

Name of Institution: Louisiana Tech University
Name of Academic Unit: School of Architecture

Interim Progress Report

Master of Architecture [138 undergraduate credit hours + 30 graduate credit hours]

Please provide contact information for the following individuals:

Program Administrator: Karl Puljak, Director

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair): Dr. Donald Kaczvinsky, Dean

Chief Academic Officer of the Institution: Dr. Terry McConathy, Vice President

President of the Institution: Dr. Leslie K. Guice, President

Individual submitting the Interim Program Report: Karl Puljak

Name of individual to whom questions should be directed: Karl Puljak

Year of the Previous Visit: 2005

Current Term of Accreditation: Six-Year Term

Submitted to: The National Architectural Accrediting Board

Date: 11 November 2013

NOTES:

1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

Table of Contents

1. Identify & Self Assessment
 - a. History Mission
 - b. Responses to the Five Perspectives
 - c. Long Range Planning
 - d. Program Self Assessment
2. Plans for/Progress in Addressing Conditions Not Met
 - a. Conditions I.1-I.5 or II.2-II.3
 - b. Conditions II.1 (Student Performance Criteria)
3. Plans/Progress in Addressing Causes of Concern
4. Changes or Planned Changes in the Program
5. Summary of Responses to Changes in the NAAB Conditions (NOTE: Only required if Conditions have changed since the previous visit)

1. Identity & Self Assessment

a. History Mission

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Changes/Additions are highlighted.

I.1.1: HISTORY AND MISSION

A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context 21st century higher education.

University History and Founding Principles

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; **completed**), a new College of Business building (**completed**), a new pool complex at the Intramural Center (**completed**) 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.

A brief history of the School of Architecture, its mission, founding principles, and a description of how that is expressed in the context 21st century higher education.

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 practiceready 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.



Louisiana Universities with Professional Programs in Architecture

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

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- 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 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.
- 2011 ARCH 425/435 students complete construction of sixth house in collaboration with Habitat for Humanity; Kevin Singh receives a \$1,500 STFB grant for computing workstation for the the printing/plotting facilities;
- 2012 ARCH 425/435 students complete construction of seventh house in collaboration with Habitat for Humanity; second installment of Berlin study abroad program with thirteen students participating; Kevin Singh receives a \$8,995 STFB grant for a larger format digital scanner; Kevin Singh received a \$37,600 BORSF grant for four large-format touchscreen digital monitors and cameras; Kevin Singh received a \$5000 Lagniappe Ladiest grant for the purchase of tools and materials for HabiTECH; Community Design Assistance Center is renamed Community Design *Activism* Center.
- 2013 ARCH 425/435 students complete construction of eighth house in collaboration with Habitat for Humanity; ARCH 335 students complete construction of Huckleberry Trails entry pavilion;

Pasquale De Paola received a \$2,873 Lagniappe Ladies grant for the purchase a MakerBOT 3d Printer; AIAS received a \$5,000 Lagniappe Ladies grant for the support of the chapter's Freedom by Design program.

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 lectures 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.

The School of Architecture and 21st Century Architecture Education

Strength 1: The School of Architecture is among the leaders of the University in community service and outreach.

Character, leadership and service are the attributes that a liberal arts education seeks to instill within a student. The program's liberally-technical curriculum provides an armature for utilizing these attributes to address societal needs through a commitment to "hands-on" experiences. Historically, the program has utilized numerous projects that engage its students with "hands-on," community service experiences, which serve as models of a pro-active profession that leads in shaping the built environment and responding to societal conditions. Two primary of this effort have been the School's tenth consecutive year of **Community Design and Construct** projects and the establishment of the **Community Design Activism Center**.

If state and national eminence rests on the ability of students to produce quality design and enhanced service-learning, even higher eminence rests on the capacity of those students to utilize those capabilities to improve the quality of people's lives. The School's **Community Design and Construct** educational strategy emphasizes a pedagogy in which capstone projects demonstrate student abilities to integrate design skills with knowledge of "materials and methods," while serving the common good. With financial support from corporations, municipal agencies and non-profit organizations (including Habitat for Humanity), the School of Architecture has successfully designed, fabricated and constructed 19 projects over the past ten years that evidence these abilities. Project range in scale and scope from outdoor classrooms to include four uniquely designed houses in collaboration with the local Habitat for Humanity chapter. Together, these projects account for over \$700,000 in construction costs and have enabled the

School of Architecture to become a regional leader in design-build community service. The results of these efforts have been presented at over 15 regional and/or national conferences with articles of the constructions published in venues as wide-ranging as *Imagine: The Magazine of Louisiana Philanthropy* (Summer 2005), *Architectural Record* (September 2006), *Crit: The AIA Journal* (Fall 2006), *suckerPUNCH* (2008), *Summer Institute for Architecture Journal* (2008), and *Dwell.com* (January 2010). Secondly, the **Community Design Activism Center** (CDAC) has successfully completed over 80 community design assistance projects, and its campus component, the University Design Assistance

Center has successfully completed over ten campus planning facility design and projects. CDAC was established in Louisiana Tech's School of Architecture to provide service-learning opportunities for students and to support our communities by envisioning design issues and promoting economic development throughout northern Louisiana. The expanse of CDAC's outreach encompasses nearly every parish in the northern half of the state and has been presented at over 15 regional and/or national conferences, including winning a Curricular Award through the American Democracy Project (2006) and being selected as one of three national panelists in the Walter Wagner Forum at the 2009 AIA National Conference in San Francisco. Now in its third year, a long-term public awareness, planning and design initiative, named the *SOCA Project*, will aim to assist and support an underserved neighborhood on the southern edge of the University campus.

Both the Community Design/Construct and CDAC offer the students in the School of Architecture an opportunity to understand and to partake in the complexities of "the real" with real clients, real projects, real budgets and real time. These experiences within a University education have served the students (and the communities they serve) well and communicate the obligations, the privileges and the opportunities inherent within the profession's societal responsibilities.

Strength 2: Through several grant awards, the School of Architecture is among the leaders nationally of digital design, craft, prototyping and fabrication.

The School of Architecture's leadership in advanced technology among state-supported schools is evidenced by its advances in information processing and dissemination, and project delivery. This emphasis on "digital" craft directly supports the "hands-on" pedagogy of its programs. The School of Architecture was the first state-supported architecture programs in Louisiana to create an in-house computer lab (1991); network all facilities (1995); offering on-line courses through the *Southern Regional Electronic Campus* (1998); digitizing the *King Stubbs Archive* (BoRSF 1997-1998); offer *Shared Electronic Symposia on Practice Issues* (BoRSF 2000-2001); provide a *Digital 3-D input and Output Studio* (BoRSF 2000-2001); develop a *Studio for Enhanced 3-D Studies and Rapid Prototyping* (BoRSF 2003-2004); adopt a "state-of-the-art" infrastructure with the Hale Hall reconstruction (2004); developing a *3-D Digital Fabrication and Assembly Studio* (BoRSF 2006-2007); introduce "state-of-the-art" *laser cutting technology* with University support (2006); enhance existing 3-D modeling and 3-D scanning capabilities of *3-D Laser Scanner* with University support (2008) and *The Digital Prototyping Studio Upgrade and Enhancement* (BoRSF 2008-2009); utilize and deploy "Maker Bots" in the studio/classroom to self-generated 3-D printers (College Support 2010); **enhance digital architectural presentations and video conferencing capabilities via Touch Screen Monitors and Webcams for Enhanced Studio Critiques** (BoRSF 2012) and **implement new plastic printing technology (Lagniappe Ladies Grant/University Foundation 2013)**. This combination of BoRSF awards and University support has enabled the School of Architecture to sustain a leadership role in teaching innovative technologies that are shaping the 21st century architectural practice.

The School of Architecture's digital pedagogy is modeled after emerging paradigms for the 21st century architectural practice in which data is extrapolated from small hand-built models, refined and prototyped for evaluation, and realized through full-scale digital fabrication. It places the School in the unique position to bring digital craft technologies that drive a real-world leading edge practice to students of architecture and into the regional practice community. This endeavor of linking technology and architecture students to the State's professionals is sustained with a reliable state-of-the-art infrastructure through which the technological skill-sets of a 21st century workplace can be nurtured, enabling the School of Architecture to build an educational thread at the professional level. It will further enable the School to sustain its commitment to promote technological literacy in higher education, the community, and the profession.

The School of Architecture is a primary architectural/educational resource for area practitioners and regional communities. A long-term impact of this technology is currently being realized as the School expands its service-learning relationships by sharing the benefits of this technology with the municipalities, school boards, neighborhoods and non-profit organization that may benefit from implementation of the School's digital craft technologies. Regional practitioners who have neither the

exposure nor the economic resources to engage this technology would experience its benefits firsthand—their relationship with the School will be enhanced as students and practitioners work together to advance the state of the art. Regional communities, through the Community Design **Activism** Center and the Community Design and Construct programs, would receive design services and built projects which would utilize digital technologies, resulting in more innovative, efficient and, potentially, more economical solutions.

The ability to extend the School of Architecture's instructional and technological resources beyond the limits of the university is directly linked to the inherent capabilities of its infrastructure. The School's rapid prototyping technology lends itself to an evolving digital culture which is fundamentally changing architectural project delivery. Expensive technologies are sometimes slow to penetrate the professional market. While this technology's potential for economic development will be initially realized through the School's service-learning relationships, its real economic potential will be realized as more of the School's graduates will have the necessary "hands-on" skill, which make investing in this technology a viable option for local, regional and state firms.

The School of Architecture and Tech 2020

As an academic unit in the College of Liberal Arts, the School of Architecture and its Architecture Program are preparing to serve as a vital contributor to the University's *TECH 2020* plan. Over the next several months, the University, the College and the School will begin another round of discussions in more clearly identifying and establishing the criteria, the benchmarks and the spirit of the new University mission through an initiative called the *2010 Roadmap*. It has been established that the most primary of requirements to fulfill the School of Architecture's contribution to the *TECH 2020* initiative is to maintain its standing as an accredited program with the NAAB. Additionally, the School of Architecture will seek to address its new strategic and long-range planning in concert with the *2010 Roadmap* and *TECH 2020*.

Activities and Initiatives Demonstrating Program's Benefit to Institution

The School serves the University in several direct ways. Through its community outreach projects through CDAC and the Community Design and Construct, the School has provided very tangible evidence of its commitment to the Institutional mission of "recognizing that service is an important function of every university, Louisiana Tech provides outreach programs and activities to meet the needs of the region and the state." In the *TECH 2020* roadmap, the University clearly identifies service as a key component to implementing its mission by "[m]anaging 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." The University has, through plan and through action, demonstrated a commitment to a vital "town/gown" relationship with the City of Ruston. The School's work through community design charettes, design proposals and construction activities continues to provide an important contribution to Tech/Ruston collaboration. In nearly all of Louisiana Tech University's promotional materials, the activities of the School of Architecture are documented and communicated to alumni and friends of the University. Listed below are examples of recent postings which feature contributions of the School of Architecture:

Serving Learning and TECH 2020:
http://2020.latech.edu/theme_two_outcomes.shtml

Recognition in Center for Academic and Professional Development
<http://www.latech.edu/capd/service%20learning.shtml>

Recognition in *News @ Tech*
<http://news.latech.edu/2010/04/07/school-of-architecture-recognized-for-program-excellence-by-national-publication/>

CDAC's work on what has been dubbed the *SOCA Project* will serve as a long-term commitment to an underserved neighborhood and neighborhood in our city:

The *South of California* (SOCA) community is an impoverished community in Ruston, Louisiana. The community is adjacent and immediately south of the Louisiana Tech University campus. This proximity provides a unique, local, in-need community that is readily accessible and can be served by the School of Architecture. There are very few design professionals in Ruston and the surrounding communities that can serve these residents. *from the SOCA Strategic Plan*

The constructed projects in the community, including five recent houses designed and built by students of the School of Architecture in cooperation with Habitat for Humanity assist in elevating the University's prominence in the area of service and student learning. Louisiana Tech was recently named to the *2009 President's Higher Education Community Service Honor Roll* through the Learn and Serve America program. This honor is clearly due to the efforts of the faculty whose projects were submitted as exemplary service-learning projects at Louisiana Tech, including the work of the School of Architecture. The School also presents regularly at the University workshops and at the University of Louisiana System "Learn and Serve" conferences as a representative of Louisiana Tech University. Most significantly, a presentation of the *SOCA Project* was one of three selected for the 2009 Walter Wagner Forum, entitled *Architectural Education in a Complex World: How Diversity in Preparing our Future Practitioners*, in San Francisco, which was supported by the AIA, EPN, ACSA and the AIAS.

