UL Lafayette Graduate Program Review Documentation

Degree Level(s) and Name:

Degree Level: Graduate Program
Name: Master of Architecture

Concentrations and Certificates Awarded in Conjunction with the Degree Program:

Historic Preservation Certificate

Mission. Describe the program's mission, goals, and core values as they relate to the:

- University's mission and goals, particularly as articulated in the strategic plans of each.
- Describe how the program's mission and values relate to the national context in this field
- Attach the department's/program's strategic plan.

Mission: The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelors, masters, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University's academic programs are administered by nine Colleges: Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, B. I. Moody II College of Business Administration, the Ray P. Authement College of Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

Vision: To further the University's evolution as a distinctive institution recognized as a catalyst for transformation – of students, faculty, staff, Acadiana, Louisiana, and the globe – through its engagement in research, scholarship, creativity, and the enhancement of our unique culture.

Values: UL Lafayette's core values reflect the principles in which we believe and to which we aspire as we collaborate and persist toward the fulfillment of our mission.

1. Access, opportunity and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens.

2. An informed appreciation for and desire to contribute to our culturally-rich and unique community, which simultaneously embodies a progressive spirit of creativity, a dedicated work ethic, a resilient value for family, and a robust joie de vivre.

3. The creation and dissemination of knowledge that elevates the stature of our community of scholars and contributes to the betterment of our world.

4. Civility and integrity in all of our interactions to promote a collegial, diverse and healthful learning environment.

5. Engagement of all our stakeholders in our pluralistic quest to fulfill our mission.

6. Stewardship that demonstrates an appreciation and respect for all the resources that we can impact, and which have been entrusted to us.

7. Commitment to open communication and constructive dialogue to foster a shared understanding of our progress, challenges and accomplishments.

(Approved and adopted by the University Council in February 2009. For full text of the document, *"Tradition, Transition, Transformation"*, refer to: http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf

Institution in the Context of 21st Century Higher Education

The University's 2009-14 Strategic Plan identifies 8 Strategic Imperatives that serve to guide University initiatives in the 21st century:

1. Strengthening student recruitment and enrollment processes.
2. Enhancing student engagement and success.
3. Facilitating quality teaching and learning.
4. Supporting the research portfolio of our community of scholars.
5. Preparing our students to thrive as global citizens.
6. Creating an institution our stakeholders will highly regard.
7. Optimizing administrative effectiveness and efficiency.
8. Fostering economic and community development.

Each of these imperatives is a call for action to be accomplished as the institution moves forward. (The specific institutional actions being undertaken to address these imperatives are outlined in the *"Tradition, Transition, Transformation"* document available at: <http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>.

SoAD Mission: The educational mission of the SoAD is to cultivate student-centered professional programs in architecture, industrial design, and interior design through pedagogy based on responsiveness to material, technological, cultural and societal environments.

SoAD Vision: The vision of the SoAD is to contribute a critical, ethical, and poetic voice to the ongoing development of the design professions through engagement with multiple and diverse communities. We strive to integrate our curricula with community-based research and scholarship that ultimately improves the public good.

SoAD Values: The SoAD has developed a set of design values that inform our pedagogy and our curricula. These are intended to complement the University Values expressed in the document *Tradition, Transition, Transformation* <http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf>:

- We value *Collaboration*. Design is a social act born out of collaboration.
- We value *Cultural Specificity*. Cultural specificity is integral to the understanding of design at all scales, from the local to the global.
- We value *Diversity*. Effective design collaboration demands an environment in which diversity of freely expressed positions and approaches is respected.
- We value *Integrity*. Effective education demands an environment characterized by individual and community integrity, honesty and empathy.
- We value *Environmental Responsibility*. As designers and citizens, we have a responsibility to proactive stewardship of the buildings and the products we make and the environments in which these live and interact.
- We value *Critical Discourse*. The condition that makes the academy relevant is honest and open engagement with the issues critical to our environment and our future.

Our architectural curriculum going forward in the 21st century is based on the following understanding and interpretation of our mission and vision: Our physical environment is the world we have inherited. Our social/cultural environment is what we make of the world. Our technological environment includes the ever-developing tools and techniques we use to modify our physical environment into a social and cultural one. Our professional environment includes the discipline and ethics that guide us in making decisions about how to use

technology to transform our physical environments into a socially generous, culturally rich, life affirming and cooperative environment for human life to reach its highest potential. It is these four environments that we believe are at the heart of the world in which we live, and it is around these four categories that we structure our pedagogy.

