July 25, 2011

Daniel D. Reneau
President
Office of the President
Louisiana Tech University
POB 3168
Ruston, LA 71272

Dear President Reneau:

At the July 2011 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the Louisiana Tech University, School of Architecture.

As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to review the following Condition and the progress that has been made in this area:

I.2.1   Human Resources and Human Resources Development

The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017. The **focused evaluation** is scheduled for calendar year 2014. For more information on focused evaluations, please see Section 6 of the *2010 Procedures for Accreditation.*

Continuing accreditation is subject to the submission of *Annual Reports. Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

> **Part I (Annual Statistical Report)** captures statistical information on the institution in which a program is located and the degree program.
>
> **Part II (Narrative Report)** is the narrative report in which a program responds to the most recent *VTR*. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the *VTR.* Part II must also include a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2012, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation,* 2010 Edition.

Finally, under the terms of the *2010 Procedures for Accreditation,* programs are required to make the *Architecture Program Report,* the *VTR,* and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.
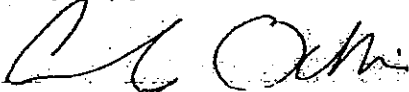
The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Cornelius "Kin" DuBois, FAIA
President

cc: Karl Puljak, AIA, LEED® AP, Director
                Lisa M. Chronister, AIA, LEED® AP, Visiting Team Chair
                Visiting Team Members

Enc.

Louisiana Tech University
School of Architecture

Visiting Team Report

Master of Architecture
(138 undergraduate credit hours + 30 graduate credit hours)

The National Architectural Accrediting Board
23 March 2011

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 & Visit Summary**

The team would like to thank the administration, faculty, staff and students of the University and School of Architecture in particular for welcoming us and making our visit comfortable, productive, and enjoyable.

The team room exhibits and materials were well-presented and organized, facilitating our review. All requests were responded to quickly and completely.

The talent and energy of the faculty was as remarkable as it was inspiring. Students were articulate about their design work and their educational experiences, and their commitment to the community. With them, the future of the profession is in good hands.

One highlight of our visit was the opportunity to meet with community leaders and stakeholders as well as tour the Huckleberry Park projects and several Habitat for Humanity homes. It was clear from both that the City of Ruston and its people value their creative relationship with the students and faculty at the School of Architecture, and vice-versa.

2.   **Conditions Not Met**

I.2.1 Human Resources & Human Resource Development
II.1.1 Student Performance Criteria
        o   B.2 – Accessibility
        o   B.6 – Comprehensive Design
        o   B.7 – Financial Considerations

3.   **Causes of Concern**

The university and community recognize the unique creative leadership and pedagogical strengths of the School of Architecture. However, this visiting team notes the following areas of concern:

A. Academic Infrastructure
The school and program are lively, committed to qualitative improvement, and demonstrate strong, collegial relationships among faculty, students and staff. However, several limitations will hinder adequate and sustained improvements to fully contribute to the goals of the university (See "Tech in the Year 2020," APR p.6):

    a. Current faculty size prohibits the development of course offerings across the campus to contribute to the goal of "extensive interdisciplinary courses and curricula." Faculty are required to commit 70% of their normative workload to teaching *required* courses in architecture to fulfill learning outcomes, leaving little room for developing or offering new areas of instruction offered from the base of architectural teaching or connected to general education that influences the built environment.   Additionally, this inhibits the program's broad participation in the University Honors College in spite of student test performance indicating aptitude. Additionally, hiring faculty prepared and capable to contribute to the goal of "doctoral programs that support interdisciplinary and disciplinary research" is limited by salary funding levels and research support (facilities, time, financing, staff support).

b. The program has survived for many years with a single administrative staff member and one-half (.5 FTE) faculty assignment to technical support. Architecture programs are extensive in use, distribution, and production demands for both materials use and computer technology and intensive in human resources and facilities (buildings and computing software and management systems). The program needs additional dedicated staff to support facility management and curricular support (computers, fabrication and print production, laboratories and off-site community engagement), as well as advising and assessment (including SACS/QEP and outcome metrics).

c. Meeting the university's goal of "managing well-established service learning programs..." will only be possible by establishing operating and budget support, grant development and post-grant service support, community and public relations support, and consistent facilities management. Community and university leaders (the Mayor, city employees, and university personnel) all attest to the value of the school's service learning efforts to date and sustaining these is a high priority for both the School and University.

d. Limited new faculty hiring has significantly affected the ability to attract new expertise to meet the university and program goals (and outcome assessments) related to "teaching and living the sustainable practices..." essential to future generations.

e. Initiatives and policies to enhance both faculty and student diversity should be assessed -- with metrics reported - on a regular basis to provide evidence of clear goal identification and progress. These metrics should provide benchmarks that present progress against institutional goals.

B. Curricular Development

This review is the first full evaluation of the restructured 4+1 Master of Architecture degree program (transformed from a five-year B. Arch. program); it is also being reviewed against new NAAB Conditions only one year old. Regular and sustained methods and metrics for curricular evaluation must be developed (Condition II.2.3 – Curriculum Review and Development) to maintain quality progress and program enhancement. The school is focused on developing a balanced program that offers advanced technical knowledge, strong community and social orientation, and -- significantly – student opportunities for self-exploration. Evaluation of these opportunities includes acquisition and use of quality/contemporary information resources in print, digital, and network forms. These attributes must be clearly articulated and regularly evaluated within evolving accreditation standards for both NAAB and SACS. While the technical components of the NAAB Conditions have been met, there has not been enough time to evaluate the processes for evaluation and modification. This will affect curricular components: general education, directed electives, technical courses, comprehensive design, and research skills.

C. Knowledge-based Professional Orientation

The program's focus on traditional practice models combined with a service-learning emphasis and the use of advanced digital technologies may hinder the opportunity to focus more attention on changes affecting the profession of architecture, for example: Building Information Modeling, project delivery, multi-disciplinary collaboration, practice management strategies, or an increased focus on sustainable/ecological practices.

4. **Progress Since the Previous Site Visit (2005)**

1998 Condition 6, Human Resource Development: *Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.*

Previous Team Report (2005): Although this condition is partially met by support for travel to conferences, visiting lecturers, and field trips, the visiting team had several reservations about the opportunities for growth for both faculty and students. Faculties were not taking advantage of the university's policies in support of sabbatical leaves because of perceived difficulties in implementing them at the school level. Senior faculties have been reluctant to pursue promotion to full professor. And many faculty found that the time that should have been available to them for their own scholarly or professional development is being eroded by the demands of providing support services, particularly in the IT area. As a result, faculty research is not as substantial as is desirable in a university with ambitions to raise its research standing. The students no longer have available to them foreign study programs in Europe and Mexico. The guest lecturer series was not realized this year because of other demands on the faculty's time.

2011 Visiting Team Assessment: This condition is now one part of the new Part One (I): Section 2 – Resources / I.2.1 Human Resources & Human Resource Development which separately evaluates these resources for Faculty & Staff and then Students.

While the Student Resources are deemed adequate, the team has evaluated Faculty & Staff Human Resources inadequate with a focus on similar issues reported in the 2005 VTR.

The school and program have set ambitious goals commensurate with the University's academic plan to make a transition to a doctoral/research institution. The School has focused on an identity that provides unique and valuable service learning, community engagement, and technologically-advanced educational opportunities to the students, while higher standards of outcome performance (NAAB) within a new curricular structure are now required.

Specifically, and in consideration of the responses to the 2005 VTR (APR, pp. 140-142 and pp. 144-147), the following issues limit full support of student learning and achievement, personnel advancement (RPT), workload flexibility for human resource development, and creative/professional development:
   o   Teaching release (sabbatical or reassignment) opportunities have been limited in the past 30+ years to only those with fellowship awards;
   o   Teaching loads (currently 70%) are excessive in consideration of the responsibilities faculty hold in administration, service and operation of the program through advising, system maintenance (IT & laboratories), and community engagement projects;
   o   While financial support of research presentation conferences has been sufficient, consistent support of research efforts leading to publication, exhibition, and collateral transfer of scholarships is necessary to recognize the institution at national and international forums and participate in establishing research themes that affect the region, economic vitality, and employment opportunities;
   o   Budget levels have not provided support for greater integration of Graduate Assistants or Adjunct Faculty to diversify course/pedagogical offerings or provide flexibility in teaching assignments; and,
   o   Space and facilities for creative research are necessary for all faculty members in the School.

1998 Criterion 12.11, Non-Western Traditions: Awareness of *the parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2005): Although there is an effort to direct the students' own work towards non-Western architecture, and the designs of modern architects in non-Western settings, particularly Japan, are sometimes discussed in a historic context, there is no formal instruction in

the required course syllabi that addresses the great architecture, landscape, and urban design traditions of non-Western cultures such as the Islamic and Chinese or the Incan and Mayan cultures.

> **2011 Visiting Team Assessment:** This criterion has been retired in favor of Criterion A.9 – Historical Traditions and Global Culture (Realm A: Critical Thinking and Representation) that maintains an expanded expectation for "Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design..."
>
> Through the NAAB Annual Reports (APR, pp. 142-143) and the development of the new M. Architecture curriculum, a much greater emphasis is now embedded in the program through an introduction to broad historic traditions and global examples (ARCH 131), lectures and exam questions (Architectural History – ARCH 211 & 222 primarily), and urban analysis (ARCH 411). The result is greater student attention to and evidence of understanding through precedent analysis and the theoretical perspectives underpinning individual thesis development in Comprehensive Design I (ARCH 510).
>
> *This criterion is now MET.*

II.   Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2011 Visiting Team Assessment: Evidence of compliance with this perspective is presented in the APR (pp. 2-3) and supplemented by additional information provided through meetings with senior administrative officials, school director and faculty. In this material a complete program history is provided. Most significant to the current review is the transition from the previous five-year Bachelor of Architecture degree program (formally granted a six-year term of accreditation in letter dated July 26, 2005) to a five-year Master of Architecture program. Louisiana Tech School of Architecture Interim Director Karl Puljak requested in a letter dated October 12, 2005 that, "NAAB acknowledge this degree (M. Arch.) nomenclature transition as of 1 January 2005 (to concur retroactively with the commencement of current accreditation term), so that we may continue our mission to educate future architects with an official confirmation by this accrediting body." As recorded in APR (p. 150) NAAB confirmed the nomenclature change by letter dated February 24, 2006 (signed by NAAB President Bill Bevins, FAIA) with an effective retroactive date of January 1, 2005.

Significantly, in 2007 the university contracted Dr. James Fisher to provide an institutional review of Louisiana Tech University, which led to the new mission and vision statement called *TECH 2020: Tomorrow's Tech Today.* (See APR, p. 5) This process and the resulting vision and mission statements developed by the School of Architecture have provided an effective guidance system to initiate new activities in concert with the aforementioned degree program change to respond to an increased institutional focus on research, graduate education, and service learning opportunities.

I.1.2 Learning Culture and Social Equity:
   *   *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

       Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.
       Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2011 Visiting Team Assessment: Evidence of compliance with this perspective is presented in the APR (pp. 19-24) and supplemented by additional information provided through interviews and meetings with students and faculty.

Louisiana Tech University maintains a robust and well-recognized tradition of learning culture defined through the published "Tenets of Tech" as a "moral and ethical compass with which to navigate through life. (APR, p.19) The school has made available the required materials regarding learning culture and social equity, particularly through the exercise conducted in Winter 2009/10 whereby students engaged in a course (ARCH 361) which defined the studio/learning experience as "more than just studio" through definitions of: Optimism, Respect, Sharing, and Engagement. While this exercise did develop an appropriate written and visual document ("Studio Culture in Architecture at Louisiana Tech" video - http://vimeo.com/14287990), there is some concern regarding student and faculty understanding of the purpose of the policies, implications, processes for review, assessment of progress, or continued evolution.

Adequate and focused policies that address the following issues are referenced in the APR:
- Academic Honor Code
- Social Equity
- Disability Services and Accessibility
- Employment
- Grievance procedures
- Diversity

Students and faculty alike acknowledge the significance and strive to adhere to these expectations. There is a genuine atmosphere of trust and informal understanding of mutual effort, camaraderie, and support between students, between students and faculty/staff, and between students and school administration.

Diversity of faculty and student body in origin, ethnicity, race, intellectual interests, and cultural background is a stated goal of the program. Statistical profiles reveal that male: female architecture students' ratio is more 2:1 compared to university norm of 1:1 at the undergraduate level, and at the graduate student level of 1:2. Students do not cite diversity problems or issues in either learning culture or demographics.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. **Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

   [X] The program is responsive to this perspective.