The School also participates directly in serving the University with research, design and construction projects to enhance the campus experience. The **University Design Assistance Center**, through the Division of Finance and Administration, supports two to three School of Architecture students and a faculty member to assist the University in architectural programming, visualization and schematic design on future renovations and new construction on the University campus:

University Design Assistance Center (UDAC) Projects - 2005-10

- Schematic Design and Computer Visualization for George T Madison Auditorium
- Conceptual Design, Schematic Design, and Construction Documents for Spirit Park
- Programming, Conceptual Design, and Computer Visualization for the Student Achievement Center in Wylly Tower
- Schematic Design and Computer Visualization for improved Parking behind Nethken Hall
- Conceptual Site Master Plan and Building Design Massing Study for a new Applied and Natural Sciences Building
- Conceptual Design and PowerPoint Presentation of a University Research Park
- Outdoor Space Improvements and repair of Retaining Wall for the Visual Arts Building
- Combined Exploration of CAB and CAB Annex Connection and a new CEnIT Research Facility
- Conceptual Design, Final Design, and Construction Administration of the Adaptive Reuse of the Old Lincoln Parish Library into the Enterprise Center and Business Incubator

Because the University does not utilize the services of a University Architect, the work of UDAC fulfills a very important part of improving the physical appearance of the University through research, planning and design. Additionally, the pre-design and programming work of UDAC assists the University in becoming a

better, more informed client as these projects move toward professional design services and eventual construction.

A final component of the campus outreach work is a series of smaller design/build projects implemented by students and faculty. The most recent example of this activity is the design, fabrication and construction of three benches for the Shakespeare Courtyard in the George T Madison Building. These benches utilized the digital equipment of our fabrication and assembly building.

Benefits Derived to the Program from the Institutional Setting

The Architecture Program utilizes its context as a member of a medium-sized campus and student body very well. The proximity of nearly all forms of college life (academics/research, co-curricular activities, etc.) allows faculty and students the opportunity to participate in activities outside of Hale Hall, the home of the School of Architecture. The University, with its significant changes in infrastructure, new degree programs, unique degree programs, national recognitions and interdisciplinary spirit supports the School very well.

While the idea may sound nostalgic to outsiders, the reality of the “Tech Family” runs quite strongly throughout the campus. This phenomenon is described in the 2007 *Fisher Report*:

One cannot help but be impressed by how many members of the Louisiana Tech community refer to the “Tech Family.” This terminology and a spirit of unity pervade faculty, staff, and administrators, as well as many students. A number of students talk about the closeness of the campus and the feeling that someone knows and cares about their progress at the University.... Louisiana Tech is a campus where faculty, staff, and administrators use the pronoun “we” far more than the pronouns “I” and “they.” There is a general feeling that everyone is part of the success. Everyone sacrifices, everyone shares resources....”

The outcome of this spirit is a genuine sense of community and collaboration among the people of the University. The School of Architecture strongly benefits from the University’s active support of interdisciplinary research, work and activities which mutually enhance student learning and faculty opportunities. Identified below are examples within the School, College and University that indicate how the architecture program benefits from its institutional context.

INTERIOR DESIGN PROGRAM

As an important component in the School of Architecture, the Interior Design Program is supported by and approached as a complementary education, discipline, and practice to architecture. In addition to sharing all facilities (studios, classrooms, equipment, information resources), both programs share much of the freshman and sophomore level curriculum including design, drawing, architectural history and computer applications courses. In the junior and senior levels, advanced courses in building systems are offered School-wide. Opportunities in the upper-level studios and the Community Design Assistance Center to work with architecture students and other stakeholders on projects (both real and speculative) reinforce and strengthen the unique skill-sets of the interior design student.

Perhaps the most vital component of the relationship between the Interior Design and Architecture Programs is the School’s faculty. Although there are historically two full-time faculty designated specifically to the instruction of Interior Design in the School, all full-time architecture faculty engage in the pedagogy of Interior Design Program through School-wide coursework instruction, through disciplinespecific (interior design-only) instruction, and through formal and informal participation in workshops, reviews, and events of the Interior Design Program. The Interior Design Program’s close association to the Architecture Program is considered an asset to both programs.

SCHOOL OF ART

The School of Art and the School of Architecture have remained close partners within the College of Liberal Art. Since the dissolution of the School of Art and Architecture in 1995, both Schools collaborate in multifaceted ways. At a curricular level, academic courses in the School of Art, primarily in the subjects of

Sculpture and Art History, have served as elective credits in the matriculation of students in both the preprofessional (BSAS) and professional (M.Arch) programs.

Both Schools share and utilize the Art and Architecture Workshop on the University's South Campus. The Workshop provides facilities for programs in the Foundation Design, Printmaking, Sculpture, Ceramics, Architecture and Interior Design. The Art and Architecture workshop serves as an important facility to the missions of both Schools and is utilized by well over one hundred art and architecture students over an academic year. In Fall 2009 the School of Art and the School of Architecture collaborated on a BoRSF Grant to upgrade a portion of the equipment inventory in the Workshop's Metal and Wood labs in an effort to provide students more precise and more portable equipment. The emphasis on the portability of the new equipment was to significantly enhance School of Architecture's ability to work on Community Design and Construct projects and for the School of Art to enhance its ability to develop site-specific and public art projects. While the grant was unsuccessful in 2009, the Schools will continue to seek potential funding sources for this equipment enhancement. The two Schools, with assistance from the College of Liberal Arts were able to purchase a new, professional-grade table saw with enhanced safety features in Summer 2010.

The Schools have also collaborated on a three-week travel program to Paris, France. Offered to students of the School of Architecture and administered by the School of Art, this study abroad opportunity, called *The French Quarter*, is traditionally offered during the first three weeks of April. Artistic and collaborative relationships among faculty within both Schools have further enhanced the bond between two of the largest units in the College of Liberal Arts. In Summer 2013, *The French Quarter* was offered during the Summer Quarter for School of Architecture and School of Art students.

DEPARTMENT OF HISTORY

Over the past two years, the School of Architecture and the Department of History have collaborated to establish two new study abroad opportunities for the students of Louisiana Tech University. On alternating summers, the faculty of architecture and history will sponsor six-week excursions to Berlin and Florence. Sixteen students (fourteen Architecture students) and three faculty (two Architecture faculty) participated in the inaugural Berlin program in June/July 2010.

PSYCHOLOGY DEPARTMENT

All undergraduate students in the School of Architecture (architecture and interior design majors) are required to take Environmental Psychology (PSYC 455) to fulfill not only one-third of the Social Science requirement of the University's General Education Requirements, but also to address NAAB's Student Performance Criteria and CIDA's Standards. Additionally, faculty of the Psychology Department have worked with several student teams of the Community Design and Construct projects by facilitating in group dynamic workshops and seminars.

COLLEGE OF ENGINEERING

All undergraduate students in the Architecture Program are required to take Structural Systems I and II (ARCH 341/343), courses taught by a Professor of Civil Engineering and an Instructor of Civil Engineering. Additionally, several faculty members in the College of Engineering and the School of Architecture have shared equipment and technology to facilitate research and pedagogy. Faculty members have collaborated on white paper proposals. Students of the School of Architecture have assisted the College of Engineering with design proposals for a new facility housing the College's Freshman Integrated Curriculum.

CEnIT

Students of both academic units in the School of Architecture have participated in the Louisiana Tech University's Center for Entrepreneurship and Information Technology's (CEnIT's) Innovative Product Design course (ENTR 430). Students of the School of Architecture have assisted the CEnIT not only with preliminary design proposals for the new facility (located in the former Visual Arts Building) but were also involved in the design and construction of the temporary CEnIT space in the University's Student Center in 2001-2002. The new CEnIT building (to be dedicated in late 2010) will provide faculty offices and

conference rooms for professors from throughout the university, including the School of Architecture, who have provided collaborative discussions on the value of design, technical assistance in analog and digital fabrication and have a member of the faculty serving on the CEnIT's strategic planning committee. The School of Architecture intends to actively collaborate in future CEnIT initiatives.

ENTERPRISE CAMPUS

Two of the School of Architecture's faculty participated in the master planning sessions and remain on the committee for assessing the design guidelines for Enterprise Campus. The School of Architecture envisions many opportunities for involvement, collaboration and potential leadership as the programs, buildings and activities of Enterprise Campus evolve into synergistic place for innovation and new ideas.

The Enterprise Center, housed in the former Lincoln Parish Library and adjacent to the main campus, was designed by CDAC and was constructed in 2005. Housing the Louisiana Tech Technology Incubator and the Technology Business Development Center, one Center's significant offerings to campus and public life is hosting art and design exhibitions each month. These exhibitions, which feature faculty and student work from the Schools of Art and the School of Architecture, offer a venue to display of new and retrospective work to the community.

The THINGERY is a new innovative product maker space in the recently renovated University Hall. Consisting of classroom and desktop fabrication spaces, the Thingery is a new place where students of all disciplines may work and learn in an interactive environment. The space is outfitted with 3d printers, laser and vinyl cutters, a desktop milling center, a vacuum former, and computing capabilities to facilitate interdisciplinary projects. Faculty of the School of Architecture, School of Art, College of Engineering and College of Business have collaborated to support this new space, which was opened to students and faculty in Fall 2013.

AE PHILLIPS LABORATORY SCHOOL (AEP)

The School continues to foster a relationship with the administration, faculty and students of the K-8 school on the University campus. Recent activities with AEP include:

- AIAS members participating in an annual pumpkin carving context and exhibition with AEP
- Graduate architecture students designing and fabricating recycling facilities to support the AEP's curricula and to bring student awareness about issues of waste.

Currently, the School is coordinating with AEP's art instructor in the implementation of an Architecture Unit as elective credit for sixth and seventh grade students. This eight-week program is currently underway and will involve members of the AIAS and ASID as well as several instructors in the School of Architecture. Activities within the Architecture Unit include tours of Hale Hall, the campus and local landmarks, a survey architectural terminology, identification of architectural components, design of a small scale project, design reviews with faculty and students and an exhibition of the final work of the AEP students in Hale Hall.

While it is clear that all of these relationships benefit all parties, it is the context of our institution that provides these opportunities to occur. There is a clear intention among the School's administration, faculty and students that our programs will continue to "move towards the center" of campus life and remain a key contributor and recipient of synergies created by sharing and collaborating.

It is also clear that the University remains committed to the long-term success of the School of Architecture and its programs. The University has committed significant resources for the reconstruction of Hale Hall. The iconic structure on the campus has become the unofficial symbol for the University. The faculty offices, instructional classrooms and student workspaces are some of the finest at Louisiana Tech and within the State. The University has also dedicated funds to support the digital fabrication component

of the program with the construction of fabrication and assembly workshop and with the support, through matching funds, of hardware and software for the facility. Despite very difficult economic times for the State of Louisiana and the Institutions resulting in a large number of open faculty positions remaining unfilled, the President has granted permission for the School to fill two of the three open positions for the 2010-2011 academic year. These observations, placed within the context of the University, places the School of Architecture in a very privileged position, both as a place and within the Louisiana Tech family.

Program's Course of Studies and how it encourages the holistic development of young architects through both liberal arts and practicum-based learning.

The architecture program's curriculum has continued to evolve over the past twenty years. During its evolution, the program has sought to maintain an educational context in which a design-oriented professional education is emphasized: a design-oriented professional education which accentuates the interrelated influences of history, theory, physical and cultural context, technology, and practice on the form and quality of buildings; values the important traditions, methods and concerns of the discipline; and expects that program's graduates will apply and extend these in their practice of the discipline.

Ultimately, the program educates architects who do architecture in the fullest sense of that term: architects who accept responsibility for their primary obligation as the shapers of the physical environment; recognize their influence and effect on the nature and quality of those environments; and are aware of their obligations, status, and roles as professionals. This intention has always imposed and continues to impose a set of corollary responsibilities, expectations, and capabilities on the program's curriculum. This of standards is discussed in *Section II.1: Student Performance Criteria*.

b. Responses to the Five Perspectives

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Changes/Additions are highlighted.

I.1.3: RESPONSES TO THE FIVE PERSPECTIVES

A. Perspective One: Architecture Education and the Academic Context

The architecture program was established with a philosophical premise that as part of the university it should establish connections with other academic disciplines to ensure that the students in the program are exposed to a broad range of ideas, issues and specialized ways of thinking, researching and providing service to their communities. These connections consequently represent the primary means through which the conditions of this perspective are met.

Firstly, the philosophical premise is made manifest by the program's curriculum that requires 38% of the 168 credit hours, as undergraduate and graduate course work, to be taken outside the professional core courses, utilizing the specialized and highly qualified faculties existing within the University's other disciplines. Louisiana Tech University's faculty ensure that the program's students are held to the same standards of intellectual growth and rigor that students in other disciplines within the institution are held to in pursuit of their respective educations.