SoAD STRATEGIC PLAN

Strategic Imperative I: Strengthening Student Recruitment, Retention, and Enrollment Processes

I.A   *To Raise Awareness and Enhance the Visibility of our Programs*
1. Create a unified and integrated website with appropriate interactivity, utility, comprehensiveness, aesthetics and communicative capacity.
2. Showcase the programs through marketing and promotion.
   a. Support student travel to professional conferences.
   b. Support student participation in international and national competitions
   c. Promote our graduate program more vigorously.
3. Pursue strategies to grow our Graduate Program, including the pursuit of resources to offer out-of-state student assistantships.

I.B   *To Advance our Positioning as a Program of 'Choice'*

1. Focus on the professional development of the architecture student
2. Collaborate with Honors students and Honors department.
3. Develop and enhance our current service learning efforts on campus and in the community.
4. Establish our School as a leader in environmental responsibility, safety, and physical accessibility on campus.
5. Support Certificates, Programs and Institutions, e.g., preservation, sustainability, urban design, design/build, history/theory, as a means of promoting graduate program.
6. Maintain the highest standards of professionalism through accreditation and professional organizations

I.C   *To Better Manage our Enrollment Process*
1. Establish articulation agreements with the local community colleges.
2. Coordinate the diversity of incoming students through clearly stated curricula, tracks, minors, etc.
3. Continue to support Preview Day as a critical opportunity to communicate with incoming students.

I.D   *To Address Issue of Student Retention*
1. Establish mentoring program for incoming students.
2. Track impact of admission criteria and evaluation process on the student body.

STRATEGIC IMPERATIVE II-Enhancing Student Engagement and Success

II.A   Create a Meaningful First-Year Experience

1. Support the integration of design faculty into the UNIV 100 course.

II.B   Improve the Campus Climate for Students

1. Track Fletcher Hall improvements and additions.
2. Participate in and support the University's Master Plan through our professional involvement in its development.

II.C   *Increase Number of Students Graduating*
1. Track changes of majors within the design curricula.
2. Evaluate current advising efforts based on the specific needs of a design student.
3. Encourage third-year students to begin the IDP experience while still in school.

STRATEGIC IMPERATIVE III: Facilitating Quality Teaching and Learning

III.A   *To Recruit, Hire, and Maintain the Best Faculty for Student Learning*
1. Reinforce quality teaching and student research through recognition at Annual Awards Ceremony.
2. Encourage faculty to provide more course offerings in the summer.
3. Promote faculty diversity by adhering to the University's EEOC policy on hiring
4. Enhance commitment to faculty development by instituting a faculty-to-faculty mentoring program.

III.B   *To Enhance the Classroom Experience*
1. Develop a matrix regarding current use, needs, and long-term goals of information technology.
2. Create enticements (financial, time, or other) to encourage faculty to attend distance-learning seminars, and develop distance-learning courses.
3. Identify and analyze cross-disciplinary degrees and coursework on campus.
4. Raise the profile of graduate study and create the environment and funding structure for growth.
5. Offer distance learning to select markets and assure high quality delivery.

III.C   *To Improve Learning Through Evidence Based Assessment*
1. Develop integrated system of student assessment.

STRATEGIC IMPERATIVE IV – Supporting the Research Portfolio of our Community of Scholars

IV.A.   *To Plan Strategically for Enhanced Research Efforts and Results*
1. Pursue a regular rotation of STEP and Board of Regents grant proposals from each of the programs.
2. Continue to apply for grants.

IV.B   *To Foster the Creation of Rigorous Research and other Eminent Intellectual Contributions*
1. Sponsor thematic symposia.
2. Write, publish and present peer-reviewed research and scholarship regularly.

IV.C   *To Focus on Signature Initiatives Supporting the Future of our Earth and Society*
1. Continue to develop and support our signature specialized institutes, such as Community Design Workshop, Building Institute, Resilience Studio, and Civic Development Studio.
2. Support sustainability initiatives.