   2011 Visiting Team Assessment: This perspective is Met with Distinction.

   Evidence of compliance with this perspective is presented in the APR (pp. 25-26) and supplemented by additional information presented in APR sections related to Section I.1.1: History and Mission, with particular focus on "The School of Architecture and 21st Century Architecture Education" (pp.11-18).

   The school demonstrates a strong commitment to connecting to other academic disciplines and the regional communities of which it is a part in spite of the challenges it faces in human resources. The faculty are dedicated to the principles articulated in the university academic plan and are willing to maintain workload expectations with minimal institutional support. Community engagement and service learning require additional time and resource commitments from both faculty and the school but are seen as having strong value to the institution and professional development of its alumni. Facilities are shared (art, production, fabrication, computing) as are course enrollment. The school shows leadership to the university through its initiatives in providing lectures, community design assistance, study abroad programs, and participation in the intellectual life of the university.

B. **Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

   [X] The program is responsive to this perspective.

   2011 Visiting Team Assessment: Students in the accredited degree program are prepared and competent to emerge as professionals in both the academic setting and the profession and appear intent on lifelong learning. This is evident through verbal communication with current students on their future perspective and preparedness as well as alumnae regarding their level of competence in the architectural profession post-graduation.

C. **Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and;

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate.* Carnegie Foundation for the Advancement of Teaching. 1990.

prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2011 Visiting Team Assessment: The students are well informed about the IDP and licensing process beginning in the freshman year. It is reinforced yearly by the schools IDP coordinator and by visits from the state coordinator. Lectures in the professional practice classes ARCH 471 and ARCH 481 also cover the subject. Exams, student papers, and discussions with students exhibit the understanding.

D. **Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2011 Visiting Team Assessment: This program demonstrates, with high regard, that it offers the student realistic insights into the practice of architecture and by this endeavor, a glimpse of the world in which he or she has selected as a life choice.

The student develops an appreciation of the world of architecture with its diversity of roles which cannot be perceived purely through academic practice. These endeavors are represented by studios centered on design/build such as Habitat for Humanity and the Community Design Assistance Center, through which the student reaches out to the community and the community responds with lessons for life.

Other offerings by the program that advance this theme:
- The Professional Practice Course Sequence – Architecture 471, 481,548
- 400 clock hours of practical experience and/or community service
- Visits to professional offices
- Lectures by area professionals
- Reviews/Critiques of student work by visiting, local professionals
- Continuing Education credits are offered to area professionals for attendance at lecture series
- Community design charrettes are held with local professionals either in attendance or as active participants
- Participation in "Firm Crawls" in Alexandria, Monroe and Shreveport
- Presentation of student work (especially "HabiTech" projects) to AIA chapters in Shreveport and Monroe
- Local professional participation in the "School of Architecture Strategic Planning Group" and the Architecture Program Advisory Council
- Student participation at annual AIA/Louisiana Design Conference and AIA/Louisiana Celebrate Architecture

E. **Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a

changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2011 Visiting Team Assessment: This perspective is Met with Distinction.

Students are actively engaged with the local community through studio projects such as the Habitat for Humanity houses (HabiTech). For these projects, students manage, design, and build a home for a local family. Students are actively involved in site selection, project financing, building permits, and design as well as the literal nuts-and-bolts of construction. The homes are functional, attractive, and contextual.

While the Habitat for Humanity house projects is not a required part of the curriculum, there are many other opportunities for students to connect design and professionalism with public service. One third year studio project is to work with the city Parks and Recreation Department to develop various site structures for city properties; structures include signage, benches, pavilions, and trolley stops. In this way, the students integrate client requirements and user needs while also realizing built work.

Both the homes and parks projects address larger social and urban design contexts. Through the design and construction of quality, affordable housing, students help fill empty lots, beautify neighborhoods, and give families stability and comfort. Through the design of distinctive site structures, existing public spaces are made functional and engaging for large audiences.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

2011 Visiting Team Assessment: Evidence of compliance with this perspective is presented in the APR (pp. 32-50) and supplemented by additional information provided through interviews and meetings with students, faculty and administration.

The School's Strategic Planning Group consists of administrators, faculty, students and alumni and non-alumni practitioners (see APR p. 32), i.e. the program's various constituencies are well represented. With the exception of 2010, the Strategic Planning Group has met annually to review the information collected through various assessment processes and assess the program's progress towards its stated strategic goals (see APR pp. 41-50). (The APR states that the Group's meeting in May 2010 was postponed because of the lack of quorum (see APR p. 51).

The School and the Program have reviewed their strategic plans to align them with the University's mission and vision statement called *TECH 2020: Tomorrow's Tech Today* and the consequent *2010 Roadmap* (APR, p. 32). The APR provides evidence that the resulting vision and mission statements developed by the School of Architecture have provided a guidance system for initiating program changes that respond to an increased institutional focus on research, graduate education, and service learning opportunities despite funding and human resource limitations.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

2011 Visiting Team Assessment: Evidence of compliance with this perspective is presented in the APR (pp. 41-54) and supplemented by additional information provided through interviews and meetings with students and faculty.

The transition from a five-year Bachelor of Architecture to a 4+1 Master of Architecture degree program over the past six years has provided a context for the program's continuous self-assessment. As determined through interviews with the faculty and students, a relatively small faculty and a genuine spirit of collegiality provide for an effective informal consultation process. The School's standing committees and faculty meetings provide venues for the formal assessment of the corresponding areas of responsibility. The program uses course evaluations and formal and informal surveys to assess the program's performance and plan for its future development.

The mission statement for the architecture program contains three dimensions – "*art, craft* and *practice* of ethical building" – that are met by the program's curricular adjustments, expanded production facilities and its community service activities. The program practices what it aspires to, as evidenced by design/build projects in its neighboring communities, several of which were completed in collaboration with the Habitat for Humanity.

Now that the Master of Architecture degree has been established, the program has an opportunity to make changes related to its strengths and weaknesses. In order to do this successfully, it will need to refine the goals for the Master of Architecture degree and how the achievement of those goals is assessed.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
- *Faculty & Staff:*
  - o *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  - o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are inadequate for the program

2011 Visiting Team Assessment: This Condition was Not Met in the 2005 VTR, with progress reported in the APR (pp. 140-142). Specific issues of concern at that time included: faculty travel, visiting lecturers, field trip support, faculty sabbatical/reassignment leaves, and faculty RPT opportunities. Most relevant to the current evaluation is the VTR statement, "…many faculty found that the time that should have been available to them for their own scholarly and professional development is being eroded by the demands of providing support services, particularly in the IT area. As a result, faculty research is not as substantial as is desirable in a university with ambitions to raise its research standing."

This Condition remains "inadequate" ("not met") in the 2011 review for Faculty & Staff portions.

Responses submitted in annual reports to these concerns have been primarily through provision of graduate assistants (3), one (1) graduate assistant from architecture to serve IT needs (this is a particularly acute need since the infusion of funds to establish the digital fabrication capacity), limited grants for peer-reviewed research presentations, and the Board of Regents grant for digital technology enhancement.

This inadequate assessment is due to the objective measurement of resources as impacts the program's capability to reach its strategic goals: degree program changes, enhanced research / creative scholarship expectations and productivity, and infrastructure expansion at a time of resource reduction. While faculty adhere to the university goal of assigning its faculty annual teaching loads of 70% (previously 60%) of the referenced load "to encourage and support scholarly/creative work," faculty bear operational responsibility for advising, budget control, workshop and IT management, facility maintenance (minimally), and supplemental program offerings like international programs and community learning.

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[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

In policy and in practice, the school has implemented appropriate procedures for teaching assignment, workload compliance, IDP coordination (verified with students), and clear criteria for faculty reappointment, promotion, and tenure.

[X] Human Resources (Students) are adequate for the program

2011 Visiting Team Assessment: Evidence of compliance is presented in the APR (pp.63-72) with verification and supplemental information provided during the visit by faculty and student interviews/meetings.

Student development opportunities were also a cause for concern in the 2005 VTR as some international programs had been eliminated and the visiting lecturer program put on abeyance. The concern expressed by the previous team was the extent of awareness of current practices and changes within the profession against which students could prepare comparative judgments.

Responses to these concerns represent substantial and largely successful transitions in curricular focus. New interdisciplinary study abroad programs are now offered in Berlin, Florence/Italy, and Madrid (although with relatively low architecture enrollment). A vigorous and highly recognized shift of focus toward community service through the Community Design Assistance Center (CDAC) (see extensive presentation of work in APR, pp. 11-15), design-build (Habitat for Humanity), and community development projects (planning and architecture) were presented and very well received by a broad cross-section of community leaders. Further, through a reliance on student fee funds, the program has established a regular guest lecture series each year.

Regarding student admissions, the program maintains an Admissions Criteria policy (APR, p. 64) that exceeds that of the university.

The school demonstrates admirable commitment to student achievement within the classrooms (new facilities, increased infrastructure, diverse course offerings) and outside (service learning) through individual and collaborative educational opportunities as enthusiastically described by a diverse range of community partners.

I.2.2 Administrative Structure & Governance:
- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2011 Visiting Team Assessment: The APR (pp.73-74) presents both outline and descriptive information on the administrative structure for the architecture program. As one of nine units within the College of Liberal Arts, the school has a single Director plus Chairs for the Architecture and Interior Design programs. The Director carries a 40% Teaching, 50% Administration, and 10% "Representing the School" work distribution. The Director reports directly to the College Dean. (The Director appointment is annual, at the discretion of the Dean.) The Chair serves to support the Director in a variety of academic efforts including course scheduling, program teaching assignments, preparing accreditation/review materials, student recruitment and assisting with development, strategic planning, budget, and curricular development. (The Chair appointment is for four years with maximum eight-year appointment.)

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2011 Visiting Team Assessment: The APR (p. 75) presents a brief overview of the governance systems that were confirmed in meetings with faculty, students, and senior administration. Standing committees (Administrative and Curricula; Human Resources; Enrichment Resources; Physical and Information Resources) are complemented by a wide array of faculty and student organizations and enrichment/service activities. The Director utilizes the Program Chairs to provide assistance and advice on new initiatives. The most tangible evidence of the success of this process is the transformation of the Bachelor of Architecture to Master of Architecture curriculum since the previous team visit. Although most governance systems are informal and based on the educational/institutional culture rather than representative, formal governance structures, they are effective.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2011 Visiting Team Assessment: The physical resources are adequate for the student and faculty needs. The library facility is also adequate. Hale Hall, reconstructed in 2004, provides an excellent environment in which to study architecture. The University's commitment to the improvement of available facilities for the School of Architecture is apparent.

The technological opportunities both physically and digitally in Hale Hall as well as the Workshop, Fabrication, and Assembly Shop are also incredible resources for student growth in terms of the strengths and chosen focus of the architecture curriculum in linking design and craft.

The remote location of the first-year studios in another campus building (Wyly Tower) hinders collaboration and mentorship of the School's youngest members. The first-year studio facilities are adequate although the existing building, constructed in the early 1970s, does not appear to be equipped with ADA accessible restroom facilities.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2011 Visiting Team Assessment: Primary evidence for this condition is presented in the APR (pp.88-92) and supplemented by information from the following materials:
- APR / Long-Range Planning, Financial Resources (pp.36-37)
- APR / Grant Awards (p. 59)
- APR / NAAB Annual Statistical Reports - faculty salaries (pp.108-115)
- APR / Responses to Causes for Concern -- Funding Limitations (pp.146-147)

The data presented does not account for discretionary contributions by the College of Liberal Arts (Dean's office) to support faculty research/travel initiatives, service learning opportunities (i.e., Community Design Assistance Center), special projects, and some (limited) workload reductions based on special requests

forwarded by the Director. The university demonstrates a commitment to the program through special funding allocations confirmed by school administration and faculty in recognition of the strong impact of the school's work.

The 2007-2011 economic recessions have resulted in an approximate $15 million budget reduction for the university. Senior administration described the budget reduction management process to be "strategic" in that cuts were not made unilaterally but rather, focused on strategic efforts to maintain teaching expectations, faculty and staff retention, and new program initiatives (including facility and capital project improvements like the reconstruction of Hale Hall for the School of Architecture). While a 31.6% operating reduction was experienced by the School since 2007/2008, tuition increases of up to 10% are offset by a generous state TOPS program (Taylor Opportunity Program for Students) which virtually guarantees in-state tuition and fee relief. Overall, the program has weathered the current fiscal crisis well and is supported through discretionary contributions due to the value given to its programs and enterprise.