Likewise, the program's faculty is part of a larger University community of educators, researchers and scholars that is inclusive of a wide range of discipline. The University, in order to administrate this academic community in a manner that nurtures and supports excellence, has set guidelines and policies for assessing faculty performance, hiring new faculty, mentoring junior faculty, and promoting or tenuring faculty. Adherence to the established guidelines and policies has enabled the architecture program to hire and retain a highly qualified and competent faculty that is reflective of the professional standards expected and required by the University in achieving the University's mission and the program's mission.

In doing so, the architecture program, through its leadership in service learning initiatives and its willingness to collaborate across disciplines, has become a respected contributor and important asset within the University context.

Secondly, the philosophical premise is additionally made manifest through the numerous activities and programs the faculty and students participate in that connect the discipline of architecture with the University's intellectual and social life. Examples of these activities and programs are:

- Sharing of workshop with the School of Art
- Utilizing faculty from other disciplines as participants in the design studio mentoring groups
- Offering a lecture series to the University
- Offering planning, design assistance, and construction assistance on various campus projects through the School of Architecture's Community Design Assistance Center (CDAC) and Community Design and Construct (ARCH 425/435, formerly ARCH 473/480/490)
- Providing the services of the University Design Assistance Center (UDAC) for addressing campus design issues and support for the University's Colleges and academic units.
- Coordinating study abroad programs to Berlin and Florence with the Department of History
- Participating and co-sponsoring the University's Shaping the 21st Century series, lectures, exhibitions, concerts and panels on India, China, Russia, Latin America and Sustainability/Stability
- A leadership role in the Louisiana Tech Enterprise Center's THINGERY.

During the 2000 NAAB visit one of the activities of the School of Architecture was in the planning and design assistance of a vacant Tolliver Hall as an extension of the University's Student Center. In the Fall of 2003, construction was completed on a renovated Tolliver Hall. The preliminary work of the School of Architecture was instrumental in the realization of this project. Since the 2005 accreditation visit, additional projects, including the establishment of the Bulldog Achievement Resource Center (BARC); the renovation of the 12th and 13th floors of Wyly Tower; the future planning of Prescott Library; and the preliminary design of the new CEnIT building, were assisted by the time and attention of faculty and students of the School of Architecture.

Thirdly, this philosophical premise is also extended to the governance of the University through the participation of the program's faculty in the University Senate and on various committees established by the University, College, and School. Additionally, the program's students have extended the premise to the University's intellectual and social life by their participation in the Student Government Association, Union Board, honoraries, Greek and campus service organizations.

Fourthly, this University has in place and supports an infrastructure that nurtures the intellectual resources of the architecture program in a manner consistent with the premise. The University provides faculty and staff with numerous development activities such as workshops, short courses and seminars on a variety of topics - sexual harassment, distance learning, service learning, strategic planning and assessment through the Center for Academic and Professional Development; with clerical and technical

support for grant preparation through University Research; and with information resource availability through Prescott Memorial Library's on-site collection, document retrieval and inter-library loan services. In addition, through a concerted effort on the part of instructors of the Programs' history and theory coursework, an online image library has been created to assist students and faculty.

B. Perspective Two: Architectural Education and the Students

The architecture program exists within an institution that is recognized for the general quality of its range of academic offerings and for the inherently personal quality of its academic and educational environment. The program, as a result, has been created to provide its diverse student body with a rich mosaic of experiences for exploring the essentially personal nature of architecture. These experiences exist within a curriculum and teaching/learning environment which fosters individual development, and which places a strong emphasis on critical thinking and intellectual curiosity as vehicles for the development of a personal approach to architecture. The interaction of the University's commitment to excellence, the program's mosaic of experiences, and the program faculty's intention to educate architects who do architecture in the fullest sense of that term represent the programmatic characteristics which ensure that the conditions of the second perspective are met.

The initial opportunity to explore the personal nature of architecture is through the architecture program's curriculum. The program's curriculum enables each student to utilize 24 credit hours (nine undergraduate and thirteen graduate) of directed electives to individualize the curriculum to fit a personal agenda. A student in the program can utilize the directed electives to initiate pursuit of a second baccalaureate degree, to obtain a minor, or to develop a concentration other academic areas.

Also, by utilizing the program's curriculum requirement of 400 clock hours of practical experience and/or community service students can enhance the development of knowledge and skills unique to themselves and supportive of their individual learning agenda. The program expects its faculty as part of its academic advising responsibilities to assist students in establishing their individual learning agenda by providing advice and counsel on knowledge, skill development and career opportunities; and by encouraging students to utilize the University provided services available at the Career Planning and Placement Center.

The individual student and the program's faculty are only two of the parties involved in establishing an informed environment in which individual and collective learning agendas can be effectively created and pursued. The third party is the program itself. The responsibility for informing the program's students and faculty about the profession of architecture is one the program accepts and addresses both inside and outside the curriculum.

Inside the curriculum, professional issues such as requisite knowledge and skills, alternative careers, changing practice scenarios and specialization of talent are presented and discussed in the required professional practice course sequence (Arch 471, 481 and 548) and the variable topic professional practice seminar elective (Arch 511). Outside the curriculum, the program utilizes its lecture series, domestic and international field travel, invited project reviewers, exhibitions, a video and resource library, and student organizations as venues for student access to information associated with the current and future context of practice and the work of allied design disciplines.

Student organizations such as AIAS, USGBC Students, ASID, Tau Sigma Delta, NAWIC, a previously active NOMAS chapter **to be reinstated in January 2014**), additionally, are the conduits the School utilizes to receive student concerns or issues regarding the collective learning agenda of the program's student body. Also, the student organizations serve as testing grounds for those students in the program that seek to assume leadership roles both now and later in their professional careers.

The student body is directly involved with many of the decision-making activities within the Architecture

Program. Each of the Program's committees and task groups has two voting student representatives (one from the Architecture Program and one from the Interior Design Program). These decision-making bodies include:

- Administration and Curricula Committee
- Human Resources Committee
- Human Resources Development Committee
- Physical and Information Resources Committee
- Enrichment Task Group (Lectures/Exhibitions)
- Computer Applications Task Group
- Shop and Safety Task Group
- Studio Culture Task Group

Additionally, representation from the AIAS serves on the Architecture Program Advisory Council and the School's Strategic Planning Group.

Students' direct involvement in the short- and long-term goals of the School of Architecture and its Architecture Program not only create a greater sense of ownership for the student body but are also valuable for the faculty in these Committees and Task Groups.

Student organizations, enhancement activities, curriculum electives, and involvement with the developing Architecture Program create a mosaic of educational experiences that nurture a student's distinctiveness, self-worth and dignity while celebrating the inherent diversity of the School's student body. This diversity enriches the educational experiences of both the students and faculty, and, therefore, the University and the School are committed to providing equal opportunities to learn through cooperating with, assisting, or sharing decision making with those who may be different from themselves. This commitment is evidenced by the University's equal opportunity policy published in the *University Catalog* and by the program's utilization of group projects in studio and non-studio courses to create opportunities for students to develop the skills to work in teams, critical thinking and reasoning skills related to clarifying and solving problems.

Additionally, the issue of studio culture has been a source of discussion on many levels within the School since the last NAAB visit and since the publication of *The Redesign of Studio Culture*, more recently, *Towards an Evolution of Studio Culture*. As a result of these discussions, the Architecture Program remains engaged in creating a positive learning environment for its students.

The idea of Student-Centered Community Service has been an important component of the Program. This component of architectural education adds to dispelling the misconception that learning is a product passively transferred between instructors and students and reshapes it into a notion that learning is a collaborative endeavor, jointly owned by student and teacher. Learning is now shared equally by all participants. The acquisition of knowledge is the direct result of applying skills to community design problems – learning is extracted by student effort and action. In this scenario, students learn how practice is applied and ultimately how knowledge is acquired by doing.

By establishing a "learning fellowship" between students and instructor, projects are no longer hypothetical instruments of architectural education but are tangible – real clients, real places, real needs,

and real problems. Thus, learning is cast in a new light: no longer passive and self-centered, learning becomes collaborative and generous. When community service is tethered to learning, students discover that the skills acquired during their professional education have value when applied to the solving of real problems set forth by clients in need. Since the previous NAAB visit, two primary venues were established to engage in Student-Centered Community Service:

Students of the Architecture Program's design/construct project sequence (ARCH 415/425; formerly ARCH 473/480/490) use their fourth year to select issues of importance, interview user groups (local communities, parish school boards, non-profit organizations), design, fabricate and construct projects for community enhancement. By using this team approach to problem solving of a comprehensive project, students experience the entire process of ideation through construction. The work of the students over the past ten years has been lauded by University, and civic and business leaders and has made a substantial contribution to the City of Ruston and Lincoln Parish.

The establishment of the Community Design Assistance Center in the Fall of 2000 has created opportunities for students throughout the Program to participate in providing planning and design services for communities and groups throughout Louisiana. While CDAC serves the School of Architecture's mission of community outreach, it also serves as laboratory for undergraduate student research, faculty teaching, and unique situations for student learning. This intertwines service and learning into one center. CDAC is a unique opportunity: community service and teaching are combined so as to enhance student learning. This consolidates the ongoing tradition at the School of Architecture to expose students to "real world" design problems and hands-on experience through community design projects.

1. Over the past several years there has been in a discussion of evolving the policy of access to the School of Architecture facilities. Hale Hall utilizes key fob technology to allow all students who take studio courses in Hale Hall to have secured access to the spaces and facilities. The School does not offer a 24 hour policy on the use of the facility: the safety and welfare of our students, instilling the values time management, property protection, and energy management have contributed to the decision to maintain the current operational hours of Hale Hall, balanced with meeting student need to access the facilities and to maintain the studio as the primary place for discourse, communication and work. The facility operates Monday through Sunday from 7:30 a.m. until 2:00 a.m., with 24 hour access to Hale Hall for the week prior to final project due dates.
2. All studio projects are due a week prior to the end of classes to allow time for students to focus on final examinations and work in other courses.
3. Practitioners review professional concentration design studio work through mid-quarter critiques and end-of-the-quarter reviews. The practitioners not only advise students on their work but also provide instructors an assessment of the students' preparedness for the profession.
4. Initiated in Summer 2004, the School of Architecture has experimented with collaborative professional concentration design studios between the Interior Design and Architecture Programs. This collaborative opportunity reinforces the need for these two professions to share skill sets and break down stereotyped barriers. Among the collaborations during the current accreditation cycle has been the development of housing design prototypes for the members of the New Orleans Gert Town community that was affected by Hurricane Katrina.

C. Perspective Three: Architecture Education and the Regulatory Environment

This perspective asks the program to prepare its students for the transition to internship and licensure, and, by extension, to assure the public that its graduates have a level of competence in a wide variety of knowledge and skills related to an architect's professional responsibilities to society and the architect's role therein. By offering a comprehensive and balanced curriculum, the program's coursework has been conceived, developed, and refined to ensure that the conditions set forth in this perspective are met.

Specifically, the program's curriculum requires 138 credit hours of coursework to complete the preprofessional Bachelor of Science in Architectural Studies and 30 credit hours of coursework to complete the professional Master of Architecture requirements. Students are introduced to "the three E's" of pursuing architectural licensure (Education, Experience, Exam) and the collateral organizations which regulate the profession of architecture in ARCH 131 (Architectural Theory). Embedded within these 168 credit hours is a required three course sequence (ARCH 471, 481, 548) devoted to examining and discussing internship, registration/licensure, practice and professionalism.

ARCH 471 introduces students to internship requirements by inviting the state's IDP coordinator to make a presentation to the class, and a faculty member serves as IDP education coordinator for the program. Additionally, the students of ARCH 471 learn about the organization of architectural firms, trends in practice, and career paths associated with the profession. One of the projects in ARCH 471 requires a case study analysis of an architectural office, requiring the students to set up a meeting with an office, to visit the firm, to inquire about the firm's organizational structure, to meet the firm's principals, associates and interns (as appropriate) and to synthesize the findings into a class presentation.

ARCH 481 presents material focused on project and design management. Seeking to develop insights into the methodology of project delivery, ARCH 481 explores multiple issues that surround architectural practice topics, including an architect's legal responsibilities, building economics, the legal context of architecture (registration, contracts, codes), practice organizations and office management, professional internship rights and responsibilities, project delivery, scope of architectural services. Additionally, ARCH 481 seeks to develop insight into aspects of architectural practice by reading the writings of practicing architects, reviewing *AIA Contract Documents*, and encountering writings on professional practice.

ARCH 548 examines the idea of professionalism and an inherent code of conduct or ethics. Through the venue of a seminar, the students of ARCH 548 discuss classic readings on ethics and consider the contemporary architectural practice, the role of the architect and professional judgment, ethics in the context of sustainability and environmental stewardship, and social justice.