IV.D   *To Grow Successful Academic Centers and Programs to Enable Greater Levels of Achievement*
1. Continue to seek out projects, competitions and other opportunities for promoting and showcasing our faculty and students' achievements.
2. Establish a truly integrated collaborative studio that includes architecture students, interior design students and industrial design students working with faculty from each discipline.

STRATEGIC IMPERATIVE V: Preparing Our Students to Thrive as Global Citizens

V.A   *To Widen our Global Perspective*
1. Centralize international functions of SoAD and coordinate with University.
2. Pursue an increased number of international students and faculty.
3. Engage international students in campus life.
4. Expand and invest in Study Abroad course offerings.
5. Pursue and develop a coordinated 'travel curriculum' of studio field trips.

V.B   *To Ensure our students are Poised to Face Major Challenges of the 21stCentury*
1. Reinforce a studio culture and pedagogy that values cultural diversity.
2. Evaluate the curriculum and course offerings based on global and sustainability issues.

STRATEGIC IMPERATIVE VI-Creating an Institution Our Stakeholders Will Regard Highly

VI.A   *Creating A Department our Stakeholders Will Highly Regard*
1. Improve branding and marketing of current endeavors through available advertising, marketing, and social media venues.
2. Publicize high-profile initiatives, research contributions and academic programs.

3. Educate the community on the values of design.

VI.B   *To Provide Support for the Athletic Programs and Ragin' Cajun Athletic Foundation*
1. Where possible support and engage the athletic programs and the Ragin' Cajun Athletic Foundation.

VI.C   *Increase Voluntary Contributions for Educational Purposes*
1. Develop master plan for continual fundraising.
2. Develop optimal relationships between the University, School, students, and affiliated organizations.
3. Elevate the role and responsibility of student organizations in fund-raising initiatives.
4. Develop an integrative master plan for donor relations, fund raising and stewardship with the collaboration of the UL Lafayette Foundation.

VI.D   *Plan for the Growth Needs of the School*
1. Support the master plan for the use and future expansion of university properties and facilities.

STRATEGIC IMPERATIVE VII-Optimizing Administrative Effectiveness and Efficiency

VII.A   *To Focus on Human Resource Management Challenges*
1. Create a hiring and search committee policy that optimizes national, regional and local advertising opportunities and is ethical in hiring, evaluation and compensation practices.

VII.B   *To Optimally Structure the School of Architecture and Design*

1. Periodically examine its formal and informal administrative organization and reporting structures to ensure the appropriate level of decentralization; such review will be conducted in a transparent manner.
2. Foster communication among internal stakeholders.

STRATEGIC IMPERATIVE VIII - Fostering Economic and Community Development

VIII.A   *To Support Internal Stakeholders Working to Generate a Positive Economic, Scientific, Cultural or Social Impact*
1. Continue to market and license designs developed by our specialized institutes and/or our faculty.
2. Submit Intellectual Property Disclosure Forms to the Research Office for possible future patents (for example, Synthetic Masonry Units or SMU's).
3. Provide opportunities for collaborative research among faculty members in the School.

VIII.B   *To Further Develop the Research Park to Enable Both Research Generation and Economic Development*
1. Seek opportunities to make connections between our specialized institutes and Research Park.

VIII.C   *To Increase the Interface Between the Community and the School of Architecture and Design*
1. Seek opportunities for faculty to sit on regional and local boards and committees.
2. Continue to develop urban projects for local and regional cities, small towns, and neighborhoods.
3. Seek opportunities to partner with not-for-profits like Ragin' Cajun Facilities and Habitat for Humanity.
4. Seek opportunities to offer continuing education programs for the architectural community.

VIII.D   *To Enhance the Vibrancy of the State of Louisiana*
1. Continue to provide professional education for architects and designers who will serve the state of Louisiana.
2. Coordinate with Career Services to offer effective Career Days for our students.

A description of the data and information sources used to inform the development of these objectives.

The information sources used by the SoAD to develop these objectives and initiatives are the UL Lafayette 2009-14 Strategic Plan and the eight Strategic Imperatives that have been defined within it. http://www.louisiana.edu/Faculty/Senate/Bruderfiles/Strategic.pdf). In addition, the 2011 Draft of the Master Plan for Public Postsecondary Education in Louisiana has provided guidelines for the future of higher education in the state.

