of Architecture Department
Prof. G.E. Colpitts, Chair of Art & Design
Department Dr. Jhennifer Amundson, Assistant
Chair
2:00pm Introduction to Officers of the AIAS
3:00pm Entrance meeting & reception w/faculty, advisory council, alumni,
students and staff members at the Reed room
5:00pm Tour of New Facility for the Architecture Program, Dr. Ogoli
6:00pm Continued review of Exhibits & Academic notebooks
7:00pm Team only dinner (Dinner @ Bennigans)

Monday, March 12, 2007

7:30am Team Breakfast @ Hotel with Department Chair, Dr. Sartor
9:00am Entrance Meeting with President Cain, Provost & Academic Vice President Simmons and
Vice President of Business Affairs, Laine Malmquist
10:00am Entrance Meeting with Graduate Coordinator & Interim Divisional Chair,
Prof. Keelan Kaiser
10:30am Continued Review of Team room exhibits, notebooks and records
11:30am Lunch Meeting @ Reed Room w/ Art & Architecture Faculty
Prof. Keelan Kaiser, Prof. Ben Suzuki,
Dr. Jhennifer Amundson, Dr. Christopher Miller,
Dr. David Ogoli, Prof. Stacie Burtelson.
Prof. Marga Jann, Prof. Royce Earnest
Dr. Mark Torgerson Prof. G.E. Colpitts
Prof. Jeffery Carl

1:00pm Observation of Studios (4th year) Prof. Suzuki & Jaegar Meeting w/ Dr. Larry Wild and Library visit
Meeting w/ Staff (Mrs. Cyndi Zarris)
Continued review of Team room, exhibits & records

3:00pm School Wide Meeting entrance meeting with students Marjorie Hall
Thulin Fine Arts Performance Hall

5:00pm Reception @ Eagle Lounge, Linder Center with faculty, administrators, advisory board, alumni, students and local practitioners

7:00pm Team only dinner @ Bennigans Restaurant

8:00pm Continued review of Team room, exhibits, notebooks and records

Tuesday, March 13, 2007

7:30am Team Breakfast @ Hotel with Department Chair, Dr. Sartor

9:00am Review of general studies, electives, and related programs (Dr. White, Dr. Halverson, & Dr. Erickson)

11:00am Observations of lectures and pin-up presentations Continued review of Team room, exhibits and records

11:30 noon Lunch with student representatives at School Cafeteria
AIAS Officers
Undergraduate Student Representative
Graduate Student Representative

1:00pm Meeting w/ Faculty, Reed Room

2:00pm Complete review of Team room, exhibits and records

6:30pm Team Only Dinner in Team Room
Accreditation deliberations and drafting the VTR

Wednesday, March 14, 2007

7:30am Team Breakfast with Department Chair, Dr. Sartor Check out of Hotel

9:00am Exit meeting with President Cain and Provost & Vice President, Simmons

10:30am School-wide exit meeting with faculty, staff and students (Marjorie Hall Thulin Fine Arts Performance Hall)

11:30-noon Lunch in School Cafeteria and team members departures

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IV. Report Signatures

Respectfully submitted,



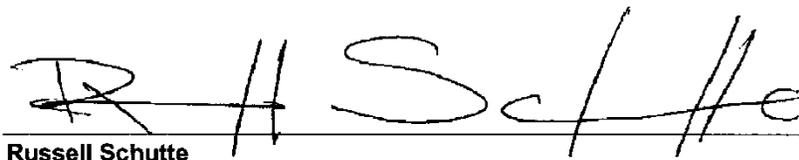
Peter Steffian, FAIA
Team Chair

Representing the NCARB



Shannon Massie Chance, AIA

Representing the ACSA



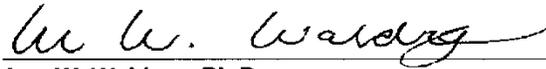
Russell Schutte
Team member

Representing the AIAS

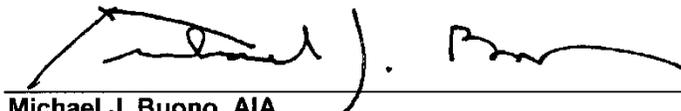


Lisa Chronister, AIA, NCARB
Team member

Representing the AIA



Lee W. Waldrep, Ph.D.
Observer



Michael J. Buono, AIA
Observer

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