The three-course sequence, with its focus on professionalism, is coupled with the degree requirement to complete 400 clock hours of practical experience and/or community service to offer the program's students two different vehicles for examining the process of becoming an architect. The coupling assures that the student has a sound preparation for the transition to internship and registration based on thoughtful discussion within the academy and purposeful experience outside the academy.

The School has identified an IDP Education Coordinator. In addition to serve as a liaison between the students and the State Registration Board and NCARB, the Coordinator serves to offer opportunities to present additional communications (posters, websites, workshops and presentations) to the School and its students. The Coordinator facilitates the School's connection to the regulating bodies. The important role of the IDP coordinator is discussed in more detail in Section I.2.1 Human Resources & Human Resource Development

D. Perspective Four: Architectural Education and the Profession

The program emphasizes architecture as an aspect of general culture, and building as a primary human act. Within this, the program stresses that the role of the architect is as shaper of the human habitat, and that this requires the architect to practice both doing the right things and doing of things right. These programmatic characteristics, together with the program's compliance with the NAAB Performance Criteria, assure that the conditions of this perspective are met.

Positioned within the College of Liberal Arts, the architecture program relies on the general education requirements to form a foundation on which the program's students build an ethic of social responsibility that will inform their practice of the discipline as professionals. The program's professional practice course sequence (Arch 471, 481, 548) builds on the foundation by exploring the concept of professionalism itself and examining the issues facing the profession today.

The conditions of this perspective are also met by the degree requirement that the student complete 400 clock hours of practical experience and/or community service prior to awarding the degree. This degree requirement allows students the opportunity to experience first hand the diverse and collaborative roles assumed by architects in practice or community service; the interplay between architecture and its allied disciplines; and the application of professional ethics in the conduct of business or service.

The architecture program amplifies what is experienced and learned within the curriculum and the practical experience/community service requirement in creating notions of professionalism by utilizing the lecture series, various field trips, and external reviewers of the professional level design projects. These opportunities provide the student with external verification of the everyday display of professionalism offered by a faculty composed of approximately one half licensed/registered architects.

Additionally, the architecture program was fortunate to be a site within the state for AIA Louisiana Meetings during academic year. The meetings are set up by AIA Louisiana and include participation by the AIA Louisiana President and Executive Director. The meetings serve as a continuing dialogue between the regions practitioners in northern Louisiana, educators and AIA Louisiana in manner that would be informative to all parties and the state's architectural students. AIA/Louisiana plans to continue these meetings every year, and the architecture program will remain an active participant in the continuation of them.

The architecture program maintains connections with the AIA chapters in Alexandria, Monroe, and Shreveport, encouraging each chapter's involvement in the life of the School of Architecture by offering CEUs for attendance at the lecture series; having chapter members serve on the program's Advisory Council, soliciting chapter member participation in community-based design charettes, mock employment interviews, and portfolio reviews. The School's operating budget and discretionary monies enable the School to provide group travel opportunities to the annual AIA/Louisiana Design Conference, AIA/Louisiana Celebrate Architecture or other professional meetings within the region.

From 2008-2010, the Director of the School of Architecture has served as the AIA-Monroe Chapter President, as a member of the AIA Louisiana Executive Board, and Chair of the Education Committee. The Director, the School's faculty, and the students have presented to the Monroe, Shreveport and Alexandria chapters and have collaborated on projects and activities. Examples of these collaborations include an annual "firm crawl (in Alexandria, Monroe or Shreveport)," the realization of an AIA "Blueprint for America" grant with AIA Shreveport entitled "Social Technology as a Foundation for Sustainable Communities," and field trips to Monroe's G.B. Cooley House (only "prairie-style" house in Louisiana).

Lastly, the School of Architecture Strategic Planning Group and Architecture Program Advisory Council consists of individuals within the professional design community with keen insight, innovative ideas, strong organizational skills, and established personal contacts with people in architecture and its allied arts. Members of these bodies are representative of the diversity of the School's stakeholders and assist the School and its programs' missions through the development of educational and professional opportunities that impact the students, faculty and profession.

E. Perspective Five: Architectural Education and the Public Good

The architecture program is comprehensive and balanced, rigorous and demanding. It concentrates on the interrelated influences of history, theory, physical and cultural context, technology, sustainability and practice on the form and quality of buildings in their physical and cultural environments. It accentuates the historical traditions of both the discipline and its fundamental concerns, methods and practices: the constants which have historically accommodated themselves to changes in culture, technology, ideology, and the environment, and which have served to reconcile these changes and the ethical requirements of the discipline. In stressing the constant as the reciprocal of change, it provides the student with a valid method for addressing change, and a framework and set of values within which change may be considered. These programmatic characteristics ensure that conditions of the fifth perspective are met.

Character, leadership, and service are the attributes that a liberal arts education seeks to instill within a student. ARCH 548, as discussed within “Perspective Three: Architecture Education and the Regulatory Environment,” addresses issue of the role of the architect and his/her ethic role within the profession and within society. The term “Citizen Architect” is discussed in architectural theory coursework. The program’s liberally - technical curriculum provides an armature for utilizing these attributes to address societal needs through a commitment to “hands-on” experiences. Historically, the program has utilized numerous projects that engage its students with “hands-on,” community service experiences, which serve as models of a pro-active profession that leads in shaping the built environment and responding to societal conditions. Two examples of this effort since the 2005 NAAB accreditation visit have been a strong and sustained investment in the Community Design and Construct and the Community Design Assistance Center (CDAC), described in I.1.1 Identity and Self Assessment. The work of students and faculty within the realms community outreach and service learning is considered by the School to be its strength.

Both the Community Design and Construct and CDAC offer students of the School of Architecture an enhanced awareness and understanding of the role of architecture as a vital cultural and social agent. Students are provided a significant opportunity to enhance their abilities to address the complexities of the “real world” through contemplative and deliberative actions, assuring their acceptance of the profession’s societal responsibility. By doing so, the students leave their mark on our community and its people.

c. Long Range Planning

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Changes/Additions are highlighted.

I.1.4: 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 **2011** 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 University President, has been reviewing *TECH 2020* and assessing current and future issues that can be 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

Update to Interim Report

With the retirement of Dr. Daniel D Reneau as University President in Summer 2013 and Dr. Kenneth Rea as Vice President of Academic Affairs in Spring 2012, there have been several changes within the University's upper administration:

- Dr. Leslie Guice assumed the position of University President from his previous role as Vice President for Research and Development

- Dr. Stanley Napper assumed the position of Vice President for Research and Development from his previous role as Dean of the College of Engineering and Sciences
- Dr. Terry McConathy assumed the position of Vice President of Academic Affairs from her previous role as Dean of the Graduate School.

These administrative changes, in addition to the appointment of Dr. Donald Kaczvinsky as Dean of the College of Liberal Arts in Summer 2011, serve as a source for continued development of strategic planning and TECH 2020. All updates may be viewed at <http://2020.latech.edu>

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. In 2012-13, external reviewers were again asked to assess projects with 95% of the respondents indicating satisfaction with their level competency in each of the three dimensions.

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 designconstruct 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.

With the increasing of selective admissions standards by the university in 2012, the designation of "pre-architecture" was eliminated from the School of Architecture. All students eligible for admission to the University would be eligible for entry in the School of Architecture's pre-professional BSAS program in Fall 2012. The School has experienced a decrease in student enrollment over the past three years with a current FTE enrollment of 181 in 2010; 165 in 2011; and 151 in 2012).

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. **Changes in Faculty composition will be described in Part 4.**

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. **In 2012 this half-time support position was elevated to a full-time position shared by the School of of Art and Architecture.**

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. **More recently, the faculty in the School of Architecture has regular and consistent participation in regional and national conferences, including ACSA Fall meeting and Annual Meeting, ACSA Administrators Conference, National Conference of the Beginning Design Student.**

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 a 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 2000 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 threedimensional 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 apprised 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 were 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; offered to Berlin in 2012; offered to Paris in 2013);
- 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 facilities).

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. Program Self Assessment

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- Programs must describe how this section changed since the most recent APR was written and submitted*

Changes/Additions are highlighted.

I.1.5 SELF ASSEMENT PROCEDURES

Human Resources

GOAL 1: to build a quality collaborative educational community comprised of life-long students of architecture

Vision 2020 Link: Objectives 1.1, 1.6, 2.12, 2.14, 3.1

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 1.0

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 3.0

OBJECTIVE 1.1: will recruit, retain and graduate a diverse, high quality undergraduate student body

Vision 2020 Link: Objectives 1.1, 1.6, 2.12, 2.14, 3.1

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 1.1

STRATEGY 1: utilize the School's website as a user-friendly communication/recruitment instrument for prospective students

STRATEGY 2: hold prospective student receptions throughout the state in architecture and/or interior design offices of School's alumni

STRATEGY 3: establish and monitor a selective admissions policy for entry into the School's undergraduate degree program

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the entering first-time, first-year cohorts will maintain an ACT composite average equal to or greater than 22
2. the percentage of females in the architecture program will equal or exceed 40%
3. the percentage of students of color will equal or exceed 10%
4. the percentage of entering first-time, first year cohorts graduating with a professional degree in architecture will equal or exceed 60%

INPUT: fall 2006 ACT composite average architecture cohort: **25.2**

fall 2007 ACT composite average architecture cohort: **24.9**

fall 2008 ACT composite average architecture cohort: **25.4**

fall 2009 ACT composite average architecture cohort: **25.2**

fall 2010 ACT composite average architecture cohort: **25.5**

fall 2011 ACT composite average architecture cohort: **25.4**

fall 2012 ACT composite average architecture cohort: **24.7**

2006-2007 percentage of female architecture majors: **39.3%**

2007-2008 percentage of female architecture majors: **44.6%**

2008-2009 percentage of female architecture majors: **39.5%**

2009-2010 percentage of female architecture majors: **35.3%**

2010-2011 percentage of female architecture majors: **29.9%**

2011-2012 percentage of female architecture majors: **32.5%**

2012-2013 percentage of female architecture majors: **30.4%**

2006-2007 percentage of architecture majors of color: **13.9%**
 2007-2008 percentage of architecture majors of color: **15.3%**
 2008-2009 percentage of architecture majors of color: **15.8%**
 2009-2010 percentage of architecture majors of color: **15.5%**
 2010-2011 percentage of architecture majors of color: **17.8%**
 2011-2012 percentage of architecture majors of color: **18.7%**
 2012-2013 percentage of architecture majors of color: **17.2%**

fall 2002 architecture cohort: **42** 2007 graduates: **20** prof deg
 fall 2003 architecture cohort: **36** 2008 graduates: **19** prof deg
 fall 2004 architecture cohort: **40** 2009 graduates: **12** prof deg
 fall 2005 architecture cohort: **40** 2010 graduates: **20** prof deg
 fall 2006 architecture cohort: **57** 2011 graduates: **16** prof deg
 fall 2007 architecture cohort: **46** 2012 graduates: **15** prof deg
 fall 2008 architecture cohort: **40** 2013 graduates: **20** prof deg

2005: Website redesigned for the School of Architecture

2005: Selective admission policy for School of Architecture

OBJECTIVE 1.2: will recruit and retain a diverse, high quality faculty

STRATEGY 1: establish contacts and maintain professional relationships with faculty and graduate program coordinators at other architecture, art and interior design programs to create a referral network for prospective faculty

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the percentage of female, tenured/tenure-track faculty will equal or exceed 25% of the FTE tenure-track faculty
2. the percentage of tenured/tenure-track faculty of color will equal or exceed 10% of the FTE tenure-track faculty

INPUT: 2006-07 % of female, tenured/tenure-track faculty: **21.4%**
 2007-08 % of female, tenured/tenure-track faculty: **21.4%**
 2008-09% of female, tenured/tenure-track faculty: **26.7%**
 2009-10% of female, tenured/tenure-track faculty: **26.7%**
 2010-11% of female, tenured/tenure-track faculty: **25%**
 2011-12% of female, tenured/tenure-track faculty: **25%**
 2012-13% of female, tenured/tenure-track faculty: **16.7%**

2006-07 % of tenured/tenure-track faculty of color: **7.7%**
 2007-08% of tenured/tenure-track faculty of color: **7.7%**
 2008-09% of tenured/tenure-track faculty of color: **7.1%**
 2009-10% of tenured/tenure-track faculty of color: **7.1%**
 2010-11% of tenured/tenure-track faculty of color: **0%**
 2011-12% of tenured/tenure-track faculty of color: **0%**
 2012-13% of tenured/tenure-track faculty of color: **0%**

OBJECTIVE 1.3: will establish a quality staff capable of servicing the diverse needs of the academic programs, students and faculty of the School