Our discussions and deliberations to develop our long-range planning objectives were driven by data gathered by the Institutional Research Office, and included such information as comparative statistical reports on the GPA's and ACT scores for entering freshmen, Graduate School enrollment statistics for the SoAD, 2006-11 and Arts Headcount Enrollment Statistics, 2006-11 that included a demographic comparison between students in Louisiana compared to other states and possessions and foreign countries.

Our concerns about enrollment were especially acute due to the University's move in 2011 to increase standards for selective admissions, and its elimination of all remedial course offerings for students who could not meet the standards. We referred to data comparing enrollments between Fall 2010 and Fall 2011 at UL Lafayette by School or College and the statistical breakdown of eligible/ineligible first-time freshman (FTF) in the College of the Arts by major. This data outlines the number of deficiencies in English, Math, Math and English together, and the high school GPA and ACT composite number. We used this data to determine how many first-time freshmen would be admissible meeting the 2012 admission standards. We also used enrollment data from University Enrollment Services.

Data showing pass rates for 1st to 2nd year students, 3rd year and 4th year pass rates, Graduate Program entry numbers, and Master's Thesis pass rates as well as continual tracking of ARE Pass Rates keep us informed about the status of our enrollments and our students' progress.

Peers. List three to five peer programs at other U.S. institutions. See list of peer institutions submitted to and approved by the Board of Regents at end of this document. If the list of peers is not adequate for your discipline, please submit the names of other institutions with comparable programs in your field.

University of Texas - San Antonio, School of Architecture
Clemson University, School of Architecture
University of Tennessee, School of Architecture
Oklahoma State University, School of Architecture

Program Data: Students

Table 1: Enrollment*

	FA09	FA10	FA11	FA12	FA13	FA14	FA15
Master's Level							
Master's Concentration #1							
Master's Concentration #2							
Doctoral Level							
Doctoral Concentration #1							
Doctoral Concentration #2							
Certificate Program							

* Extra rows are for additional concentrations.

Table 2: Completers - Course and Graduation Data*

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
AY Graduates Master's Program	17	12	15	21	18	20	20
AY Graduates Master's Concentration #1	0	0	0	0	0	0	0
AY Graduates Master's Concentration #2*	0	0	0	0	0	0	0
AY Graduate Certificate Program(s)	0	0	0	0	0	0	0
AY Graduates Doctoral Program	0	0	0	0	0	0	0
AY Graduates Doctoral Concentration #1	0	0	0	0	0	0	0

* Extra rows are for additional concentrations.

Table 3a: Graduate Course DROP Rates over a 7-year cycle, AY 08-09 to AY 14-15

Name of Courses with DROP rates at least 40% (grades of "W")	OL Trad Hy	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Name of courses		0	0	0	0	0	0	0

Table 3b: Graduate FAIL Rates over a 7-year cycle, AY 08-09 to AY 14-15

Name of Courses with FAIL rates at least 35% (grades of "F")	OL Trad HY	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Name of courses		0	0	0	2	0	0	0

Table 3c: Graduate COMBINED DROP and FAIL Rates over a 7-year cycle, AY 08-09 to AY 14-15

Name of Courses with combined DROP and FAIL rates at least 40% (grades of "W" and grades of "F")	OL Trad HY	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Name of courses		0	0	0	2	0	0	0

Analyze the drop and failure data and describe courses that seem to be obstacles to progression through the program. Describe strategies used to decrease the identified problems.

Under the entire history of the architecture program, there have only been five students who have not completed the program once enrolling and beginning ARCH 501. Because the Master of Architecture program is needed to complete an architect's licensing, accrediting, and IDP, students are highly motivated to complete steps to licensing. In the ten years that the Master of Architecture has been the terminal degree for licensing in the architecture profession, five students dropped for various reasons: two dropped after completing the first semester, one dropped with 15 hours to complete, two did not complete theses studio-capstone of the architecture curriculum. All of these students were able to repeat classes. A 99% success rate has been achieved in the Master of Architecture program.

Table 4: Years to Completion

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Average Years to Completion Master's Level by Annual Cohort						
Average Years to Completion Doctoral Level by Annual Cohort						

Enrollment, Retention, and Degree Productivity. Analyze and explain trends in the program's enrollment, student persistence in the graduate program(s), and student completion.