Some challenges directly tied to financial resources include:
- External (private) funding sources
- Communications with alumni
- Faculty professional development
- Study abroad assistance (both student scholarships and program development/initiation)
- Addition of staff and faculty positions in support of strategic planning goals (esp. graduate education)
- Faculty salary adjustments in recognition of the national mean

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2011 Visiting Team Assessment: This Condition was listed as a Cause for Concern in the 2005 VTR. The previous visiting team noted that there was "a real concern" regarding "the adequacy and the currency of the collection." The collection of architectural materials and resources available to the School of Architecture is sufficient for the size of the current architecture program and, for the most part, meets the demands of the students and faculty. However, through discussion, students reported that they use and appreciate the available materials and resources in the Prescott Memorial Library but often turn to faculty for more current and relevant print materials for research.

The team does commend the implementation of a bi-annual review in which discussion of content and development of the architecture collection is reviewed with the College of Liberal Arts librarian. The team is also aware of the funding limitations at a university-wide (even a state-wide) level and commends the efforts to search for potential financial resources for enrichment development.

PART I: SECTION 3 –REPORTS
I.3.1 Statistical Reports[3]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - o *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - o *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - o *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - o *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - o *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - o *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - o *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2011 Visiting Team Assessment: Evidence of compliance was provided in the APR (pp. 104-107), although the sources of these data are not cited.

Student demographics data demonstrates significantly lower female architecture enrollment compared to university profile: Undergraduate – 47.7% university to 34.1% architecture; Graduate – 67.6% university to 33% architecture. Louisiana Tech utilizes ACT scores for primary admission evaluation with architecture average scores 1.6 – 1.7 points higher than university average. Master of Architecture graduation rates are not provided since program commencement in 2005 with first matriculation in 2011 (the term of the current evaluation). Time to graduation goal for university in "TECH 2020: Tomorrow's Tech Today" academic plan is 70% with a Bachelor of Architecture students "normal time" graduation rates: 100% (06/07 and 07/08), 67% (08/09), and 80% (09/10). Definitions and nomenclature for comparing Architecture to University averages should be developed by the next NAAB visit.

Faculty demographics data demonstrates significant difficulty recruiting non-white faculty to increase the diversity within the faculty in spite of institutional goals. Female faculty remains 25% while female students are 34.1%. Significantly, in 2005/2006, 2006/2007, and 2009/2010, no architecture faculty were

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[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

promoted or awarded permanent tenure. This may indicate the need for attention to mid-career development opportunities for faculty (See *Causes for Concern*). 45% of FTE faculty maintains professional architectural licenses.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2011 Visiting Team Assessment: All annual reports have been submitted to NAAB through proper submittal processes and the Office of Institutional Research letter dated August 20, 2010 is included.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2011 Visiting Team Assessment: The team was provided with faculty resumes and credentials as presented in the APR (pp. 117-121, 208-231), examples of their work, research, papers and we were able to view an exhibit of faculty work during our visit. The range of faculty experience and interests is wide and adequate for the program. They are well respected by the students and they exhibit a remarkable commitment to their students and the community. Seven of the faculty members currently maintain architectural licenses representing five states.

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[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2011 Visiting Team Assessment: Statistical reports, annual reports, and faculty credentials were provided as required in the APR and in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1.   **Communication Skills: *Ability to* read, write, speak and listen effectively.**

[X] Met

2011 Visiting Team Assessment: Through ARCH 331, Theory, a study and evaluation of the architectural profession and its intentions/cultural relevance as described in writings of contemporary theorist, students successfully demonstrate the ability to communicate through blog entries, research assignments, writing, and weekly quizzes.

ARCH 415, Core Design, successfully provides for an analysis of relevant information to the prescribed project types as well as provides for the improvement of writing skills through written definition of site analysis, project precedents, and program guidelines/diagrams. Observation and participation in student project critiques in ARCH 435A revealed that students speak and listen effectively.

A. 2.   **Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.**

[X] Met

2011 Visiting Team Assessment: Core studios involve an analysis of the thematic issues covered by the project, a discussion of assigned topical readings, and an analysis of related precedents. Concept statements build on prior analytical work and result in clear project proposals. Evidence of this criterion being met exists in core studios—ARCH 200, 300 and 400 levels. Additional evidence is provided in the ARCH 500 studio sequence (Comprehensive Design).

A. 3.   **Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.**

[X] Met

2011 Visiting Team Assessment: This criterion is Met with Distinction. Evidence of this criterion being met with distinction exists in all design studios, from 200 to 500 levels. Students are introduced first to freehand drawing in the foundation year (ARCH 112, Freehand Graphic Communication), which is then followed by technical drawing done by hand in ARCH 122, Mechanical Graphic Communication, and in design courses (ARCH 115, ARCH 125, ARCH 135). In subsequent years, students are introduced, in studio courses, to a broad range of digital media and representation techniques.

A.4.   Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2011 Visiting Team Assessment: Evidence for ARCH 453, Building Systems, indicates successful interpretation of component appropriateness for such specific items as stairways, ramps, parking areas, and structural steel design. ARCH 530, Comprehensive Design, meets the requirements of ability in technical documentation with the exception of outline specifications.

A.5.   Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

2011 Visiting Team Assessment: Student research and application of this knowledge development demonstrates an ability to actively convey and express their discoveries in architectural work and design projects. Primary evidence of this ability is evident in ARCH 415 studio design projects as well as ARCH 510 thesis/creative project proposal writing.

A. 6.   Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

[X] Met

2011 Visiting Team Assessment: Fundamental design skills are evident at all curricular levels. Studio projects demonstrate clear ability to effectively use basic architectural and environmental principles.

A. 7.   Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2011 Visiting Team Assessment: Students are exploring relevant precedents at all curricular levels and the precedent studies are relevant to the thematic content of the studios. In particular, it is noted that in one section of ARCH 225, Core Design II, students were asked to consider precedents in non-

Western context, such as India and humid-sections of Australia, when designing a cabin for a local Louisiana site, also with a warm, humid climate. Clear evidence of the students' ability to examine, comprehend, and incorporate fundamental principles present in precedents can be found in studios at all levels of the curriculum.

A. 8.   **Ordering Systems Skills:** *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2011 Visiting Team Assessment: Understanding of both natural and formal ordering systems is evident throughout the curriculum, in both two- and three-dimensional design.

A. 9.   **Historical Traditions and Global Culture:** *Understanding* **of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

2011 Visiting Team Assessment: Evidence of compliance with this perspective is presented in the SPC Matrix APR (p. 126 and in team room) and supplemented by additional information provided through Section III.1 Summary of Responses to the [2005] Team Findings (APR pp. 142-143). Compliance is developed initially through the required freshman course (ARCH 131) "Introduction to Architecture," and then developed through lecture materials in the history sequence (ARCH 211, 222, and 233). Further presentations and assignments occur through the required "Planning and Urban Design Theory" (ARCH 411) course and examinations. Student work is presented initially through the development of short visuals looking at case/site designs and develops through full (70 minute) lectures on Asian, Mayan, and non-Western planning/design traditions, to precedent analysis in preparation for design exercises.

The 2005 VTR reports Criterion 12.11 – Non-Western Traditions, to be Not Met, *"...there is no formal instruction in the required course syllabi that addresses the great architecture, landscape, and urban design traditions of non-Western cultures such as the Islamic and Chinese or the Incan and Mayan cultures."* Reported responses included: (2006) distribution of instruction was considered "...more a matter of book-keeping than of content" with reference given to broader course evaluation; (2007 & 2008) creation of a First Year introductory course ARCH 131 with "five minute talks" of significant global structures; and (2009) repeats narrative of provision from previous years. These responses are sufficient to meet the criterion requirements, with particular evidence noted in ARCH 411 exam questions that address normative theories of urban form, compare/contrast landscapes, and identification exercises. The goal of this program is to use these skills to assist in assessing the diversifying cultural landscape of design opportunities in the vernacular and local traditions.

A. 10.   **Cultural Diversity:** *Understanding* **of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

2011 Visiting Team Assessment: History classes ARCH 211 and ARCH 222 expose the students to cultural diversity through the study of architecture in all countries. Eastern and western cultures are included through lectures and presentations. University-wide lectures and a specific annual university event highlight specific cultures. Research documents and programming documents for ARCH 510, ARCH 520 and ARCH 530 indicate that students understand cultural diversity.

A.11.   Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2011 Visiting Team Assessment: Applied research and an understanding of its role in conceptual design are primarily present in ARCH 510, Comprehensive Design I, in project research. In addition, PSYC 455, Environmental Psychology exposes students to the ways in which the physical surroundings affect human behavior.

Realm A. General Team Commentary: There is ample evidence in exhibited student projects and writings that students possess necessary critical thinking and representation skills and abilities. All eleven criteria in this realm are met; one (A3 – Visual Communication Skills) is met with distinction. Students exhibit abilities to explore their design ideas effectively, from writing, sketching and diagramming to digital modeling and physical model making. Conceptual ideas are developed through thematic research and precedent analyses pertinent to pedagogic objectives of each studio. Projects are successfully presented through diagrams, precisely delineated normative drawings and axonometric views, exquisite renderings of interior and exterior perspectives, and carefully crafted scale models produced using a variety of digital fabrication equipment available in the school.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1.   Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2011 Visiting Team Assessment: This criterion is Met with Distinction. Both ARCH 425A and 425B, Core Design, illustrate student comprehension and performance in all the required agenda items. ARCH 510, Comprehensive Design, also meets the requirements of Pre-Design ability.

B. 2.   Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Met

2011 Visiting Team Assessment: Most studio projects include "big picture" accessibility items such as ramps and elevators. However, accessible dimensional criteria are almost never used in door and furniture arrangements, resulting in interior environments that are habitually not designed for people with disabilities. Study of basic accessibility guidelines also cannot be found in the building systems or professional practice courses. The lack of ability to design accessible sites, facilities, and systems is especially noticeable within the context of the Program's otherwise socially-conscious studio project types.

B. 3.   Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

2011 Visiting Team Assessment: Projects for ARCH 415 include the design of specific sustainable strategies such as natural ventilation, water harvesting, photovoltaics, and community gardens. Studio projects throughout the curriculum demonstrate particular sensitivity to sustainability imperatives such as community connectivity, respect for the natural environment, and healthy environments.

B. 4.   Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

2011 Visiting Team Assessment: The ability to design sites is achieved through classes ARCH 315, ARCH 510, and ARCH 520. Site selection, analysis, models, topography, pedestrian and vehicular traffic are all included. Both urban and rural sites are studied in various studio projects.

B. 5.   Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

2011 Visiting Team Assessment: Within all 400 level courses and 500 courses, documents dealing with egress in the sense of door swing and exit stairway locations have been met. Design of travel distances, absence of dead-end corridors, and use of common paths of travel have also been considered and met.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

	B.2. Accessibility
A.2. Design Thinking Skills	B.3. Sustainability
A.4. Technical Documentation	B.4. Site Design
A.5. Investigative Skills	B.5. Life Safety
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9.Structural Systems

[X] Not Met

2011 Visiting Team Assessment: Comprehensive design project documentation does not adequately demonstrate the ability to integrate all required SPC's, specifically accessibility, life safety and environmental systems.

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Met

2011 Visiting Team Assessment: For the Habitat for Humanity (HabiTech) projects, students analyze square foot construction costs, historical data, and other expenses. They also track grant and donation sources, and design to the resulting budget. However, these are not required projects and financial considerations are not adequately covered in required coursework, such as Professional Practice. Where they are covered, sample projects are very small and limited in scope, making it difficult for students to understand a full range of building cost fundamentals.

B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

2011 Visiting Team Assessment: ARCH 352, Building Systems, delivers an understanding of environmental systems issues—passive technologies, solar orientation, day lighting and acoustics—by the means of lectures, handouts and testing. The team notes that there is very good coverage of the materials and student knowledge assessment.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

2011 Visiting Team Assessment: Structural courses ARCH 341 Statics; ARCH 343 Wood, Steel and Concrete; and ARCH 351 Structural Systems indicate through testing examples and drawings that the students have an understanding of basic structural systems. Studio course work product, research documents and student study diagrams indicate an understanding of the relationship of structural systems to buildings.

B. 10. **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2011 Visiting Team Assessment: Well-developed wall/roof section drawings are presented in studio design projects for ARCH 325. Sun angle and thermal insulation calculations are covered in ARCH 352, Building Systems II.

B. 11. **Building Service Systems Integration:** *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2011 Visiting Team Assessment: ARCH 353, Building Systems, delivers an understanding of building service systems integration issues—electricity, mechanical, plumbing, life safety, and vertical transportation—by means of lectures, handouts, and testing. The team notes that there is very good coverage of these materials.