Vision 2020 Link: Objectives 1.7, 1.8, 2.5

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.1

STRATEGY 1: continue to utilize graduate students from computer science as local area network, rapid and digital prototyping support

STRATEGY 2: establish and fill a graduate assistantship with responsibility for supervising and maintaining the School's model and paint shops

STRATEGY 3: establish and fill a graduate assistantship with responsibility for supervising, and maintaining the School's non-digital and digital image collections

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. will utilize a minimum of one graduate assistant as network and software support
2. will utilize a minimum of one graduate assistant as a shop supervisor
3. will utilize a minimum of one graduate assistant as a slide/image librarian

INPUT: 2006-07 graduate student for network/software support: 1.3

2007-08 graduate student for network/software support: 1

2008-09 graduate student for network/software support: 1

2009-10 graduate student for network/software support: 1

2010-13 graduate student for plotting/printing support: 1

2006-07 graduate assistant shop supervisor: 1

2007-08 graduate assistant shop supervisor: 1

2008-09 graduate assistant shop supervisor: 1

2007-08 graduate assistant shop supervisor: 1

2010-13 graduate assistant shop supervisor: 1

2006-07 graduate assistant slide/image librarian: 0

2007-08 graduate assistant slide/image librarian: 0

2008-09 graduate assistant slide/image librarian: 0

2009-10 graduate assistant slide/image librarian: 0

2010-13 graduate assistant slide/image librarian: 0

NOTE: *Since 2007, the School utilized two graduate assistants to oversee the use of the School's CNC router, laser cutter and 3-D printers in Hale Hall. Network/Software support issues are now addressed by University's Computing Center and Technical Services. The Graduate Assistant previously assigned these roles is dedicated to the School's printing/plotting/scanning management.*

OBJECTIVE 1.4: will identify and establish a cadre of alumni capable of on-going engagement in and contribution to the life and work of the School and its academic programs

Vision 2020 Link: Objectives 1.8 and 2.10

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 3.3

STRATEGY 1: identify a faculty member to serve as liaison with Louisiana Tech Alumni Association

STRATEGY 2: identify and engage alumni as resources to facilitate and support field trips; as critics/reviewers; as guest lecturers or technical support; as recruiters of prospective students; as members of the Strategic Planning Group; and as providers of continuing education programs

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. will appoint a faculty member to serve as liaison with the Louisiana Tech Alumni Association
2. will increase the participation of alumni in the life and work of the School by a minimum of 25% from 2002-2003 benchmark level (20)

INPUT: 2006-07 number of alumni participating: **24**
2007-08 number of alumni participating: **33**
2008-09 number of alumni participating: **32**
2009-10 number of alumni participating: **36**
2010-11 number of alumni participating: **32**
2011-12 number of alumni participating: **35**
2012-13 number of alumni participating: **42**

2008-2010: School works with Gary Strebeck of the Alumni Association for assistance with fundraising campaign.

2010-2013: School works with Penny Humphries of the Alumni Association for assistance with fundraising campaign

Sources: studio critics/presentations, lecture attendees

OBJECTIVE 1.5: will identify and establish a cadre of artisans, craftspeople and practitioners capable of on-going engagement in and contribution to the life and work of the School and its academic programs

Vision 2020 Link: Objectives 1.8 and 2.10

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 3.3

STRATEGY 1: utilize the Louisiana Division of the Arts' Artist Roster to identify artists and craftspeople with the potential to be engaged and contribute to the School

STRATEGY 2: plan and conduct an expertise survey of local/regional practitioners to uncover and identify what knowledge and skills each member of the practice community could contribute to the School

STRATEGY 3: engage identified artisans, craftspeople and practitioners as instructional resources; as members of the Strategic Planning Group; and as providers of continuing education

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. will increase the participation of artisans, craftspeople and practitioners in the life and work of the School by a minimum of 25% from 2002-2003 benchmark level (10)

INPUT: 2006-07 number of artisans, etc. participating: **12**
2007-08 number of artisans, etc. participating: **10**
2008-09 number of artisans, etc. participating: **12**
2009-10 number of artisans, etc. participating: **10**
2010-11 number of artisans, etc. participating: **12**
2011-12 number of artisans, etc. participating: **12**
2012-13 number of artisans, etc. participating: **14**

Source: studio reviews, class presentations, workshops, lecturers

OBJECTIVE 1.6: will engage the interested public in improving the quality of the region's built environment through architecture and its allied arts; and in the life and work of School and its academic programs

Vision 2020 Link: Objectives 1.8 and 2.10

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 3.3

STRATEGY 1: nurture and support the continuing development of the Community Design Assistance Center

STRATEGY 2: investigate and establish new means of informing the public of School's activities (critiques/reviews, guest lectures, charettes, etc.)

STRATEGY 3: investigate and establish new means of delivering the School's activities to the general public (compressed video, on-line, public access channels, etc.)

ACCOUNTABILITY

between 2006-07 and 2009-10:

the number of community-service or service learning projects undertaken annually will equal or exceed 2002-2003 benchmark level (10)

INPUT: 2006-07 number of projects: **9**
2007-08 number of projects: **12**
2008-09 number of projects: **11**
2009-10 number of projects: **13**
2010-11 number of projects: **12**
2011-12 number of projects: **11**
2012-13 number of projects: **11**

SOURCE: projects undertaken as Community Design/Construct, CDAC, UDAC, Core Studio projects, Comprehensive Design Projects, etc.

HUMAN RESOURCE DEVELOPMENT

GOAL 2: to maximize the potential of both the educational community and each individual within it

Vision 2020 Link: Objectives 1.8 and 2.10

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 3.0

OBJECTIVE 2.1: will provide opportunities for individuals within the educational community for personal and professional development

STRATEGY 1: offer optimum faculty-student ratios reflective of the intimacy required to effectively teach architecture and/or interior design knowledge and skills

STRATEGY 2: promote and coordinate extracurricular activities (field travel, film series, foreign study programs, local/regional cultural events, etc.) for students

STRATEGY 3: endeavor to expand School's lecture series to include individuals from fields/disciplines outside of architecture and its allied fields

STRATEGY 4: investigate and identify opportunities for faculty exchanges with other institutions, particularly within the state

STRATEGY 5: encourage and support faculty/staff participation in professional and service organizations

STRATEGY 6: encourage and support faculty/staff participation in University-offered training and professional development programs

STRATEGY 7: encourage and support faculty utilization of discipline-related conferences, workshops, seminars and short courses linked to their career path and professional development

STRATEGY 8: establish and maintain equitable faculty assignments associated with academic advising, counseling and mentoring of the School's students in concert and consistent with University policy

STRATEGY 9: establish and maintain a School workload policy that is in concert and consistent with the University workload policy

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the faculty-student ratio in design studio courses will be equal to or less than 1:15, lab/seminar courses will be equal to or less than 1:18, and lecture courses will be equal to or less than 1:40
2. the number of extra-curricular activities participated in or offered will equal or exceed 6 annually

3. the percentage of faculty/staff participating in professional and service organizations will equal or exceed 50% of the FTE faculty
4. the average number of advisees assigned to a faculty member will be equal to or less than 25
5. the average number of credit hours/academic year assigned to a faculty member will be equal to or less than 16
6. the average number of contact hours/week assigned to a faculty member will be equal to or less than 15

INPUT: 2006-07 faculty-student ratio in design studio courses: 1:13.6

2007-08 faculty-student ratio in design studio courses: 1:14.2

2008-09 faculty-student ratio in design studio courses: 1:14.8

2009-10 faculty-student ratio in design studio courses: 1:13.6

2010-11 faculty-student ratio in design studio courses: 1:11.2

2011-12 faculty-student ratio in design studio courses: 1:11.2

2012-13 faculty-student ratio in design studio courses: 1:11.7

Source: CICS

2006-07 faculty-student ratio in lab/seminar courses: 1:18.1

2007-08 faculty-student ratio in lab/seminar courses: 1:15.3

2008-09 faculty-student ratio in lab/seminar courses: 1:11.2

2009-10 faculty-student ratio in lab/seminar courses: 1:13.7

2010-11 faculty-student ratio in lab/seminar courses: 1:12.0

2011-12 faculty-student ratio in lab/seminar courses: 1:11.2

2012-13 faculty-student ratio in lab/seminar courses: 1:12.4

Source: CICS

2006-07 faculty-student ratio in lecture courses: 1:29.4

2007-08 faculty-student ratio in lecture courses: 1:31.7

2008-09 faculty-student ratio in lecture courses: 1:34.6

2009-10 faculty-student ratio in lecture courses: 1:37.5

2010-11 faculty-student ratio in lecture courses: 1:38.2

2011-12 faculty-student ratio in lecture courses: 1:34.4

2012-13 faculty-student ratio in lecture courses: 1:27.2

Source: CICS

number of extracurricular activities for 2006-2007: 13

number of extracurricular activities for 2007-2008: 10

number of extracurricular activities for 2008-2009: 12

number of extracurricular activities for 2009-2010: 13

number of extracurricular activities for 2010-2011: 10

number of extracurricular activities for 2011-2012: 12

number of extracurricular activities for 2012-2013: 13

Source: lectures, trips, seminars, exhibitions, etc.

2006-07 % of faculty participating in prof/serv orgs: 71%

2007-08 % of faculty participating in prof/serv orgs: 66%

2008-09 % of faculty participating in prof/serv orgs: 81%

2009-10 % of faculty participating in prof/serv orgs: 75%

2009-10 % of faculty participating in prof/serv orgs: 67%

2009-10 % of faculty participating in prof/serv orgs: 75%

2009-10 % of faculty participating in prof/serv orgs: 71%

Source: Annual Faculty Reports

2006-07 average number of advisees/faculty member: 21.9

2007-08 average number of advisees/faculty member: 24.3

2008-09 average number of advisees/faculty member: 22.8

2009-10 average number of advisees/faculty member: 23.4

2010-11 average number of advisees/faculty member: 16.6

2011-12 average number of advisees/faculty member: 15.0

2012-13 average number of advisees/faculty member: 12.7

Source: BOSS

2006-07 average number of cr.hr/faculty member: 15.0

2007-08 average number of cr.hr/faculty member: 15.4

2008-09 average number of cr.hr/faculty member: 16.3

2009-10 average number of cr.hr/faculty member: 18.2

2010-11 average number of cr.hr/faculty member: 18.5

2011-12 average number of cr.hr/faculty member: 19.3

2012-13 average number of cr.hr/faculty member: 18.4

Source: CICS

OBJECTIVE 2.2: will promote research and creative work by individuals within the educational community

STRATEGY 1: encourage and support faculty requests for sabbaticals or leaves for the purposes of research or creative work

STRATEGY 2: advocate, encourage and support grant-writing activity by individuals within the School's educational community, particularly among junior faculty and by collaborative groups from within the educational community

STRATEGY 3: advocate, encourage and support submission of research and/or creative work for presentation, exhibition and/or publication by individuals and collaborative groups within the educational community

STRATEGY 4: develop and support traveling exhibitions of the creative work produced by the educational community

STRATEGY 5: advocate, encourage and support participation in ACSA, ASID and other designrelated competitions by creating alliances or partnerships between the various constituents of the educational community

STRATEGY 6: investigate and identify opportunities for collaborative research and creative work with other academic units within the College and University, and with other institutions within the state or region

ACCOUNTABILITY

between 2006-07 and 2009-10:

the number of faculty presentations, exhibitions and/or publications will annually equal or exceed 50% of the FTE faculty

INPUT: 2006-07 number of dissemination activities: 21

2007-08 number of dissemination activities: 16

2008-09 number of dissemination activities: 20

2009-10 number of dissemination activities: 18

2010-11 number of dissemination activities: 19

2011-12 number of dissemination activities: 20

2012-13 number of dissemination activities: 23

OBJECTIVE 2.3: will recognize and reward individuals within the educational community for excellence in instruction, creative work, research and service

STRATEGY 1: establish a peer awards committee that proactively nominates the School's students, faculty, staff and alumni for campus and national awards

STRATEGY 2: reinvigorate the Tau Sigma Delta chapter to recognize and acknowledge student academic achievement

STRATEGY 3: recognize and reward faculty/staff participation in training and professional development programs

STRATEGY 4: recognize and reward faculty/staff participation in professional and service organizations

STRATEGY 5: hold an annual recognition event to celebrate achievements

STRATEGY 6: disseminate achievements by students, faculty, staff and alumni through various media outlets

STRATEGY 7: develop and maintain a 360-degree performance appraisal process for faculty, staff and administrators that is linked to their career path

STRATEGY 8: establish and maintain a School policy for research and creative work that is in concert and consistent with the University's policy

STRATEGY 9: provide tenure and promotion opportunities to faculty based upon clear criteria and rigorous performance appraisals that recognize both performance and progress