Student Recruiting, Retention, and Engagement. Complete the "funnel report" in Table 5 and/or Table 6 below, which compiles data regarding student applications and admissions to the program(s).

- Describe innovative actions taken to recruit highly qualified students.
- Describe how students are engaged and mentored.
- Describe the most academically enriching experience your students have in the program.

Table 5: Admissions to Master's Program

Academic Year	Applications Received	Number Admitted	Number Enrolled	Number Receiving Assistantships, Stipends, or Fellowships	Average GRE or GMAT	Number Enrolled Who Continued into Second Year
2013 - 14						
2012 - 13						
2011 - 12						
2010 - 11						
2009 - 10						

Table 6: Admissions to Doctoral Program

Academic Year	Applications Received	Number Admitted	Number Enrolled	Number Receiving Assistantships, Stipends, or Fellowships	Average GRE or GMAT	Number Enrolled Who Continued into Second Year
2013 - 14						
2012 - 13						
2011 - 12						
2010 - 11						
2009 - 10						

Graduate Students/Assistantships. Using the table(s) below (Tables 7 and/or 8), list the number of graduate students who received financial support in the last academic year, indicating whether the support was provided by external funding sources or University sponsored assistantships or fellowships. (You may submit the Board of Regents Fellowship Applications tables instead of completing Table if you prefer.)

- Describe any non-traditional models of support or stipends for your graduate students you have developed.
- Are there any Board of Regents fellowships available to your students?

> The SOAD has developed its external research through its institutes. These institutes, Community Design Workshop, Building Institute, Coastal Sustainability, HABS, fund students through external funding from federal, state, and local agencies. There are no Board of Regents fellowships awarded to our students.

Table 7: Graduate Student Support for Master's Students

Academic Year	Number Enrolled	Number on Grant-Funded Assistance	Number on Assistance from Private Industry	Number on Board of Regents-Funded Assistance	Number Receiving Departmental Assistantships, Stipends, or Fellowships from UL	Number Receiving Assistantships funded by other units at UL
2014 - 15	42	4	0	0	16	4

Table 8: Graduate Student Support for Doctoral Students

Academic Year	Number Enrolled	Number on Grant-Funded Assistance	Number on Assistance from Private Industry	Number on Board of Regents-Funded Assistance	Number Receiving Departmental Assistantships, Stipends, or Fellowships from UL	Number Receiving Assistantships funded by other units at UL
2014 - 15	0	0	0	0	0	0

Post-Graduate Employment, etc.

- Provide any data-based information you have regarding the disposition of graduates within their first one to five years after graduation.
- Provide data-based information regarding employment demands for graduates, as well as future outlook for employment.
- If your program is a high-cost, high-demand one, what would be your reaction to charging differential tuition or extra fees to students?
- Are any of your graduates worthy candidates for the University's Outstanding Alumni awards?

US Bureau of Labor statistics states from 2016 through 2024 there will be a 7% growth documenting a fast average year with salary of $74,500 yearly; $35.83 hourly.

Current jobs advertised on the AIA site advertised 408 architecture positions available for March 2016.

Job Outloooks website estimated that over the next five years, architecture jobs will increase an average of $10,000-$25,000 per position which is considered very high.

School of Architecture and Design student Steven Oubre Jr. was awarded the 2014 Outstanding Alumni Award.