B. 12. **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

2011 Visiting Team Assessment: Students demonstrate the understanding of the nature and use of construction materials. ARCH 453 and ARCH 530 exhibit the understanding through graphic materials that include site materials, interior materials, structural materials and exterior cladding materials.

Realm B. General Team Commentary: Individual integrated building practice skills were generally well covered and understood, however, there were two weak areas in accessibility and financial considerations. The comprehensive design ability, as exhibited by ARCH 530 and other coursework and presented in a large cross-section of student presentations did not adequately incorporate the knowledge learned in the individual technical classes including environmental systems, accessibility, and building service systems. The synthesis of this information and transfer of this knowledge within a self-directed "thesis" project presents too broad band of project scope, technical integration, and materials knowledge to be compared to judge this "ability" criterion.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1.   Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Met

2011 Visiting Team Assessment: Student work, including design and design/build projects, shows a successful ability to actively collaborate with fellow architecture classmates to achieve design goals. This collaborative effort is apparent beginning in ARCH 335 and beyond in subsequent studio projects. Working with community members and project stakeholders is also an exemplary aspect of the students' ability in collaborative efforts. Community engagement is also initiated in the ARCH 335 design studio and is especially demonstrated in the ARCH 425B and 435B series, or HabiTech design/build project.

C. 2.   Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

2011 Visiting Team Assessment: The required course, PSYC 455, Environmental Psychology, exposes students to the complex relationships between human behavior and physical surroundings. Evidence of understanding is also present in the ARCH 510, Comprehensive Design I, project research, and in other upper level studios.

C. 3   Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Met

2011 Visiting Team Assessment: This criterion is Met with Distinction. Professional practice courses ARCH 481 and ARCH 548 introduce the students to the client's role in architectural practice. Studio courses provide the students the opportunity to experience the client's role in project design through work that is actually constructed.

C. 4. **Project Management:** *Understanding* **of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2011 Visiting Team Assessment: Project management understanding is gained through professional practice courses ARCH 471 and ARCH 481 as well as structured visits to architectural firms. The evidence of this understanding is exhibited in exams and student papers.

C. 5. **Practice Management:** *Understanding* **of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2011 Visiting Team Assessment: Students have an understanding of the issues of practice management gained through professional practice courses ARCH 471 and ARCH 481 as evidenced by examination. Students also visit and analyze architectural firms culminating in a written report.

C. 6. **Leadership:** *Understanding* **of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

2011 Visiting Team Assessment: ARCH 471, Professional Practice, introduces the student to the role of the architect as the team leader for the collaborative effort necessary to successfully design and construct a building. Through an exercise they are able to analyze different leadership styles and reflect on their own strengths and weaknesses. This understanding is confirmed through a review of quizzes. Architectural firm visits reinforce the nature of the architect's role in the team process. Studio courses and team assignments allow the students to experience work in a collaborative environment. Required community service learning projects allow the students to take a leadership role in the community dealing with social, environmental and aesthetic issues. At this time they also have the opportunity to observe and learn from leaders in the community.

C. 7. **Legal Responsibilities:** *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2011 Visiting Team Assessment: Through professional practice courses ARCH 471 and ARCH 481Students have a good understanding of the legal responsibilities of architectural practice. Evidence of this is exhibited in student exam samples.

C. 8.   **Ethics and Professional Judgment:** *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2011 Visiting Team Assessment: This criterion is Met with Distinction. Students have a strong understanding of ethics and the subject is well covered in course ARCH 548. Their understanding is evident through review of extremely comprehensive student papers. The coursework is especially pertinent in the profession of architecture as it is being practiced today. The ARCH 548 course is also commendable for its requirement for scholarly research and writing.

C. 9.   **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2011 Visiting Team Assessment: This criterion is Met with Distinction. It is highly evident that students are working on projects in great depth within the local community of Ruston and within the Northern Louisiana Region and understand the implications and benefits of this responsibility as active members of their community. Students are immersed in a variety of community outreach projects including projects for Ruston Parks and Recreation and the local Habitat for Humanity initiative. The number of community outreach opportunities is an asset to the students' personal and professional development and should be highly commended.

Student work also demonstrates an understanding of the social responsibility the professional architect carries through design projects. A prominent example of this understanding is evident in the design studio focused around sustainable housing for migrant workers (ARCH 415) and the project for the development of a Homeless Assistance Center (ARCH 425A and 435A).

Realm C. General Team Commentary: The School of Architecture is strong in this Realm of the student performance criteria; Client Role in Architecture, Ethics and Professional Judgment, and Community and Social Responsibility are Met with Distinction. At a luncheon with over twenty community leaders, the team listened to enthusiastic testimony of how the School of Architecture has helped the community of Ruston. From the students' perspective, we heard acknowledgement of the responsibility of the architect within society and the lessons learned from these experiences.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2011 Visiting Team Assessment: Evidence of compliance with this condition is provided in the APR (pp. 128-130) and includes the presentation of the most recent letter of reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) dated January 5, 2006. The University must still develop an assessment plan that focuses on student learning outcomes to meet the three main initiatives of the required Quality Enhancement Plan (advising, living-learning, and formal learning assistance opportunities). Developing a unit-based assessment plan and implementation strategy will be required to comply with SACS.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2011 Visiting Team Assessment: Evidence of compliance with this condition is provided in the APR (pp. 128-130) as well as team room display and discussion with faculty and administration. This condition was discussed extensively as a result of the fact that this visit is the first to examine the new, five-year Master of Architecture program implemented in 2005 (See statement: *I.1.1 History and Mission*) with only one year of student cohort evidence available to the team AND utilizing the new 2009 NAAB Conditions for Accreditation.

A technical evaluation of the program design accounts for compliance in professional studies and electives. Compliance with the required 45 hours of "General Studies" is achieved only when accounting for one, three-credit hour "Directed Elective" within the nine (9) undergraduate and thirteen (13) graduate hours structured in the program. This "elective" use of a directed elective for non-architectural study is informally enforced by the Director but is effectively demanded by the limited number of architectural electives offered by the program each term due to minimal teaching range (due to financial limitations), in effect requiring the students to enroll in non-architectural coursework.

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

[X] Met

2011 Visiting Team Assessment: Evidence of compliance with this condition is provided in descriptive text included in the APR (pp. 135-136) and verified in meetings with faculty and students. Additional material was provided to the team comparing the previous Bachelor of Architecture curriculum compared to the current Master of Architecture curriculum. While a formal and regular system of curricular review would be helpful, the small size of the program permits continual discussion, presentation, and evaluation. A standing "Administrative and Curricular Committee" exists which works closely with the program chair and school director to write, present, evaluate, and evolve curriculum, and which includes faculty, program coordinators, and student leaders. Additionally, with SACS requiring additional emphasis on "Learning Outcome Assessment" procedures, and with the required "Quality Enhancement Program" provision noted above (II.2.2), careful design of assessment systems is necessary. This will enhance the ability of the program to tie NAAB accreditation to the President's focus on the future of "performance-based funding" models.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2011 Visiting Team Assessment: Evidence of compliance with this condition is provided in the descriptive text included in the APR (p. 137) and verified through additional materials (Master of Architecture Application Package) provided by the Director during the visit. At the present time, there are no other pre-professional programs that required 138 hours of study, making it virtually impossible for students to transfer from other institutions. Examples were provided of redacted communication with applicants to demonstrate both transcript and syllabus assessment. Appropriate "gap evaluation" methods exist and it is the goal of the program to find additional means to encourage applications from a broader cross-section of pre-professional programs.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2011 Visiting Team Assessment: The exact language found in the 2009 NAAB Conditions for Accreditation is found in the school catalog, the School of Architecture's website, and other materials and promotional media available to the public.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
    The 2009 NAAB Conditions for Accreditation
    The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2011 Visiting Team Assessment: The 2009 NAAB Conditions for Accreditation and the 2010 NAAB Procedures for Accreditation are both available for full public access through the School of Architecture's website under Resources.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
    www.ARCHCareers.org
    The NCARB Handbook for Interns and Architects
    Toward an Evolution of Studio Culture
    The Emerging Professional's Companion
    www.NCARB.org
    www.aia.org
    www.aias.org
    www.acsa-arch.org

[X] Met

2011 Visiting Team Assessment: The School of Architecture provides ample public resources for education and knowledge of the architectural profession and career pathways available to students both during their education and beyond.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2011 Visiting Team Assessment: These items are readily available online via the School of Architecture's website.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2011 Visiting Team Assessment: The School of Architecture's website provides a direct link to the NCARB website, where ARE pass rates are available.

III. **Appendices:**

1. **Program Information**

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. **History and Mission of the Institution**

Created under Act 68, 1894, of the General Assembly of Louisiana, the University at Ruston has operated under four names: Industrial Institute and College of Louisiana (1894-1898); The Louisiana Industrial Institute (1898-1921); Louisiana Polytechnic Institute (1921-1970); and Louisiana Tech University (1970 - present). Act 68, 1894, provided for the establishment of "a first-class" institution designed to educate citizens of the state in the arts and sciences and in "the practical industries of the age." The school was located on 20 acres of land and in a single building, both donated by the city of Ruston.

The College opened in September 1895, with 200 students and six teachers. Work of the College was conducted in a two-story brick building consisting of eight classrooms, an auditorium, a chemical laboratory, and two offices. Shop work was taught in a small frame building. In 1897, the first commencement was held with one graduate, Harry Howard. Mr. Howard was not required to go through a formal graduation program. After his qualifications were examined. Col. A.T. Prescott, the school's first president, awarded the degree. The first graduation exercises were not held until the following year, 1898, when ten degrees were awarded in a ceremony at the Ruston Opera House.

From 1897 until 1921, the College granted the Bachelor of Industry junior level degree. On June 15, 1921, the first baccalaureate degree was granted. The State Board of Education first authorized the offering of existing graduate degrees as follows: master's degree programs in engineering, mathematics, science, and education in 1958; a specialist degree program in education in April 1967; and three doctoral degree programs in December 1967. The first doctoral degree was awarded in May 1971. The University currently offers doctoral degree programs in applied computational analysis and modeling, business administration, counseling and industrial/organizational psychology, education, engineering, biomedical engineering and audiology.

Enrollment approximates 11,200 students, and the physical campus has grown to over 130 buildings since 1894. There are approximately 260 acres on the main campus; a 472-acre demonstration farm; over 500 acres of forest land in Webster, Winn and Lincoln parishes. Louisiana Tech University leases four acres of farm and pasture lands for the animal production units and operates facilities at the Ruston Airport in support of the Professional Aviation program. Louisiana Tech University's recent construction projects have included a new Biomedical Engineering Building (2007); new Student Housing (2007-2010) and the Center for Entrepreneurship and Information Technology (to be dedicated in 2010). Future projects include Tech Pointe (a business incubator, currently under construction), a new College of Business building, a new pool complex at the Intramural Center and a new Field House for the Athletics department.

One of the most significant projects in the history of Louisiana Tech University is currently underway. Enterprise Campus is a 50-acre research park located on the eastern edge of the campus and adjacent to downtown Ruston. Enterprise Campus at Louisiana Tech University represents a new era for the institution, signifying the commitment that the University has made to building strong research partnerships with the private sector.

Enterprise Campus will "enrich learning experiences for students, provide research synergies between tenant companies and faculty, and accelerate technology transfer through collaborations with those who are most effective at commercializing technologies. Enterprise Campus will be a vibrant extension of Tech's main campus, connecting it with downtown Ruston and creating an attractive district for business locations. It will be an open, inviting, and pedestrian-friendly complex giving all who enter the opportunity to experience the convergence of a beautiful traditional college environment with a forward looking commercial research district." Construction of Tech the new College of Business building are the first buildings planned for Enterprise Campus. http://www.latech.edu/enterprise/

Louisiana Tech University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679- 4501) to award associate, baccalaureate, master's, and doctoral degrees. Initially accredited in 1927, the University has maintained accredited status since that date. In addition, ninety-eight percent of all academic programs eligible for accreditation have been accredited individually by respective accrediting bodies. http://www.latech.edu/academics/accreditation.shtml

University Mission
Louisiana Board of Regents' Statement for Louisiana Tech University (adopted 2008) *Louisiana Tech University recognizes its threefold obligation to advance the state of knowledge, to disseminate knowledge, and to provide strong outreach and service programs and activities. To fulfill its obligations, the university will maintain a strong research, creative environment, and intellectual environment that encourage the development and application of knowledge.*

Recognizing that service is an important function of every university, the Louisiana Tech provides outreach programs and activities to meet the needs of the region and the state.