STRATEGY 10: administer an equitable compensation program for faculty and staff through annual merit raises based upon clear criteria and rigorous performance appraisals that acknowledge both performance and progress

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the percentage of tenure-track faculty awarded tenure will equal or exceed 75% of those who are eligible
2. the percentage of faculty promoted will equal or exceed 75% of those who apply
3. committee established for nomination of student/faculty awards

Faculty tenure:

INPUT: 2006-07 number eligible: 1 number awarded: 1
2007-08 number eligible: 2 number awarded: 2
2008-09 number eligible: 0 number awarded: 0
2009-10 number eligible: 1 number awarded: 0
2010-11 number eligible: 0 number awarded: 0
2011-12 number eligible: 1 number awarded: 1
2012-13 number eligible: 2 number awarded: 2

Faculty promotion:

2006-07 number applied: 3 number promoted: 3
2007-08 number applied: 2 number promoted: 2
2008-09 number applied: 0 number promoted: 0
2009-10 number applied: 1 number promoted: 0
2010-11 number applied: 0 number promoted: 0
2011-12 number applied: 2 number promoted: 1
2012-13 number applied: 2 number promoted: 1

2005: Student Awards Ceremony established

2007: Tau Sigma Delta chapter reestablished

2007: Annual end of the year student exhibition established

2008: AIAS Faculty of the year established

PHYSICAL and INFORMATION RESOURCES

GOAL 3: to provide the facilities and technologies necessary for the educational community and each individual within it to achieve and maintain excellence in instruction, creative work, research and service

Vision 2020 Link: Goal 2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 3.1: will pursue qualitative and quantitative enhancement of School of Architecture facilities

STRATEGY 1: occupy new spaces such as Hale Hall and a fabrication and assembly shop

STRATEGY 2: assess the quantitative needs for space and furnishings/equipment annually, and seek creative ways for obtaining additional space

STRATEGY 3: assess the qualitative needs of spaces and furnishings/equipment annually, and seek creative ways to refurbish, retrofit and/or convert existing spaces

STRATEGY 4: develop guidelines for and assess annually the use of the School's facilities and technologies

ACCOUNTABILITY

between 2006-07 and 2009-10::

1. occupy a reconstructed Hale Hall
2. occupy a fabrication/assembly shop

INPUT: Hale Hall occupied

Fabrication/Assembly occupied

OBJECTIVE 3.2: will pursue the development of a digital image library, and implement access to it in a manner that is in concert and consistent with copyright laws

Vision 2020 Link: Goal 2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.2

STRATEGY 1: identify those slides and videotapes in the School's collections that have the highest demand and/or most utilized by offered courses

STRATEGY 2: identify a current faculty and/or graduate assistant to supervise the digitizing of the identified slides and videotapes, and cataloging of the captured digital images

STRATEGY 3: utilize student workers to digitize and enter cataloging information

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the number of slides digitized and network accessible will increase by a minimum of 25%
2. the number of videotapes digitized and network accessible will increase from 0 to 30

INPUT: 2006-07 number of digitized slides: 12,873

2007-08 number of digitized slides: 16,450

2008-09 number of digitized slides: 20,928

2009-10 number of digitized slides: over 27,000

2010-13 number of digitized slides: over 27,000

OBJECTIVE 3.3: will encourage, provide and support the educational community with tools, techniques and knowledge to effectively use traditional or handcraft technologies through instruction, research, creative work or service

Vision 2020 Link: Objectives, 1.1, 1.6, 1.7, 2.13

Louisiana Tech University Strategic Plan 2001/02-2006/06 link: Objective 2.3

STRATEGY 1: provide the students of the School with an increased awareness and utilization of the tools, techniques and knowledge associated with traditional or handcraft technologies through studio application at the Professional Concentration Level

STRATEGY 2: investigate, plan and establish a Foundation Level course directed at providing orientation to the use of tools and techniques associated with traditional or handcraft technologies

STRATEGY 3: seek to employ individuals as faculty and/or staff that have demonstrated abilities in traditional or handcraft technologies

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. a minimum of 75% of the responding alumni surveyed two years (id) or three years (arch) after graduation will express satisfaction with their exposure to and utilization of traditional or handcraft technologies
2. three of four most recent faculty hires have demonstrated abilities with traditional craft technologies

INPUT: alumni not surveyed

OBJECTIVE 3.4: will encourage, provide and support the educational community with tools, techniques and knowledge to effectively use electronic media, computing and information technologies through instruction, research, creative work or service

Vision 2020 Link: Objectives, 1.1, 1.3, 1.5, 1.6, 1.7, 2.4, 2.7, 2.11, 2.13

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.2

Louisiana Tech University Strategic plan 2001/02-2005/06 link: Objective 2.3

STRATEGY 1: provide a computer-based capability for instruction from beginning to advanced levels on common software applications such as WWW browsers, e-mail, word processing, spreadsheets, databases, and courseware

STRATEGY 2: provide the School's Foundation Level students with opportunities for access and exposure to computer hardware and software associated with drafting and modeling

STRATEGY 3: require all students of the School, after the Foundation Level, to have access to a suitable computing device for high-speed access to the School's information resources, on-line instruction, and peripherals

STRATEGY 4: provide network access to all School/faculty offices and instructional spaces

STRATEGY 5: seek to employ individuals as faculty and/or staff that have demonstrated ability in information technology

STRATEGY 6: provide increased access to and utilization of information technology through coursework and studio applications at the Professional Concentration Level

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. a minimum of 75% of responding alumni surveyed two years (id) or three years (arch) after graduation will express satisfaction with the exposure to and utilization of electronic media, computing and information technologies

INPUT: 2006-07 percentage: 100%

2007-08 percentage: 100%

2008-09 percentage: 100%

2009-10 percentage: 100%

2010-11 percentage: 100%

2011-12 percentage: 100%

2012-13 percentage: 100%

OBJECTIVE 3.5: will encourage, provide and support the educational community with tools, techniques and knowledge to effectively use technologies associated with three dimensional modeling, rapid and digital prototyping through instruction, creative work, research or service

Vision 2020 Link: Objectives, 1.1, 1.3, 1.5, 1.6, 1.7, 2.4, 2.7, 2.11, 2.13

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Objective 2.3

STRATEGY 1: provide increased access to and availability of three-dimensional modeling applications through coursework and studio application at the Professional Concentration Level
STRATEGY 2: provide increased access and availability to rapid and digital prototyping technologies through coursework and studio application at the Professional Concentration Level
STRATEGY 3: seek to employ individuals as faculty and/or staff that have demonstrated ability in three-dimensional modeling or rapid and digital prototyping

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. a minimum of 75% of responding alumni surveyed two years(id) or three years (arch) after graduation will express satisfaction with the exposure to and utilization of software and hardware associated with three-dimensional modeling,rapid and digital prototyping technologies
2. three of four most recent faculty hires have demonstrated abilities with three-dimensional modeling, rapid and digital prototyping technologies

INPUT: 2006-07 percentage: 100%
2007-08 percentage: 100%
2008-09 percentage: 100%
2009-10 percentage: 100%
2010-11 percentage: 100%
2011-12 percentage: 100%
2012-13 percentage: 100%

FINANCIAL RESOURCES

GOAL 4: to provide the educational community with adequate public and private funding for achieving and maintaining excellence in instruction, creative work, research and service

Vision 2020: Goal 2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 4.1: will continue work to secure adequate public funding for the educational community

STRATEGY 1: keep the University's administrative structure aware of the School's needs through the budgeting process

STRATEGY 2: target the financial resources available to the School, annually, to the priorities indicated by the School's Strategic Plan

STRATEGY 3: work with professional organizations to create awareness at Board of Regents and Legislature of the funding needs of the state's programs in architecture and its allied fields

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. maintain an average per capita financial support received from the University of at least \$3000

OBJECTIVE 4.2: will develop private funding sources to supplement and enhance public funding available to the educational community

STRATEGY 1: identify specific needs of the School that are appropriate for external support, and target potential donors with a personal affinity or connection to a specific need

STRATEGY 2: identify a current faculty member to serve as liaison with the Louisiana Tech Foundation

STRATEGY 3: utilize College of Liberal Arts development staff to assist with development activities

STRATEGY 4: identify philanthropic organizations with the capability to support various School initiatives such as the Community Design Assistance Center, digital craft, or distance or remote learning, etc.

STRATEGY 5: organize and hold alumni receptions in regional cities where there exists concentrations of the School's alumni and/or at the annual conventions of professional organizations at the state, regional or national levels directed at creating a "culture of giving"

STRATEGY 6: recognize those individuals or companies annually who have given to the School of Architecture through ARRIS newsletter, the Awards reception, etc.

ACCOUNTABILITY

between 2006-07 and 2009-10:

increase private outside monies by 25% from the 2002-2003 benchmark level (\$3000)

INPUT: 2006-2007 private outside monies: \$5000
2007-2008 private outside monies: \$3650
2008-2009 private outside monies: \$8650
2009-2010 private outside monies: \$26,260
2010-2011 private outside monies: \$3,520
2011-2012 private outside monies: \$9,250
2012-2013 private outside monies: \$3,650

ADMINISTRATIVE STRUCTURE

GOAL 5: to marshal and manage the educational community's human, physical, information and financial resources

Vision 2020: Goal 2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 5.1: will offer vision and direction to the School and its academic programs

STRATEGY 1: view the Strategic Plan as an "evergreen" document and diligently work to keep it fresh and renewable

STRATEGY 2: reconfigure the Strategic Planning Group to consist of the Dean of the College of Liberal Arts, School's Director, the Chairs of each of the School's standing committees, and the members of each Program Advisory Council

ACCOUNTABILITY

between 2006-07 and 2009-10:

Strategic Planning Group will be reconfigured
Strategic Planning Group will meet at least once per academic year

INPUT: 2006-07: 1 meeting
2007-08: 1 meeting
2008-09: Strategic Planning Group reconfigured
2009-10: 0 meetings
May 2010 meeting postponed: no quorum
2010-11: 1 meeting
2011-12: 1 meeting (teleconference)
2012-13: 1 meetings (teleconference)
May 2013 meeting postponed: no quorum

OBJECTIVE 5.2: will cultivate leadership within the educational community

STRATEGY 1: rotate the Chair of each of the School's standing committees annually

STRATEGY 2: appoint Program Chairs for a four-year term with appointment renewable for a second four-year term

STRATEGY 3: appoint Level Coordinators for a four-year term with appointment renewable for a second four-year term

ACCOUNTABILITY

between 2006-07 and 2009-10:

the Chair of each standing committee will be rotated annually

INPUT: 2006-07: 3 new standing committee chairs, 1 continuing

2007-08: 3 new standing committee chairs, 1 continuing

2008-09: 2 new standing committee chairs, 2 continuing

2009-10: 2 new standing committee chairs, 2 continuing

2010-11: 3 new standing committee chairs, 1 continuing

2011-12: 3 new standing committee chairs, 1 continuing

2012-13: 2 new standing committee chairs, 2 continuing

OBJECTIVE 5.3: will serve as an advocate of the School, and for architecture and its allied fields within the University, the State, the region and the nation

STRATEGY 1: seek to increase the number of the School's faculty, staff and students who serve on College and University committees

STRATEGY 2: encourage and support students to become involved in leadership positions in the Student Government Association, Panhellenic Council, and other honorary or service organizations

STRATEGY 3: encourage and support faculty, staff and students to become involved in leadership positions within professional organizations at the local, state, regional and/or national levels

STRATEGY 4: encourage and support faculty, staff and students to become involved in leadership positions within community-based organizations such as HFH/North Central Louisiana affiliate, Christian Community Action, North Central Louisiana Arts Council

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the average number of faculty, staff and students serving on College and University committees annually will be a minimum of 10% of the FTE faculty

2. the average number of faculty, staff and students serving in a leadership role in community-based, professional and/or student organizations annually will be a minimum of 10% of the FTE faculty

INPUT: 2006-07 # on Coll. and Univ. committees: 2 13%

2007-08 # on Coll. and Univ. committees : 2 13%

2008-09 # on Coll. and Univ. committees : 4 25%

2009-10 # on Coll. and Univ. committees : 4 25%

2010-11 # on Coll. and Univ. committees : 5 35%

2011-12 # on Coll. and Univ. committees : 5 35%

2012-13 # on Coll. and Univ. committees : 5 35%

2006-07 number in leadership role: 1

2007-08 number in leadership role: 1

2008-09 number in leadership role: 2

2009-10 number in leadership role: 2

2010-11 number in leadership role: 3

2011-12 number in leadership role: 3

2012-13 number in leadership role: 3

Source: Annual Faculty Evaluations

OBJECTIVE 5.4: will assure that all constituencies within the educational community are given voice in the School's decision-making and policy-formation processes

STRATEGY 1: provide increased opportunities for the School's faculty, staff and students to serve on its standing committees by expanding the number and size of the standing committees

STRATEGY 2: appoint faculty to the School's standing committees for staggered three- or four-year terms

STRATEGY 3: align the number of standing committees and responsibilities of the standing committees to the sections of the Strategic Plan

STRATEGY 4: create an Advisory Council for each academic program within the School consisting of those representatives of the program's stakeholders who serve on the School's Strategic Planning Group

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the number of standing committees and tasks groups will be increased from 6 to 10
2. faculty will serve a three term on a standing committee
3. standing committees and their charges will be aligned with the sections of the Strategic Plan
4. each program will have an advisory council consisting of 12 stakeholders

INPUT: 2005-2010: standing committees and task groups increased to 10

2005-2010: faculty begin serving three-year terms

2005-2010: standing committees aligned with sections of Strategic Plan

2005-2010: program advisory councils established with 12 stakeholders

PROGRAMS, CURRICULA and DEGREES

GOAL 6: to ensure the educational community and the individuals within it access to opportunities for the continual discovery and understanding of architecture as a multi-discipline design and cultural practice

Vision 2020: Goals 1 and 2

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 1.0

Louisiana Tech University Strategic Plan 2001/02-2005/06 link: Goal 2.0

OBJECTIVE 6.1: will offer a diverse palette of professional degree programs, post-professional certificate studies, and continuing education programs that address the increasing specialization and multi-discipline nature of architectural practice

STRATEGY 1: investigate, plan and implement additional professional degrees in allied fields of study such as architectural engineering, design services administration, land development or facility management

STRATEGY 2: investigate, plan and implement post-professional certificate programs in areas of specialization such as facility management, rural/town design, or design-build

STRATEGY 3: investigate, plan and implement continuing education programs that serve the needs of the professional design community such as rapid prototyping, 3d modeling software or animation software

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. will be investigate the possibility of offering an additional professional degree program
2. will investigate the possibility of offering a post-professional certificate program
3. will investigate the possibility of offering continuing education programs

OBJECTIVE 6.2: will provide diversified, anytime-anywhere access to existing and future professional degree programs, post-professional certificate studies, and continuing education programs

STRATEGY 1: nurture and support the development of new on-line courses by faculty through release time, funding to attend training, etc.

STRATEGY 2: nurture and support the conversion of existing courses to on-line courses by faculty through release time, funding to attend training, etc.

STRATEGY 3: make all new degree, certificate and continuing education programs deliverable both on-site and remotely

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. the number of courses delivered on-line will increase by 100%
2. will investigate the possibility of offering/delivering degree, certificate and continuing education programs both on-site and remotely

INPUT: 2009-2010 on-line courses offered: 1

2010-2011 on-line courses offered: 2

2011-2012 on-line courses offered: 2

2012-2013 on-line courses offered: 1

OBJECTIVE 6.3: will develop curricula for existing and future degree programs grounded in the appreciation and understanding of architecture as a basic or root art of human culture, and the acknowledgement of architecture as a multi-discipline or collaborative endeavor

STRATEGY 1: investigate, plan and implement a single, undergraduate pre-professional degree program with concentrations in architecture and allied fields of study

STRATEGY 2: investigate, plan and implement multiple graduate professional degree programs in architecture and allied fields of study

ACCOUNTABILITY

between 2006-07 and 2009-10:

1. approval to offer an undergraduate pre-professional degree program (B.S. in Architectural Studies) for architecture will be granted
2. approval to offer a graduate professional degree program (M. Architecture) for architecture
3. will investigate the offering of concentrations within the B.S. in Architectural Studies
4. will investigate eliminating the M.F.A. in Interior Design, and adding the M. Interior Design

INPUT: 2004-2005: permission to offer BSAS and M.Arch sought

2005: Board of Regents approve new degree programs

First cohort of BSAS students enter program

2006: NAAB approves nomenclature change

2007: First graduate of M.Arch program

2009: MFA in Interior Design removed from University

Roster of Degrees

2. Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report

a. Conditions I.1-I.5 or II.2-II.3

I.2.1 Human Resources and Human Resources Development

In light of the continual budget reductions in higher education in the State of Louisiana over the past five years, there are several initiatives that continue to gain ground through the support of the Louisiana Tech University administration. While several have

- *Changes in faculty.* In the current 2013-2014 academic year the School has elevated an Acting Assistant Professors (non tenure-track faculty) to a tenure-track position. Additionally, the School has hired one Acting Assistant Professor position (full-time) to replace a recently departing Associate Professor (the search for a tenure-track position was inclusive). These new appointments serve to replace all open positions. Early discussions are advancing about the addition of an Art/Architecture historian to assist both the School of Art and the School of Architecture in enhancing the delivery of core and elective coursework and redistributing these courses from current faculty.
- The university administration continues to maintain last fiscal year's \$27,000 budget line in the current fiscal year for additional adjunct faculty funding for the School. These courses would be otherwise taught by full-time faculty members and will reduce the overall teaching load of full time faculty. The implementation of this line has not only benefitted current faculty, but also student access to local and regional professionals.
- Average full-time faculty teaching loads continue to be monitored. The average teaching load for all School of Architecture full-time faculty in the 2012-13 academic year is at 18 credit hours per academic year (this average does not include administrative positions). Additionally, the projected 2013-14 loads will be near 18 credit hours. According to a recent ACSA budget survey, between 18 – 20 credit hours of course delivery per year is considered an average teaching load for full-time faculty across the US. It is clear the that the current percentage of time dedicated to classroom/studio instruction for a full time faculty member continues to remain well below the 70% figure identified in the VTR, and in nearly all cases this figure is below 50%. *As an aside, the average teaching load in the School of Architecture has never exceeded the ACSA average, which casts some question regarding the derivation of the 70% teaching dedication described in the VTR.*
- The university administration has maintained its commitment to the School of Architecture through the hiring of a full time (1 FTE) wood shop technician, made effective 1 September 2012. After a year of utilizing this full-time, non-teaching position has, as initially anticipated, reduced time that the School's faculty have previously spent addressing operations and maintenance issues in the Art and Architecture Workshop and the Fabrication and Assembly Shop. Additionally, the new support position has also assisted in a managing Graduate Assistants employed to help maintain the shop facilities.
- A tenure-track faculty member (Brad Deal) who utilizes the CNC fabrication equipment was provided a course reduction in Fall 2012 academic quarter to assess and coordinate with the shop technician and associated graduate students. It is anticipated that an additional course reduction will be offered in the current 2013-14 academic year to enhance the efficiency of the shop facilities and offer opportunities for creative and research activity to support the faculty member with the fabrication technology.
- A tenured faculty member (Michael Williams) was provided a course reduction in Winter 2012-13 to allow additional time for the production and post-production of a short film. The film was premiered in Summer 2013 and was a recent recipient of a regional film award for best short film.
- A tenured faculty member (Guy Carwile) was provided a course reduction in Winter 2013 to allow additional time for the draft of a book proposal on a regional architecture firm. Currently, this proposal has received positive reviews from the Louisiana State University Press and will be co-

written with Karen Kingsley, Professor Emerita at Tulane University. Additionally, Professor Carwile is currently exploring the curation of an exhibition of modernist architecture in Shreveport.

- Sabbatical release policies are stated in the University Policies and Procedures. Due to five years of state budget cuts in higher education, opportunities for sabbatical release have been severely limited throughout the State. Discussions among the Director, Dean, and Academic Vice President have considered ways in which eligible faculty may earn release time. A recent development is the initiation of a *Faculty Fellowship Program* offered by the Office of Academic Affairs. The Fellowship Program is designed to enable faculty in the final stage of completing a research, creative, or instruction project to bring the project to fruition by being released from instructional assignments for one quarter. This program was offered in Spring 2012. This program was not offered in 2013.
- Discussions continue between the Director and Dean to address the opportunity to provide faculty with additional studio space to develop creative/professional work. Opportunities in the newly-renovated University Hall (home of the Enterprise Center and Thingery) will provide an option for additional faculty workspace to develop cross-disciplinary instruction, research and creative work. Currently one member of the School of Architecture faculty maintains a studio space in a vacated dormitory dedicated to School of Art faculty and graduate students.

b. Conditions II.1 (Student Performance Criteria)

II.1.1.B.2 Accessibility

A survey and subsequent analysis has been created to provide the committee some feedback about how well accessibility issues have been/will be addressed in the early stages of the studio curriculum (ARCH 215-Core Design I):

- Expected Outcome of SPC Effectiveness: Architecture students will have the *ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
- Means of Measurement: 80% of students' work will be assessed as "met" or "well met" by a panel consisting of outside instructors and/or professionals in ARCH 215 regarding site and facility accessibility in end-of-the-quarter project reviews.
- Data Collected: Student's abilities were assessed by a panel of outside jurors final design reviews of the ARCH 215 design studio in Fall 2012. Of the 34 students assessed, 71% of student projects were assessed as "met" or "well met" via a rubric.
- Criterion for Success Met: No.
- Number of Individuals Assessed: 34 students were assessed in ARCH 215, Fall 2012
- Analyze the results including strengths and weaknesses: Following the design jury determination of the 34 students projects surveyed, four students whose projects were determined to not meet the criteria, had elected to change majors from architectural studies in the subsequent academic quarter. With this amended data, 80% of *returning students* did meet this learning outcome. Additionally, expectations for meeting this criteria the first "core" studio of the curriculum was considered overly "ambitious." This survey will be reissued in next year's ARCH 235 studio.
- Explain the Program modifications based on findings from Learning Outcomes: The Administration and Curricula Committee reconvened in Fall 2012 to discuss the "not met" assessment of this Student Performance Criteria in the 2011 NAAB Visiting Team Report. Discussion with the graduate level and professional concentration level coordinators suggested a continued greater emphasis on accessibility in the design of sites, facilities, and interiors (furniture and equipment layout) in subsequent studios. ARCH 415 (Core Design VII) and ARCH 530 (Comprehensive Design III) will serve as the primary courses to find evidence of this SPC.

Additionally, there will be a more formal introduction to accessibility issues in the second year studio sequence (ARCH 215) to support the studios which will demonstrate primary evidence later in the matriculation sequence.

- Explain the success of Program modifications based on program changes:
An amended design project in ARCH 215 with a more focused more with wheelchair accessibility will be introduced in Fall 2013.

II.1.1.B.6 Comprehensive Design

A survey and subsequent analysis has been created to provide the committee some feedback about how well accessibility issues have been/will be addressed in the early stages of the studio curriculum (ARCH 530-Comprehensive Design III):

- Expected Outcome of SPC Effectiveness: Architecture students will have the *ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating Design Thinking Skills; Technical Documentation; Investigative Skills; Ordering Systems; Historical Traditions and Global Culture; Accessibility; Sustainability; Site Design; Life Safety; Environmental Systems; Structural Systems.
- Means of Measurement: 80% of students' worked will be assessed as "met" or "well met" by a panel consisting of outside instructors and/or professionals in ARCH 530 regarding comprehensive design as described in *Outcome 2* in end-of-the-quarter project reviews.
- Data Collected: Data to be collected at final reviews of ARCH 530 (Spring Quarter 2013)
- Criterion for Success Met: Nominally, yes.
- Number of Individuals Assessed: 14 students were assessed
- Analyze the results including strengths and weaknesses: Student's abilities were assessed by a panel of outside jurors final design reviews of the ARCH 530 design studio in Spring 2013. Of the 14 students assessed, 79% of student projects were assessed as "met" or "well met."
- Explain the Program modifications based on findings from Learning Outcomes: The Administration and Curricula Committee reconvened in Fall 2012 to discuss the "not met" assessment of this SPC. ARCH 530 (Comprehensive Design III) has served as the primary course to find evidence of this SPC. Discussions with the Committee and the Graduate Coordinator resulted in changes that have already begun in the Comprehensive Design sequence (ARCH 510/520/530), resulting a moderate retooling of expectations in the Fall (510), Winter (520) and Spring (530) Quarters of this sequence, which will yield a better context to address this SPC in ARCH 530. One of the observations of the year-long sequence was that many students had spent a disproportionately large amount of time determining the ideal building type and program to support the research developed for the project. Consequently, the wide variety of building types in various stages of development made the year-long mentoring and evaluation process very difficult for faculty. In Fall 2013 ARCH 510 will require all students to work with the same building type (museum, school, etc.), while offering individual student opportunities to investigate site and programmatic decisions to support a research agenda. While an indirect action to address the issue of this SPC, providing a prescribed building type will significantly reduce the time dedicated to pre-design and provide more time to the development of the building project consistent with a comprehensive design project.