Louisiana Tech views graduate study and research as integral to the university's purpose. Committed to graduate education through the doctorate, it will conduct research appropriate to the level of academic programs offered and will have a defined ratio of undergraduate to graduate enrollment. Doctoral programs will continue to focus on fields of study in which the University has the ability to achieve national competitiveness or to respond to specific state or regional needs. As such, Louisiana Tech will provide leadership for the region's engineering, science and business innovation.

Louisiana Tech is categorized as an SREB Four-Year 2 institution, *as a Carnegie Doctoral/Research University, and as a COC/SACS Level VI institution. Louisiana Tech will not offer associate degree programs. The university maintains defined standards for admission. Louisiana Tech is located in Region VII.*

Louisiana Tech University Mission Statement
Louisiana Tech University is a comprehensive public university committed to quality in teaching, research, creative activity, public service, and economic development. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level and interdisciplinary education in its areas of strength. Louisiana Tech offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise.

Louisiana Tech maintains, as its highest priority, the education of its students. To that end, it recruits a faculty committed to teaching and advising, a student-oriented faculty

dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides, in a challenging, yet safe and supportive environment, extra-curricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business and civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who see research and teaching as intertwined, complementary, and interdisciplinary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University understands its community and civic obligations. Through on-campus learning, through its off-campus presence, through outreach programs and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

As a university with a rich engineering heritage, Louisiana Tech has a special responsibility to integrate advanced technology into teaching and learning. At Tech, advanced technology supports quality teaching, research, administration, and service. The University is committed to providing its students with the advanced technological skills that will help to ensure their success both in the internal environment of the University and in the wider surrounding community.

The University and 21st Century Higher Education
The Fisher Report
In February 2007, the Board of Supervisors for the University of Louisiana System contracted with educational consultant Dr. James Fisher to provide an institutional review of Louisiana Tech University (Tech). Dr. Fisher agreed to:

- Identify and appoint a team of persons considered authorities in higher education and experienced in conducting institutional reviews and also to serve as lead reviewer;

- Conduct an objective assessment of the general condition of Louisiana Tech University and identify opportunities for operational improvements; and

- Formulate specific recommendations that address (1) academic programs, (2) technology, (3) faculty, (4) students, (5) administration, (6) budget and finance, (7) intercollegiate athletics and auxiliary services, (8) senior officers, (9) private support and outside grants, (10) public relations, (11) governance, both Board and campus, and (12) other issues and conditions presented during the course of the Review.

In February and March of 2007, a team of higher education professionals reviewed the general condition of Tech by assessing materials and conducting on-site interviews, which were carried out on March 18-21, 2007. The purpose of the Review was to assess the condition of the University from an objective and uninvested but informed perspective. It was felt that a completely objective assessment would candidly identify and address issues affecting Louisiana Tech University and help establish a tentative agenda for the immediate future.

Before beginning interviews, team members read and evaluated materials assembled by Tech staff and position papers prepared by the President and the Vice Presidents for Academic Affairs, Finance and Administration, Research and Development, Student Affairs, University Advancement and the Graduate School. All counted, over 300 persons were interviewed including faculty, students, staff, alumni, elected/appointed officials, area residents, local business persons, members of the Board of Supervisors and Board of Regents, potential benefactors, professionals at the regional and national levels, persons selected because of special knowledge, and randomly selected persons. Interviewees were selected based on position, stratified random sample, and random sample. All interviews followed a general format that included 18 separate areas. Interviewers were to ask about each of the areas and all interviewed were advised that their opinions might be used in the final report but without attribution.

The findings of the Louisiana Tech University Review by James L. Fisher, Ltd. may be found at the following URL:
http://www.latech.edu/administration/tech_institutional_review_final.pdf

The University has utilized the findings and recommendations in the *Fisher Report* to proceed with a new mission and vision for the University called *TECH 2020: Tomorrow's Tech Today.*

TECH 2020: Tomorrow's Tech Today
http://2020.latech.edu/

Mission and Vision
Tech 2020 is a roadmap for Louisiana Tech University's transition from a very good institution to a great one – one that most effectively serves the citizens of the State of Louisiana and prepares us to be competitive in this complex and rapidly changing world.

Louisiana Tech University will be recognized as a top public research university with an unparalleled integrated educational experience.

Tech in the Year 2020
Louisiana Tech will become one of America's top public research universities with highly acclaimed and award-winning faculty who value and contribute to the rich learning environment.

- Providing an educational experience for all students that integrates the best in experiential learning from the classroom to the laboratory to the living environment to the community and beyond.
- Featuring extensive interdisciplinary courses and curricula that provide unique learning opportunities and prepare all graduates to succeed in the Flat World.
- Operating an Honors College that provides students from diverse backgrounds with a highly interactive personalized learning environment that is comparable to the best of the Ivy League schools.
- Implementing strong doctoral programs that support interdisciplinary and disciplinary research in all colleges focused in areas of research strength.
- Offering graduate programs that not only provide students with high quality educational and research experiences, but that also prepare graduates to serve their organizations and communities as leaders.
- Featuring a laboratory school expanded through 12 grades - a place where students are exposed to cutting-edge learning approaches, where teachers from schools in Lincoln Parish and beyond develop new skills, and where the

curricula that shape Louisiana's future PK-12 education programs are developed and piloted.
- Incorporating a Research Park that provides opportunities for faculty, students, graduates, and others to work with high-growth and high-wage technology businesses, and that serves as a magnet for the recruitment and retention of bright citizens for North Louisiana.
- Distinguishing its storied athletics program that is writing new chapters of success as an athletic champion that competes with integrity.
- Connecting seamlessly to information, resources, decision-making tools, people, communities...anyone, anywhere, anytime.
- Managing well-established service learning programs across all colleges that allow students to work together and use their newfound knowledge and skills in ways that create a better world for all humanity.
- Launching more pioneering majors (such as nanosystems engineering) that prepare undergraduate and graduate students to enter a global job market.
- Teaching and living the sustainable practices that will ensure future generations won't be burdened by toxic waste, reduced energy supplies, or lack of water.
- Connecting the campus to downtown Ruston via a green space with reflecting pond that is anchored by Green villages and a park system with a universal wireless connection in Ruston's historic cyber downtown.

Focus Areas

Tech 2020 identifies strategic focus areas for the University:
- To support high quality education from birth through life
- To enrich the learning outcomes for all students through highly integrated and interdisciplinary programs that encompass service learning and global awareness
- To build an innovative research and graduate program that is nationally prominent and aligns with Louisiana and national economic interests

Tech 2020 sets challenging goals by which the University will benchmark its progress

Graduation rate of 70%
- First-year retention rate of 85%
- 25% of first-time freshmen in the top 10% of their high school class
- 20-25% graduate students
- Triple our research productivity
- 10 patents granted per year
- 20 active tenants & five graduates per year from our Technology Incubators
- Research Park with six tenant companies
- Triple our endowment

It is the considered judgment of the Louisiana Tech University Family that an enrollment of 15,000 students would maximize the achievement of these goals.

B.   **History and Mission of the Program**

School of Architecture Context
The School of Architecture at Louisiana Tech University is Louisiana's only professional degree program in architecture north of the I-10 corridor. Ruston, Louisiana is located at the intersection of State Highway 167 and Interstate 20, which connects Ruston to Shreveport and Dallas to the west and Monroe, Jackson, Birmingham and Atlanta to the east. Ruston is closer in proximity to the cities of Dallas, Texas; Little Rock, Arkansas; Jackson, Mississippi and Memphis, Tennessee than to New Orleans.

Serving the population of north Louisiana (over 75% of in-state students come from northern half of the state), the Louisiana Tech University's School of Architecture requires approximately four hours of car travel to its closest in-State program (University of Louisiana at Lafayette); approximately four and one half hours of car travel to the two Baton Rouge programs (Louisiana State University and Southern University) and approximately five and one half hours of car travel to New Orleans (Tulane University). By comparison, the travel time between the three programs in Baton Rouge and Lafayette is less than one hour along Interstate 10.

The observation of geographic location within the State of Louisiana is important. Louisiana Tech University and its School of Architecture not only serve the State of Louisiana but primarily, due to its location, the northern half of the State, southern Arkansas, eastern Texas and Western Mississippi. The extensive and numerous service projects undertaken by the School's faculty and students, the practice ready graduates and summer interns who become employees of the region's architectural offices, and the professional continuing education outreach initiatives offered by the Louisiana Tech University's School of Architecture, would not be realized without its presence in the region.

School of Architecture History/Timeline

1968	a 4+2 architecture curriculum established; Milton Pickett named first department head
1969	first students enter architecture curriculum
1976	Tom McNaulty named department head; NAAB pre-accreditation visit
1978	curriculum changed to a 5 year B. Architecture with a built-in 4 year B.A. degree; Edward V. Kemp named department head; NAAB accreditation visit
1979	Creative Continuum held for the first time with Amy Freeman Lee, Don Koberg, Robert Preusser, Peter Waldman, Rodolfo Machado and Herb Greene as participants
1980	NAAB accreditation visit
1983	NAAB accreditation visit; Peter Schneider named department head
1985	elimination of built-in B.A. degree; Creative Continuum returns as a debate between Peter Eisenman and Stanley Tigerman moderated by O. Jack Mitchell
1986	NAAB accreditation visit; Creative Continuum is a dialogue between George Ranalli and Michael Sorkin; duplicate program review by Board of Regents
1989	NAAB accreditation visit; Novem Mason named interim department head
1990	Dr. Dennis Radford named department head
1992	Students construct Habitat for Humanity house; Creative Continuum returns from a hiatus as a dialogue between Nancy Holt and Peter Pfau; students design and construct "The Cardboard House" in Creative Continuum charette with Peter Zweig
1993	Creative Continuum is a dialogue between Wellington Reiter and Susan Joy Share

1994   NAAB accreditation visit; Creative Continuum is a dialogue between Niall Kirkwood and David Wills; interior design program moves to architecture program from art department; professional in- residence position established for architecture program; Henry Stout named interim department head

1995   Board of Regents establish School of Architecture; creation of linkage agreement with the Escuela del Habitat at the Universidad Autonoma de San Luis Potosi, Mexico; Creative Continuum is a dialogue between Perry Blake and Mark Robbins; FIDER accreditation visit

1996   Creative Continuum is a dialogue between Dr. Jay Bolter and Michael Benedikt; Board of Regents' duplicate program review begins

1997   NAAB accreditation visit; Creative Continuum is a dialogue between Dr. Larry Hickman and Dr. Alan Borkman; Dr. Kenneth Schaar receives a $5000 grant from Metal Building Manufacturers Assoc.; Board of Regents' duplicate program review ends

1998   Result of Board of Regents' duplicate program is a collaborative agreement between the four state-supported programs; Henry Stout named Director of the School of Architecture; Dr. Kenneth Schaar receives $100,000 BORSF grant to digitize William King Stubbs Architecture Archive; Dr. Kenneth Schaar and Associate Professor Robert Fakelmann receive $10,000 grant from Metal Building Manufacturers Assoc.; architecture curriculum credit hours reduced from 174 to 159

1999   Group of students under the direction of Assistant Professor Guy Carwile receives 2nd Place in the Peterson Prize competition

2000   NAAB accreditation visit; Associate Professor Robert Fakelmann and Assistant Professor William Willoughby receive $123,000 BORSF grant for a 3d digital input and output studio; Assistant Professor William Willoughby receives $21,000 BORSF grant to present a series of symposia discussing critical practice issues in architecture; School establishes the Community Design Assistance Center; group of students under the direction of Assistant Professor Guy Carwile receives 2nd Place in the Peterson Prize competition; architecture faculty select Assistant Professor Karl Puljak to serve as architecture program chair

2001   A group of students under the direction of Assistant Professor Guy Carwile receives 1st Place in Peterson Prize competition; William B. Weiner Memorial Lecture held in conjunction with Design Expo in Shreveport with Ralph Rapson as lecturer; FIDER accreditation visit; School of Architecture implements a selective admissions policy

2002   Ground broken for the reconstruction of Hale Hall; William B. Weiner Memorial Lecture held in conjunction with Design Expo in Shreveport with Brian McKay-Lyons as lecturer; architecture program's degree design project or comprehensive project changes from a traditional design-on paper scenario to a design-construct scenario with Associate Professor Professor Karl Puljak