In Winter 2013, twenty-three School of Architecture alumni and/or regional practitioners were invited to participate in two days of design reviews of the Master of Architecture candidates'

comprehensive design projects. These reviews sought to provide input from architects regarding the following issues for the ARCH 520 students: Site Design, Parking Layout, Life Safety Code Issues, Structural Systems, Mechanical Systems, Sustainability, Accessibility, and Space Planning Issues.

As a review to the 2012-13 graduate studio sequence, faculty have noticed development of a more holistic building project and a more consistent integration of building systems by these students. It is evident that a clearer identification of “deliverables” in ARCH 510, 520 and 530 has yielded a more developed project overall. The School will also continue to utilize its alumni/practioners in interim reviews to help our students develop this SPC. This effort has enhanced student abilities with this SPC and has provided an important resource for engaging our alumni.

- Explain the success of Program modifications based on program changes: It has been determined that clearer requirements at the conclusion of each quarter of this three-quarter capstone project has yielded clearer pedagogical goals and a more developed capstone, meeting this Learning Outcome.

II.1.1.B.7 Financial Considerations

A survey and subsequent analysis has been created to provide the committee some feedback about how well Financial Considerations issues have been/will be addressed in the early stages of the studio curriculum (ARCH 481-Professional Practice II):

- Expected Outcome of SPC Effectiveness: Architecture students will have the *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.
- Means of Measurement: 80% of the students in ARCH 481 will report that they were “informed” or “well informed” of the fundamentals of building costs.
- Data Collected: Data collected as final student survey of ARCH 481 (Fall Quarter 2012).
- 82% of the students in ARCH 481 reported that they were “informed” or “well informed” of the fundamentals of building costs.
- Criterion for Success Met: Yes
- Number of Individuals Assessed: 22 students were assessed/surveyed in ARCH 481, Fall 2013
- Analyze the results including strengths and weaknesses: Additional exercises and team project in ARCH 481 seem to have provided students with a further understanding of the Learning Outcome.
- Explain the Program modifications based on findings from Learning Outcomes: The Administration and Curricula Committee reconvened in Fall 2012 to discuss the “not met” assessment of this SPC from the 2011 NAAB Accreditation Visit. ARCH 481 (Professional Practice II) served as the primary course to find evidence of this SPC. Discussion with the the professional concentration level coordinator and course instructor resulted in an updated purchase of resources (current cost data resources) to provide more contemporary information to meet the SPC as well as a reevaluation of explicit exercises to demonstrate understanding of this SPC.

- Two specific exercises were implemented in ARCH 481 over the last two years to address this SPC:
 - Team Assignment: A group of 3-4 students visit an architecture office (the choice of the office and its location is open to the student team). The purpose of the visit and the pre- and post-visit communication with the office is to learn about project delivery. Students focus their research on one specific project in the selected office and learn about the forces involved in moving the project from ideas and drawings to a building. One of the primary factors considered in this assignment is not only developing an understanding of associated project costs but also how decisions of the budget affect the client's and architect's decisions, how change orders adjust the project/budget, how value engineering during the design process alter the financial context, etc.
 - Life-Cycle Cost Estimating Project: The first part of this project requires that a student estimate the construction cost of a project designed in his/her 3rd year design studio, using current cost data resources. In the second part of this assignment, students are alerted that consideration of a life-cycle cost analysis of the building's exterior assembly is to be made through choosing materials as a way to reduce the overall projected costs over time.
- Explain the success of Program modifications based on program changes: Implementation of the new team assignment seems to support the success of the Learning Outcome in this review cycle.

3. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

Academic Infrastructure

2011 Visiting Team Comments: 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 improvement to fully contribute to the goals of the university (See "Tech in the Year 2020," APR p. 6):

Current faculty size prohibits the development of course offerings across 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 and 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).

Response to comments: The School has continued to maintain its faculty numbers over the past several years, despite faculty losses within the College and University throughout all Louisiana public colleges and Universities. As stated previously, the average teaching load is well within the averages outlined by the ACSA report regarding teaching loades and well below the 70% of normative workload dedicated to teaching stated in the VTR. The continued financial support for adjunct faculty provides opportunities for expanded participation by faculty in University initiatives such as interdisciplinary research and teaching. A number of faculty have received course reductions for several research and creative initiatives, including the production of a short film, the creation of a book proposal, and the investigation of digital fabrication.

Continuing interdisciplinary research is the work of a tenure-track Assistant Professor in the School of Architecture, who has proposing a Materials Resource Lab to develop "digital tools that will aid in increased global use of environmentally sustainable building materials" in collaboration with faculty and

student assistants from School of Architecture, the Computer Science Program and the School of Art. This research is funded by an i6 Grant from the US Economic Development Administration. This work has completed its testing phase in summer 2013 and will continue to develop this year.

Further, the THINGERY is a new innovative product maker space in the recently renovated University Hall. Consisting of classroom and desktop fabrication spaces, the Thingery is a new place where students of all disciplines may work and learn in an interactive environment. The space is outfitted with 3d printers, laser and vinyl cutters, a desktop milling center, a vacuum former, and computing capabilities to facilitate interdisciplinary projects. Faculty of the School of Architecture, School of Art, College of Engineering and College of Business have collaborated to support this new space, which was opened to students and faculty in Fall 2013. Four members of the School of Architecture faculty are directly involved in the management and operation of the THINGERY.

In Fall 2013, the School of Architecture offered its third sequence of Honors courses for its majors. Currently, the School offered Honors credit in a total of ten (12) credit hours of required and elective coursework annually. The School's summer study abroad program (in summer 2013 to Paris) offered Honors credit opportunities to qualified students.

Visiting Team Comments: *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 (computers, fabrication and print production, laboratories and off-site community engagement), as well as advising and assessment (including SOACS/QEP and outcome metrics).*

Response to Comments: As described above, The university administration has maintained its commitment to the School of Architecture through the hiring of a full time (1 FTE) wood shop technician, made effective 1 September 2012. After a year of utilizing this full-time, non-teaching position has, as initially anticipated, reduced time that the School's faculty have previously spent addressing operations and maintenance issues in the Art and Architecture Workshop and the Fabrication and Assembly Shop. Additionally, the new support position has also assisted in a managing Graduate Assistants employed to help maintain the shop facilities. Currently the School of Architecture and the College of Liberal Arts utilize the University's Computing Center and Technical Services Department for IT and hardware support, which is consistent all Colleges in the University. Additionally, the School and the College have utilized funding to support any diagnostics and repair of computers, fabrication and printing equipment to external service professionals in an effort to remove faculty involvement with such issues. Graduate assistantship and undergraduate student workers also support these initiatives, but only in basic, rudimentary maintenance and repair. Discussions continue to increase dedicated staffing support at both the College- and School-level in future budgets. A possibility of sharing some staffing support within the School of Architecture and the School of Art (Schools with similar needs in the College regarding technology) has been forwarded to the upper administration.

Visiting Team Comments: *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.*

Response to Comments: The School recognizes that there is a need to continue to communicate with the upper administration of the value of its service learning initiatives to the University/Community partnership and seek ways to support and sustain the vitality of the Community Design Activism Center and the Design-Construct Studios. While these programs have continued to develop and grow over the last thirteen years, it has largely occurred on a project-by-project basis. The School continues to solicit for funds from community partners and alumni, resulting in some discretionary funding for materials, tools and supplies. The School has implemented broader goals in this regard, including the establishment of

the longer-term South of California Avenue (SOCA) Project through the Community Design Activism Center. A grant through the University Foundation (the Lagniappe Ladies Grant) in Spring 2012 has secured \$5000 for additional tools to support the serving learning programs. The School will continue to enhance the Design-Construct studio opportunities through taking advantage of the School's CNC fabrication technology to offer students an experience that offers community service through digital fabrication processes. Additionally, a discussion to expand these initiatives beyond the faculty and student body of the School of Architecture has been considered.

Visiting Team Comments: *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.*

Response to Comments: Recent faculty hires for the 2013-14 academic year have focused on candidates with both teaching and practice experience (one Tenure-Track position and one non-Tenure-Track position). Collectively, these individuals possess professional licensure in the field of interior design, are ARE-eligible (IDP completed), hold a membership in USGBC-Louisiana. Both own private design practices and possess experience in practice management and design/build.

Visiting Team Comments: *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.*

Response to Comments: The School has hired one female Assistant Professor position (full-time) to replace a recently departed female Associate Professor and continues to actively seek ways to diversify its faculty as opportunities allow through the faculty search process. The School has experienced an increase in rates of female students of students entering the program. This current reporting cycle marks the second year in which incoming female students outnumber incoming male students (56% female) in the pre-professional program. Additionally, of the Fall 2013 architecture majors enrolled in ARCH 115 (Foundation Design I), females represent 51% of the student body. Additional review and plans to increase enrollment for all students will continue through the Director's discussion with the Office of Enrollment Management and the Office of Admissions. The School continues to participating in recruiting trips to Dallas (in conjunction with the AIA Dallas' "2B an Architect" program) and in Shreveport/Bossier City (DigiFest High School gathering) as a means to inform prospective students of the programs at Louisiana Tech University.

4. Changes or Planned Changes in the Program

Such as

- **Faculty retirement/succession planning** The School has experienced the retirement and resignation of three senior faculty in the past three years. The University remains committed in maintaining faculty counts in the School, while allowing middle-ranking faculty an opportunity to assume a larger role in the development of the programs.
- **Administration changes (dean, department chair, provost)**
With the retirement of Dr. Daniel D Reneau as University President in Summer 2013 and Dr. Kenneth Rea as Vice President of Academic Affairs in Spring 2012, there have been several changes within the University's upper administration. Dr. Leslie Guice assumed the position of University President from his previous role as Vice President for Research and Development. Dr. Stanley Napper assumed the position of Vice President for Research and Development from his previous role as Dean of the College of Engineering and Sciences. Dr. Terry McConathy assumed the position of Vice President of Academic Affairs from her previous role as Dean of the Graduate School. These changes are exclusively internal to the University, allowing any transitions within the institution to be relatively gradual.

- **Changes in enrollment (increases, decreases, new external pressures)** The School has experienced a modest, steady decrease in freshman enrollment in the past three years and a modest, steady increase in enrollment in the Graduate Program in the past three years. Anecdotal evidence from regional programs suggest similar trends. Continuing recruitment and retention efforts have been prioritized University-wide with the new leadership in the University.
- **New opportunities for collaboration**
The THINGERY is a new innovative product maker space in the recently renovated University Hall. Consisting of classroom and desktop fabrication spaces, the Thingery is a new place where students of all disciplines may work and learn in an interactive environment. The space is outfitted with 3d printers, laser and vinyl cutters, a desktop milling center, a vacuum former, and computing capabilities to facilitate interdisciplinary projects. Faculty of the School of Architecture, School of Art, College of Engineering and College of Business have collaborated to support this new space, which was opened to students and faculty in Fall 2013.
- **Changes in financial resources (increases, decreases, external pressures)** No changes or planned changes.
- **Significant changes in educational approach or philosophy (e.g., new provost = new approach)** No changes or planned changes.
- **Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building):** No changes or planned changes.

5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)

Not required for 2013

Supplemental Material

Instruction: Include the following as a list of individual URLs or instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).

Be sure to identify the changes/outcomes expected.

- a. New/revised syllabi
- b. Student work demonstrating the change

No Supplemental Information required. It is believed that the narrative of the interim report supplies sufficient information as no major structural changes to courses are being implemented.

2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)

No Supplemental Information required. It is believed that the narrative of the interim report supplies sufficient information as no major structural changes are being implemented.

3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative bio, one-page CV)

Marla St. John (tenure-track assistant Professor) earned her professional degrees in Interior Design (BID) and Architecture (M.Arch) at Louisiana Tech University. Ms. St. John is a registered interior designer and possesses NCIDQ. She possesses over ten years of practice experience in architecture. Her artistic work has been recognized in regional exhibitions and awards. She serves as a managing partner in Studio Brooks St. John. She teaches coursework in design studios and drawing.

Miguel Lasala (acting assistant professor) earned as BS and M.Arch degree from University of Louisiana at Lafayette. He has practiced in architecture and design offices in Louisiana, Texas, North Carolina, Paris and Barcelona. He has taught at the University of Louisiana and at Mississippi State University. He teaches coursework in foundation design/drawing and fabrication.

4. Provide additional information that may be of interest to the team at the next accreditation visit.

N/A

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These should be presented in Word or Adobe PDF*
2. *Student work*
 - a. *Studio work should be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers should be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them.*
 - b. *Classroom work should be presented in digital form (PDF) after grading. Instructors' comments and grades should be visible. Students' identities may be removed in order to comply with FERPA.*

- c. *Presentations or other oral projects should be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*

No Supplemental Information required. It is believed that the narrative of the interim report supplies sufficient information as no major structural changes are being implemented.