2003   Associate Professor Robert Fakelmann and Assistant Professor William Willoughby receive $112,000 BORSF grant for enhancing 3d studies within the design studio; fabrication/assembly shop constructed on the farm campus for the School's use; group of students under the direction of Associate Professor Guy Carwile receives 2nd Place in Peterson Prize competition; William B. Weiner Memorial Lecture held in conjunction with Design Expo in Shreveport with Barton Myers as lecturer; School establishes an enrichment week in the Fall and Spring Quarters for lectures, workshops, demonstrations, etc.; Fifth-year design students with Kinzleman Kline Gossman of Cincinnati, Ohio participate in a master planning charette for the City of Ruston

2004   Creative Continuum hosts a dialogue between Hani and Karim Rashid; William B. Weiner Lecture held in conjunction with Design Expo in Shreveport with Robert Hillier as lecturer; request made to Board of Regents to reconfigure

architecture curriculum from 5-year B. Architecture program to a 4-year B.S. in Architectural Studies program and a 1-year M. Architecture program; School occupies the reconstructed Hale Hall; group of students under the direction of Associate Professor Guy Carwile receives 3rd Place in Peterson Prize competition

2005   Louisiana Board of Regents approves and establishes new Master of Architecture (30 credit hour professional degree program) and Bachelor of Science in Architectural Studies (138 credit hour pre-professional degree program); NAAB accreditation visit; student complete; students complete construction of a picnic pavilion at Lincoln Parish Park and a bunkhouse for the Louisiana Methodist Children's Home; group of students under the direction of Associate Professor Guy Carwile receives 1st Place in Peterson Prize competition. Karl Puljak named as Interim Director

2006   Associate Professor Kevin Stevens to serve as Architecture Program Chair; Students complete construction of first house in collaboration with Habitat for Humanity. Robert Fakelmann and Assistant Professor Michael Williams receive $142,000 BORSF grant for full scale CNC fabrication equipment (CNC router, CNC plasma cutter, CNC milling center) for the fabrication/assembly shop; Robert Fakelmann and Troy Malmstrom receive $43,000 from the Louisiana Tech Student Technology Fee Board (STFB) for a laser cutting system; group of students under the direction of Associate Professor Guy Carwile receives 2nd Place in Peterson Prize competition; School receives Curricular Award from the American Democracy Project for service learning projects

2007   First graduate of the new Master of Architecture program; students complete construction of second house in collaboration with Habitat for Humanity; School receives $19,000 for an artificial lighting laboratory; group of students under the direction of Professor Guy Carwile receives Honorable Mention in Peterson Prize competition. Karl Puljak named as Director

2008   Students complete construction of third house in collaboration with Habitat for Humanity; two graduate students complete first "digitally fabricated" project; School receives a $3,700 STFB grant for a digital surveying system and a $10,995 for a 3-D scanner; Grambling State University concludes its course offerings of Statics and Strength of Materials, Steel/Wood Structural Design and Reinforced Concrete Design to Louisiana Tech University architecture students: Structures coursework for architecture students commences on the Louisiana Tech campus in Spring quarter

2009   Instructional Policy Committee at Louisiana Tech University approve a series of course additions, changes and deletions in the Bachelor of Science in Architectural Studies program; students complete construction of fourth house in collaboration with Habitat for Humanity (Louisiana's first LEED certified house outside of New Orleans, a silver rating); Professor Robert Fakelmann and Michael Williams receive $141,000 BORSF grant for digital prototyping and scanning within the design studio; Lisa Mullikin receives a $12,450 STFB grant for a heliodon; one of three national panelists in the Walter Wagner Forum at the 2009 AIA National Conference in San Francisco; School collaborates with Department of History to plan summer study abroad opportunities (Florence and Berlin)

2010   School recognized in *Architect Magazine* as a program "that excels in Design/Build;" last student in Bachelor of Architecture professional degree program graduates; students complete construction of fifth house in collaboration with Habitat for Humanity; initiated Berlin study abroad program with sixteen students participating; School recognized in *Architect Magazine* as a program "that excels in Design/Build"

School of Architecture Vision Statement
http://www.arch.latech.edu/SOAhome.htm
Existing in two places - the physical setting of north Louisiana and in part electronically through the Internet - the School of Architecture brings together educators, students, lecturers, practitioners and interested public to mutually collaborate in an architectural education that blends tradition and innovation with craft and technology in order to impact its region and operate globally.

More specifically, this entails:

- *Providing educational opportunities for multiple constituencies through undergraduate and graduate degree programs, post-professional certificate studies, continuing education programs, service-learning initiatives, domestic and international study tours, public lecturers and symposia, and exhibitions.*
- *Providing educational opportunities that value collaboration, and involve the life-long student of architecture in the continual discovery and understanding of the production of architecture as a multi-discipline design and cultural practice.*
- *Contributing to architecture and architectural education through leadership and participation in research, creative work, community service, and professional organizations*

School of Architecture Mission Statement
http://www.arch.latech.edu/SOAhome.htm
*Recognizing that architecture is one of the basic or root arts in human culture, the primary mission of the School of Architecture is **to provide an accredited professional degree program in architecture that is reflective of the architect's role as the primary shaper and steward of the built environment throughout the life cycle of its buildings and communities.** Additionally, the School of Architecture acknowledges that the conscientious making of the built environment is a collaborative endeavor, and consequently its secondary mission is to provide accredited degree programs in allied fields of study that share responsibility for influencing and effecting the nature and quality of the built environment.*

More specifically, this entails:

- *Teaching architecture in a manner that places a premium on design excellence understood as transcending mere utility to meet intellectual, aesthetic and spiritual needs.*
- *Teaching architecture with an emphasis on design excellence informed by ethics and an appreciation of the cultural, social and physical contexts.*
- *Teaching architecture by placing value on design excellence as the preservation of the environment, the maintenance of sustainable growth and change, and the embodiment of appropriate cultural patterns, values and forms*
- *Teaching architecture through understanding the relationship between what has been and what could be, and investigating both the timeless and the topical as measures of design excellence.*
- *Teaching the critical theoretical framework and skills necessary to challenge current methods and paradigms of practice in architecture and its allied fields.*

- *Teaching architecture and its allied fields within the context of the liberal arts and sciences by stressing the integration of knowledge from other disciplines in a process of design comprised of analysis, synthesis and production.*
- *Teaching architecture through School supported travel to regionally, nationally and internationally significant sites and places.*

Architecture Program Mission Statement
http://www.arch.latech.edu/Programs.htm

To provide a comprehensive and uncompromising, balanced and demanding education in the art (poetic expression), craft (technical processes) and practice (professional services) of ethical building through the polytechnic tradition of "hands-on" experiences and empirical learning that prepares an individual to be an architect who engages the community in the fullest sense of the term.

C.   Long-Range Planning

The process for self-assessment is both continual and well developed within the architecture program. The program has, in many respects, been the object of an almost continuous process of review since it initially requested an NAAB Advisory Visit in 1976. It has responded to the concerns, recommendations, suggestions, and criticisms of approximately twenty discrete, external review teams, with the most recent being the 2005 NAAB visit.

The University in preparation for the 1994 SACS visit instructed each academic unit to begin a formal assessment procedure of its academic, research, and public service activities. Additionally, the University charged each academic unit with the preparation of a five-year plan. The plan is central to the University's budget review and allocation process and to its strategic planning process in order to ensure that it is offering effective education and support programs to its students, faculty, and staff.

The architecture program in developing its 1996-2001 Strategic Plan involved student-faculty task groups and a strategic planning group composed of alumni and non-alumni practitioners. These diverse groups worked both independently and collectively in preparing and revising the adopted strategic plan, and the strategic planning group has continued to monitor the program's progress relative to the plan's constituent parts.

In developing the 2002–2007 Strategic Plan, the Director convened a reconfigured Strategic Planning Group consisting of alumni and non-alumni practitioners, faculty, and students. The Strategic Planning Group began meeting quarterly in 1999, and initially worked on assessing the progress being made and refreshing the 1996 – 2001 Strategic Plan. From this initial work, the 2002–2007 Strategic Plan began to take shape, and ultimately became the document included in this Architecture Program Report.

The 2002-2007 Strategic Plan was reviewed and accepted by the University's administration, and currently it is reviewed and refreshed annually by the School's Strategic Planning Group. As currently configured, the Strategic Planning Group consists of the Dean of the College of Liberal Arts, Director of the School of Architecture, Program Chair of Architecture, Program Chair of Interior Design, Foundation Level Coordinator, Professional Concentration Coordinator, President of AIAS, President of ASID Student Chapter, and 3 members from each Program Advisory Council.

Tech 2020
At the conclusion of the 2007 planning period, discussion from the University administrators began of the *Tech 2020*. As the University established the vision and mission for the institution, the Divisions of Academic Affairs, University Research, Finance and Administration, University Advancement, Student Affairs, Enrollment Management and the Graduate School have developed key focus areas and benchmarks for the University. In doing so, the Division of Academic Affairs has worked with the University's Colleges (Applied and Natural Sciences, Business, Engineering and Science, Education, Liberal Arts and the Graduate School) to identify how each academic unit of the University will contribute to these focus areas and benchmarks. The School of Architecture, as a School in the College of Liberal Arts, has been in discussion with the Dean, Associate Dean and the other units in identifying roles and opportunities within *Tech 2020*.

Due to the evolution of the *Tech 2020* Strategic Plan, the School of Architecture's 2002-2007 Strategic Plan has been extended and modestly amended over the past three years in the School's preparation to utilize and to fully participate in *TECH 2020*. To reach this goal, the University is currently developing the *2010 Roadmap* to guide the University community towards the fulfillment of its long-range goals.

The 2010 Roadmap
TECH 2020 in 2010 is the University President's initiative to renew, refresh, and refocus the original *TECH 2020* strategic plan to ensure that the University stays in tune with academic, economic, and research trends in the State, region, and nation. The *TECH 2020* Steering Committee, appointed by the viewed as strengths and challenges to Louisiana Tech University.

The Steering Committee has developed a "Roadmap" for *TECH 2020* in 2010 to serve as a starting point for discussions among the constituents of the University. Initially, seven Focus Areas have been identified as critical to sustaining the University's growth and economic viability: Recruitment, Retention, Student Success, Enrollment, Diversity, Institutional Partnerships, and Research & Development.

To facilitate campus-wide discussion and to foster broad-based engagement with University President's initiative, the Steering Committee has developed a preliminary list of implementing strategies, actions, agents, and target dates under each of the Focus Areas. This Roadmap is designed to be the catalyst for discussion, brainstorming, developing strategies, and assessing outcomes with a view to improving and enhancing the University. As such, the Roadmap is a living document, subject to revision and open to creative problem solving. The Roadmap is designed to be a catalyst for discussion, brainstorming, developing strategies, and assessing outcomes with a view to improving and enhancing the University.

Current progress of the working groups for the *2010 Roadmap* can be view on the University website: http://2020.latech.edu/tech_2020_in_2010/working_groups.shtml

The Program's Mission Statement and Long-Range Planning

The mission statement for the architecture program contains three dimensions – **art, craft** and **practice** of ethical building – that may be assessed or measured to establish the progress being made in fulfilling its mission. The School and the architecture program rely on a survey instrument to gather data on these three dimensions from graduating students and alumni, and from project evaluation forms completed by external reviewers participating in the final project reviews for the professional concentration studios.

The data collected from the graduating students and alumni, who responded to the survey in 2008-2009 and 2009-2010, suggest that the program's mission is being fulfilled as 100% of the respondents indicated they were satisfied with their level competency in each of the three dimensions. As positive as the results of the survey have been for the past two academic years, the results of the previous project evaluation forms are only marginally different. In 2008-2009, for example, the external reviewers assessed 88% of the projects reviewed as being competent in each of the three dimensions of the mission statement. The external reviewers assessed 88% as competent in the art, 94% as competent in the craft, and 100% as competent in the practice of ethical building.

The architecture program has responded to the three dimensions of its mission statement and continues to evolve its responses to these dimensions through its studio pedagogy, support courses, facilities and digital technology, and enrichment activities. Examples of the evolving responses are the design construct projects undertaken in ARCH 415 – 425 (formerly in ARCH 480 – 490) which require students to apply their knowledge of the art, craft and practice of ethical building; the expansion of a model and prototyping shop within Hale Hall and enhancing the tools and facilities of the fabrication/assembly shop on the farm campus; the establishment of course content associated with examining and exploring the application of rapid-prototyping technologies to the art, craft and practice of ethical building; and the connecting of the School's lecture series to each of the mission's dimensions.

Strategic Plan

1.0 Human Resources:

Students
The 1996-2001 Strategic Plan set a goal of establishing an architecture program with a "critical mass" of 175 FTE architecture majors by 2001. In the 2001 Fall Quarter, the FTE major headcount stood at 228 architecture majors. In preparing the 2002-2007 *[and through 2010]* Strategic Plan, the Strategic Planning group looked at this growth against the goal of building "a quality collaborative educational community comprised of life-long students of architecture". To this end, a strategy was devised to stabilize the undergraduate FTE architecture major headcount at 216 majors through the implementation of a selective admissions policy. Implemented with the entering class of the 2001 Fall Quarter, the selective admissions policy has been an effective enrollment management tool. The 2009 Fall Quarter FTE architecture major headcount was 173 in the pre-professional BSAS program, 8 in the professional Bachelor of Architecture program (to be concluded in December 2010), 15 in the Master of Architecture program with an additional 10 FTE pre-architecture major headcount, for a total of 206 in the degree programs.

The School of Architecture and its architecture program have begun to implement other strategies to achieve Objective 1.1 of the 2002-2007 *[and through 2010]* Strategic Plan. The School's website has been modestly redesigned in 2009 for the benefit of prospective students, and the School has begun to carefully monitor the faculty-student ratios in its course offerings that reflect the optimal ratios to effectively teach architecture's requisite knowledge and skills.

Faculty
The 1996-2001 Strategic Plan set a goal to continue the diversification of the faculty, and this remains present in the 2002-2007 *[and through 2010]* Strategic Plan's Objective 1.2. The School of Architecture made modest progress on the gender, racial and ethnic diversity of its faculty between 1996-2001, and the progress has continued since 2001. During the 2009-10 academic year the architecture program faculty had two tenure-track

positions filled by females with one holding architectural licensure. Additionally, the interior design program had two tenure-track positions held by two females, each with licensure with an Indian national holding an undergraduate degree in architecture in addition to a terminal degree in interior architecture. The School will continue to work hard at identifying potential candidates that offer further gender, racial and ethnic diversification; to recruit potential candidates, and, finally, to offer competitive employment packages, in light of current economic difficulties that have become a reality in higher education in Louisiana, including Louisiana Tech University.

Staff
The 1996-2001 Strategic Plan set a goal to provide adequate, qualified support of the School's information technology and construction/model shop infrastructure, and this remains present in the 2002- 2007 *[and through 2010]* Strategic Plan's Objective 1.3. The School of Architecture and its architecture program have implemented one of the strategies identified by the Strategic Planning Group to utilize the School's graduate assistantship monies to utilize students from the new professional program in architecture (M.Arch) to provide local area network, rapid, and digital prototyping support. Currently, the School utilizes the services of four graduate assistantships.

The School of Architecture had sought a means of providing supervision and maintenance of its various shops with a staff position. It was suggested by the Strategic Planning Group that an assistantship position(s) be utilized. The School of Architecture now utilizes one graduate assistant position to assist with routine maintenance and extended operational hours of the fabrication and assembly workshop on the University's south campus. Additionally, the School of Art provides a graduate assistant to extend the operating hours of the Art and Architecture workshop. Most significantly, Schools of Art and Architecture receive technical support through the services of a half-time staff position to maintain the Art and Architecture workshop.

Additionally, the Strategic Planning Group in the 2002-2007 *[and through 2010]* Strategic Plan felt there was a staffing need to address the cataloging and maintaining of the School's analog and digital image collections. Consequently, in the 2003-2004 academic year, the School of Architecture utilized two student workers to accomplish these tasks under supervision of Digital Image Collection task group. This process has largely been concluded and met. The only pending item would be considering digitizing the VHS video tapes to a DVD format; however, due to the quality of the VHS images and the availability of most titles available on DVD, this activity has been placed on hold.

2.0 Human Resource Development:

The 1996–2001 Strategic Plan had only two goals in this area: to emphasize improvements and innovations in the instructional capabilities of the School's faculty, and to develop research initiatives that support the School's mission and enhance the undergraduate programs within the School. As the Strategic Planning Group reviewed the 1996–2001 Strategic Plan, it realized that the two goals had essentially been accomplished through the School's continued pursuit of State of Louisiana Division of Historic Preservation's H.A.B.S. documentation grants, and the University's acquisition of the courseware application Blackboard. Additionally, the Strategic Planning Group realized that the 2002-2007 *[and through 2010]* Strategic Plan needed to have a more expansive goal and, consequently, formulated the goal "to maximize the potential of both the educational community and each individual within it".

The School of Architecture and its architecture program have implemented many of the recommended strategies for accomplishing the Strategic Plan's stated objectives for human resource development. The School of Architecture has prioritized its operating

budget to support the faculty's opportunities for presenting scholarly, or exhibiting creative, work in regional, national and international venues; established a rotating schedule of field trips to various locations within Louisiana, the region and nation; encouraged faculty and staff to participate in University-offered training and professional development programs; recognized student achievement through an annual recognition reception at the end of the Spring Quarter; and disseminated the School's achievements through the University's and School's websites, local/regional newspapers, and *ACSA News*; and utilized *ARRIS*, the School's online newsletter. Over the past two years, however, the travel funds have been restricted University-wide in an effort to address reductions due to State mid-year budget cuts to higher education. The School, with the support of the College of Liberal Arts and the University President, has been able to offer travel opportunities to its faculty even within a challenging economic context, including participation in such venues as the 2009 ACSA Administrators Conference in St. Louis, the 2009 AIA National Conference in San Francisco, and the AIA Grassroots Conference in Washington, DC.

Prior to the formulation of the 2002-2007*[and through 2010]* Strategic Plan, the School of Architecture established policies and procedures for workload, annual evaluation, and research/creative work that are consistent with those established by the College and the University. The School's Human Resource Development committee has been charged with reviewing and refreshing these policies and procedures during the 2010-11 academic year.

3.0 Physical and Information Resources:

The 1996-2001 Strategic Plan had two simple goals: to provide the necessary hardware and software to support the School's computer policy, and to provide the necessary tools/equipment to support the architecture program's commitment to craft and its tradition of "hands-on" experiences. Both goals were achieved by the end of 2000-2001 academic year in the estimation of the Strategic Planning Group; therefore, the focus shifted in the 2002-2007 *[and through 2010]* Strategic Plan to establishing objectives and strategies that expanded on what was achieved through the 1996-2001 Strategic Plan.

The School of Architecture has achieved Objective 3.1. As experienced by the 2005 visiting team, there has been significant qualitative and quantitative enhancement of the School's facilities through the completion of the reconstructed Hale Hall, and the Fabrication and Assembly Shop. The reconstructed Hale Hall has been furnished and equipped with all new furniture and equipment replacing furniture and equipment purchased over the years since 1973. Additionally, the School continues to utilize the thirteenth floor of Wyly Tower for foundation level design and drawing.

The Strategic Planning Group recognized that in reaching for the School's vision of "existing in two places," the School would need to convert its non-digital or analog images into an accessible digital image library to facilitate the delivery of course on- or off-line. This resulted in Objective 3.2 and several strategies for achieving the objective. The School has implemented two of the strategies and the number of retrievable digital images in the library has increased significantly since 2005 NAAB visit. The School established a Digital Image Collection Task Group, purchased as server, digitized slides, and purchased the *EmbARK Gallery System* collection management system. The School now has over 27,000 digital images accessible to students via password access.

Objective 3.3 focuses on strengthening the notion of craft and the act of "making" within the School through the use of traditional or handcraft technologies. The Strategic Planning Group recommended three strategies to achieve this objective, and the School

has implemented all three strategies. One strategy was to increase awareness and utilization of traditional or handcraft technologies through studio application at Professional Concentration level. The architecture program offers Architecture 350 – Visual Studies and ARCH 559 – Specialized Individual Studio Problems during the Fall and Summer Quarter focusing on handcrafting an object. Students are also encouraged to consider Interior Design 451 – Furniture Design as craft elective where they can increase their awareness and utilization of traditional or handcraft technologies. A second strategy was to hire faculty with demonstrated abilities in traditional or handcraft technologies. Two of the last four faculty hired have this ability, and the individual appointed to the Professional-in-Residence position since 2003-2004 also has this ability. Additionally, a selection of traditional tools of the wood and metal shop in the Art and Architecture annex are currently being considered for upgrade and/or replacement, and in Fall 2009 the Schools of Art and Architecture have formulated plans to seek funding for an enhancement to the inventory. As evidence of progress, the College of Liberal Arts and the Schools of Art and Architecture purchased a new *SAWSTOP* professional cabinet saw to provide a top-of-the-line, efficient, and safe instrument for student and instructional use.

Objective 3.4 serves as a realization that the School of Architecture needed to more effectively integrate and use electronic media and computing and information technologies, proposed strategies for achieving the objective. Again, the School of Architecture has begun to implement the strategies proposed, and their implementation has been greatly facilitated by the hardware and software acquisitions associated with the occupation of the reconstructed Hale Hall. Hale Hall is equipped with both wired and wireless networks seamlessly connecting its offices, classrooms and studios; upgraded and new software applications accessible through either network; upgraded and enhanced peripherals; and two mobile computer labs. Additionally, one of the last four hires by the School of Architecture is highly proficient in computer technology while the other three have a level of competency and proficiency that supports the enhanced use of computer technology across the School's academic life. Recent acquisitions of updated software for faculty (*Adobe CS and Rhino 4.0*) as well as an institutional license for *Bentley Architecture*, further this commitment.

Objective 3.5 acknowledges that the technological environment in which practitioners produce and deliver projects is rapidly changing. The Strategic Planning Group, acknowledging this, challenged the School to look beyond handcraft technologies and towards three-dimensional modeling and rapid prototyping. The School of Architecture and its architecture program have successfully pursued four BORSF grants since to acquire hardware and software associated with rapid prototyping and three-dimensional modeling to substantially achieve Objective 3.5. Additionally, Objective 3.5 has been addressed through hardware and software acquisitions associated with the reconstructed Hale Hall. Besides implementing the two strategies involving increased physical resources, the School has pursued the third strategy of the objective. The third strategy was to hire individuals with demonstrated ability in rapid prototyping or three dimensional modeling. Two of the last four hires have had demonstrated ability and proficiency in these areas. Additionally, three of the last four graduate assistants have demonstrated ability and proficiency in these areas.

4.0 Financial Resources:

The 1996-2001 Strategic Plan set three goals for financial resources. The School of Architecture and the architecture program achieved two of the three goals. As the Strategic Planning Group reviewed the 1996-2001 Strategic Plan, and began thinking about 2002-2007*[and through 2010]* collection management system Strategic Plan, it

realized that even though the goals had essentially been achieved the funding context within which the School and the University operates required a continuation of the goals. Consequently, the Strategic Planning Group condensed the three previous goals into a single goal with two objectives.

Objective 4.1 is to "continue work to secure adequate public funding", and its strategies have been employed by the School. The School has kept the University informed of its needs through the budgeting process, and in relation to salaries has kept the University appraised of national averages for the discipline by rank. The School has also begun to prioritize, according to the Strategic Plan, how it allocates its available financial resources. Accordingly, a significant portion of these resources is allocated to human resource development, and to enhanced support of its physical and information resources.

Objective 4.2 is to "develop private funding sources to supplement and enhance public funding". This continues to be difficult for the School and the architecture program to achieve despite the employment of a variety of strategies over the years. Because the College of Liberal Arts now has an individual within the Louisiana Tech Foundation assigned to it, the School of Architecture has moved forward in identifying and cultivating potential donors.

Increasing the opportunities for communication with alumni and friends has developed since 2007. Alumni and friends mailings have been sent over the last two years through the Office of University Advancement. The School has worked with faculty and students in the Communication Design program to develop a new identity system, a postcard collection and the design of an annual report to reach our alumni base. The email list of alumni and friends continues to grow, providing the opportunity to communicate via email "blasts" of upcoming events. The School has also created an Alumni Database, to provide students with contacts as they identify firm case-studies for their professional practice coursework; to assist the students seeking summer or permanent employment with professional contacts; to offer an opportunity for faculty to inquire alumni about participating in studio reviews and presentations; and to provide the administration with the opportunity to discuss support of the School and its programs.

5.0 Administrative Structure:

The 1996-2001 Strategic plan did not address administrative structure. The Strategic Planning Group in preparing the 2002-2007 *[and through 2010]* Strategic Plan felt it was important to establish goals and objectives for this aspect of the School's life, and for the benefit of its educational community. Consequently, four objectives where formulated and the School has taken actions to achieve all four.

Objective 5.1 is to "offer vision and direction to the School and its academic programs". Its strategies are to keep the Strategic Plan an "evergreen" document, and to reconfigure the Strategic Planning Group to be more inclusive. The School has reconfigured the Strategic planning Group to include the Dean of the College of liberal Arts, Director of the School of Architecture, Architecture Program Chair, Interior Design Program Chair, Foundation Level Coordinator, Professional Concentration Coordinator, President of AIAS, President of ASID student chapter, and three members from each of the two Program Advisory Councils. This reconfigured Strategic Planning group met for the first time during the 2004 Fall Quarter to begin a process of refreshing and renewing the Strategic Plan. Consequently, as the *Tech 2020* evolves, the need to address Objective 5.1 in the current plan will be an important component of the School's contribution to the University mission and vision.

Objective 5.2 is to "cultivate leadership" within the School and its academic degree programs. Its strategies are to term limit the positions of Program Chair and Level Coordinator to a maximum of two-4 year terms, and to rotate the Chair positions of the School's standing committees. Both strategies have been implemented with the current Architecture Program Chair completing his first four year term at the end of the 2010 Fall Quarter, the Foundation Level Coordinator finishing his second four year term at the same time, and the Professional Concentration Coordinator in the midst of his second four year term; and the Chairs of the standing committees being rotated annually now for the past two years.

Objective 5.3 is to "serve as an advocate of the School and architecture". The School of Architecture and the architecture program have faculty and students who are or have been actively engaged advocates through their service on various College and University committees and governance bodies. Currently, the architecture program has one faculty member who serves on the College's promotion and Tenure Committee, and another who serves as one of the College's representatives in the University Senate.

Finally, the students and faculty of the architecture are involved in the local community through service with the HFH/North central Louisiana and University affiliates, the North Central Louisiana Arts Council, the Ruston 21 (the City's comprehensive planning process), and the Council of the AE Phillips Laboratory School. They have served as founding members and in positions as officers of these organizations over the years.

Objective 5.4 is to "assure that all constituencies...are given voice". The School of Architecture has achieved this objective through the implementation of the four strategies. First, more opportunities were provided for participation by students and more faculty members by increasing the number and size of the School's standing committees and task groups. Second, the terms for faculty serving on standing committees was set at three years with one year as Chair. Third, the standing committees were aligned with the sections of the Strategic Plan, and their respective charges keyed to achieve the objectives through the implementation of the stated strategies. Finally, the Architecture Program Advisory Council was reconfigured to involve a more representative mix of stakeholders.

6.0 Programs, Curricula and Degrees:

The 1996-2001 Strategic Plan set three goals in the area of curriculum, and the architecture program achieved those goals. The achievement of these goals resulted in a more liberally-technical curriculum for the architecture program than previously had existed, an expanded number of elective credit hours that permits students to "customize" the curriculum to be able to pursue alternative career tracks, and an expansion of the "hands-on" opportunities available within the architecture curriculum.

With those achievements accomplished, the Strategic Planning Group, in preparation for the 2002-2007 [and through 2010] Strategic Plan, began to look at the School's mission statement for its implications on the goals and objectives for this area of the Strategic Plan. They found three implications that were translated into objectives.

Objective 6.1 is to "offer a diverse palette of professional degree programs, post-professional certificate studies, and continuing education programs...." With the 2005 Board of Regents approval of the reconfiguration of the School's professional program into a pre-professional Bachelor Science in Architectural Studies plus a professional Master of Architecture, the School has achieved its most significant goal within this objective. The School also has identified that opportunities exist to advance this

objective by collaborating with other academic units within the University, merging its interests in design/build, service-learning, and digital fabrication into realms outside of the School of Architecture, such as the College of Engineering and Science, CEnIT, and Enterprise Center.

Objective 6.2 is to "provide diversified, anytime-anywhere access" to the School's offered educational opportunities. The School of Architecture and the architecture program have a history of delivering educational opportunities through a variety of means. These means have included compressed video course offerings hosted by each of the State's four public programs, a compressed video series of symposia on architectural practice offered for continuing education credit to the professional practice community of the State, and the offering of ARCH 391 (Architecture of Louisiana) as an on-line, asynchronous course. The Administrative and Curricula Committee of the School of Architecture has been charged with identifying any additional courses in the current curricula that are appropriate for online, asynchronous delivery to meet the goals of this objective.

Objective 6.3 is to "develop curricula for existing and future degree programs grounded in the appreciation and understanding of architecture...". The School of Architecture has achieved this particular objective through its new professional curriculum.

The architecture program firmly believes it substantially achieved the stated goals of the 2002-2007 *[and through 2010]* School of Architecture Strategic Plan. As a result of these achievements and progress, the School of Architecture and the architecture program are stronger, better, and more focused than either was individually in 2001. Consequently, as it commences on the renewal and refreshment of the existing Strategic Plan, there is a confident eye on developing the promise and potential that will be manifest in the School's contribution to the *TECH 2020* plan.

As the School's Curriculum and Administration Committee and the Strategic Planning Group continue their work, they will seek to identify the trends that are emerging in the profession, and the implications that they will have on architectural education. In addition to identifying trends, the Strategic Planning Group will use data gathered by the School of Architecture and the architecture program through its annual survey of recent program graduates. The survey's instrument asks the graduates of the professional programs in architecture and interior design to assess their preparedness in the art, craft, and practice of building.

Assessment of the effectiveness of the overall curriculum and context is measured by the School and architecture program by gathering data from graduating students, alumni, external reviewers and employers related to the preparedness for an entry level position in an architectural firm. In recent years, the data gathered suggests that the overall curriculum and context is preparing individuals who can compete for and function well in entry level positions in architectural firms. All of the responding alumni (100%) indicated that they were satisfied with their preparedness for an entry level position. The data is further supported by the evaluation letters of the program's students employed in summer internships. An example of such an evaluation of a summer intern is as follows:

> *"...came to work with a positive attitude and a work ethic. He has approached all of his work assignments, including grunt work, with both a willingness and eagerness to learn that was noticed by all who work with him...came to receive his work assignments, he came well prepared and without prompting; seasoned interns could learn a few lessons from him...all of his work was performed thoroughly and on time...is a credit to Louisiana Tech..."*

The School and architecture program ask the external reviewers of the studio projects to assess the preparedness of its students for entry-level positions in architectural firms as evidenced by their respective studio projects. An example of such an assessment from 2008-2009 for ARCH 425 (studio indicated that 67% of the students were assessed as highly prepared or prepared, 33% of the students as somewhat prepared, and none as not prepared.

The reconfiguration of the professional education has capitalized on the strengths of the School of Architecture and architecture program through new curricula and its established educational context.

These strengths, which the School and program have identified, are:

- the School's position as being "clearly highly valued within the Institution" that was recognized by the 2005 Visiting Team;
- the School's facilities in the reconstructed Hale Hall, and the fabrication/assembly shop;
- the School's enhanced digital environment with its focus on rapid-prototyping technology;
- the community-based and service-learning projects undertaken by the Community Design Assistance Center and ARCH 425-435 (formerly ARCH 480-490);
- the "close the loop" approach to studio pedagogy that is evidence between the Foundation Level studios and ARCH 425-435 (formerly ARCH 480-490).

The reconfiguration of the professional education has permitted the School to anticipate new opportunities for itself and/or its architecture program in the coming years. Some of these opportunities that have been achieved are:

- Expansion of distance learning/distributed education offerings to better serve the program's traditional and non-traditional students, off-campus or cooperative programs, and the continuing education needs of the program's surrounding professional community (this has begun with the offering of ARCH 391 – Architecture of Louisiana as an online course offering);
- Establishing a "study-abroad" program (offered to Berlin in 2010; tentatively planned to Florence in 2011);
- Development of a graduate level focus on digital craft and rapid prototyping technologies (as evidenced by the offering of ARCH 559 and opportunities within the ARCH 510/520/530 Comprehensive Design sequence);
- Establishing multidisciplinary design studios involving architecture and interior design majors with those in other academic disciplines (as evidenced by the 2008 New Orleans/Gert Town Project;
- Expanding the inter- and cross-disciplinary work and research into venues such as the CEnIT and Enterprise Campus (as evidenced by participation in current planning efforts of these facilties).

The School of Architecture and the architecture program recognize the significance of what has been accomplished since 2005, and the due diligence that is exercised to see that these accomplishments survive and take root. Consequently, the School of Architecture and the architecture program seeks to maintain its position as being "clearly highly valued within the Institution" that was identified in the 2005 Visiting Team Report. While there remain challenges within higher education in the State of Louisiana and elsewhere, regarding future funding resources and a increased scrutiny on student performance regarding the enrollment, retention and completion within the institution, the architecture program, the School of Architecture, the College of Liberal Arts, and

Louisiana Tech University have endeavored to set a course for the future of the University, as the University President has described, with "vision and veracity."

In the end, the strategic planning process and inherent self-assessment protocols have reaffirmed that the architecture program's mission has established an educational context in which a design-oriented professional education has been institutionalized and perpetuated. Also, it has provided a context which accentuates the interrelated influences of history, theory, physical and cultural context, technology, sustainability, and practice on the form and quality of buildings; values the important traditions, methods, and concerns of the discipline; and expects its graduates to apply and extend these in their practice of the discipline. Ultimately, it assumes they will practice it well.

D.   Self-Assessment

** See 2010 APR for program self-assessment.

2. **Conditions Met with Distinction**

- I.1.3 Response to the Five Perspectives
    A. Architectural Education and the Academic Community
    E. Architectural Education and the Public Good

- II.1.1 Student Performance Criteria
    o A.3 – Visual Communications
    o B.1 – Pre-Design
    o C.3 – Client Role in Architecture
    o C.8 – Ethics and Professional Judgment
    o C.9 – Community and Social Responsibility

3.   **The Visiting Team**

Team Chair, Representing the AIA
Lisa M. Chronister, AIA, LEED®AP
Principal
LWPB Architecture
5909 NW Expressway, Suite 600
Oklahoma City, OK 73132
(405) 722-7270
(405) 722-8373 fax
lchronister@lwpb.com

Team Chair, Representing the ACSA
Kenneth A. Lambla, AIA, Dean
University of North Carolina at Charlotte
College of Architecture
9201 University City Boulevard
Charlotte, NC 28223-0001
(704) 687-4024
(704) 547-3353 fax
kalambla@uncc.edu

Representing the AIAS
Ashley R. Wilson
1811 W. Royale Drive
Apt. 3C
Muncie, IN 47304
(317) 828-6834
arwilson87@gmail.com

Representing the NCARB
James R. Carlson, AIA, NCARB
106 East Killingly Road
Foster, RI 02825
(401) 647-7056
jrcalc1@yahoo.com

Non-voting member
Dr. Branko Kolarevic
Associate Dean in Architecture
University of Calgary
2500 University Drive NW
Calgary, AB
Canada T2N 1N4
(403) 220-7976
(403) 284-4399
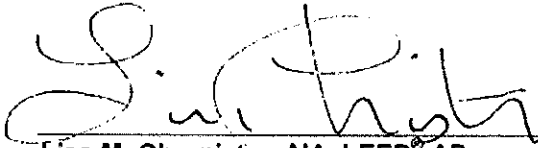branko.kolarevic@ucalgary.ca

Non-voting member
Douglas C. Breckenridge, AIA, LEED®AP
3008 John Cole Place
Monroe, LA 71201
(318) 340-1550
(318) 372-9935 mobile
dbreckenridge@tbastudio.com

IV.   Report Signatures

Respectfully Submitted,

Lisa M. Chronister, AIA, LEED® AP   Representing the AIA
Team Chair
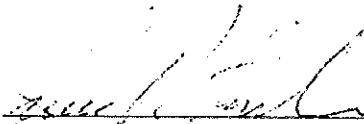
Kenneth A. Lambla, AIA   Representing the ACSA
Team member
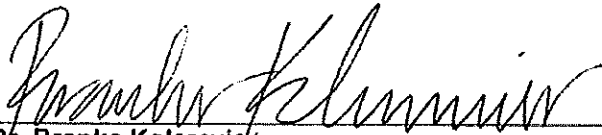
Ashley R. Wilson   Representing the AIAS
Team member
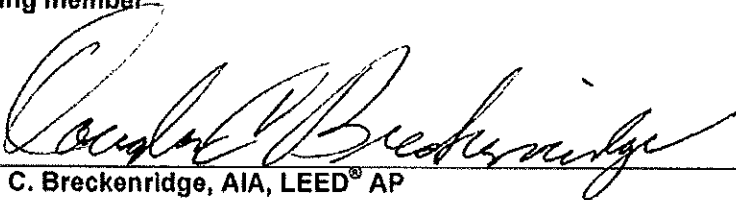

James R. Carlson, AIA, NCARB   Representing the NCARB
Team member

Dr. Branko Kolarevic
Non-voting member

Douglas C. Breckenridge, AIA, LEED® AP
Non-voting member