NAME	TERM	DEGREE	PLACEMENT TIME	FULL/ PART TIME	FIELD	PLACE OF EMPLOYMENT AFTER GRADUATION	CURRENT PLACE OF EMPLOYMENT
Richard, Daniel	FA15	MARCH	Cont.	Full-time	Architecture	Architects Southwest	
Magallon, Benjamin	FA15	MARCH		Full-time	Architecture	Imperial Calcasieu Regional Planning & Development Commission	
Richard, Candace	FA15	MARCH	Cont.	Full-time	Architecture	Vermillion Architects	
Perry, Michael	FA15	MARCH	December-16	Full-time	Architecture	Holly & Smith Architects	
Reeves, Randel	FA15	MARCH				Not employed	
Caitlin, Brehens	FA15	MARCH		Full-time	Graphic/ Web Design		USGS
Armentor, Garrett	SP15	MARCH	May-15	Full-time	Architecture	Holly & Smith Architects	
Chacon, Hugo	SP15	MARCH		Full-time	Construction		HAIK Construction
Finley, William	SP15	MARCH	May-15	Full-time	Architecture	MWL Architects	
Gray, Chance	SP15	MARCH	May-16	Full-time	Architecture		Mathes Brierre Architects
Frick, William Joe	SP15	MARCH	May-15	Full-time	Architecture	HDR Architecture	
Malborough, Lauren	SP15	MARCH					Habitat for Humanity, International
Monte, Stuart	SP15	MARCH		Full-time	Architecture	JHP Architecture/Urban Design	
Mouton, Charles	SP15	MARCH	June-15	Full-time	Architecture		M2 Studio
Perrodin, Kaitlyn	SU15	MARCH					
Renoux, Ian	SP15	MARCH	June-16	Full-time	Architecture	Akal Architects	
Tagesen, Megan Nicole	SP15	MARCH	May-15	Full-time	Architecture	Scairono Martinez Architects	
Welcher, John	SP15	MARCH	n/a	n/a	n/a	(M-ARCH 2 at Columbia)	
Wiley, Mark	SP15	MARCH	June-15	Full-time	Architecture		Raymond Harris & Associate Architects
Beazley, Adam Lewis	FA14	MARCH	December-14	Full-time	Architecture	Architects Beazley Moliere	

Name	Semester	Degree	Date	Status	Field	Firm 1	Firm 2
Flores, Maria Alexandra	FA14	MARCH		Full-time	Architecture	Manuel Builders	Smith L. Holt Arch and Project Management
Franks, Joshua Taylor	FA14	MARCH		Full-time	Architecture	Crestan Mortgage Company	Populus
Gray, Chance L.	FA14	MARCH		Full-time	Architecture	Mathes Brierre	
Navarro, Jesus Ismael	FA14	MARCH		Full-time	Architecture	KEPHART	
Thibodeaux, Jacob Evan	FA14	MARCH	December-14	Full-time	Architecture	Holly & Smith Architects (NOLA)	
Broussard, Mitchell Louis	SP14	MARCH	May-15	Full-time	Architecture		Design Office
Caldwell, Chelsea Taylor	SP14	MARCH		Full-time	Architecture	d+b Architecture	RWS Architects
Clesi, Nicholas Jason	SP14	MARCH		Full-time	Architecture	Holly & Smith Architects	
Comeau, Abigail Marie Kiley	SP14	MARCH		Full-time	Architecture	Holly & Smith Architects	
Cordova, Jeronimo	SP14	MARCH	August-15	Full-time	Architecture		Grupo Escato
Diaz, Sunnie Rose	SP14	MARCH		Full-time	Architecture	Lake Flato Architects	
Ferg, Daniel Caleb	SP14	MARCH		Full-time	Architecture	Randy M. Goodloe, AIA, APAC	
Quebedeaux, Emily	SP14	MARCH	September-14	Full-time	Architecture		Blitch Knevel Architects
Rodkey, Christina Faith	SP14	MARCH	May-16	Full-time	Architecture	Abell + Crozier + Davis Architects	
Young, Jennifer	SP14	MARCH		Full-time	Architecture	Paul J. Allain, Architect APAC + 3:5 Design Studio, LLC	Dominek Architecture LLC
Aubert, Justin Francois	FA13	MARCH	July-13	Full-time	Architecture	Murray Architects	
Bertrand, Barrett Thomas	FA13	MARCH		Full-time	Architecture		Studio Gee Architecture
Comeaux, Kyle Alex	FA13	MARCH	December-13	Full-time	Woodworking		Gulf Coast Woodworks
Contreras, Karla V.	FA13	MARCH		Full-time	Architecture	Kirksey	Architecture	
Courville, Kelley Lance	FA13	MARCH	Continued	Full-time	Architecture	Beazly, Holly & Smith, Hammond	
Husser, Trent Matthew	FA13	MARCH		Full-time	Architecture	Traoplin-Peer Architects	
LeBoeuf, John Cullen	FA13	MARCH					
Simon, Kristopher James	FA13	MARCH		Full-time	Architecture	Lalande Group	
St. Julien, Todd	FA13	MARCH		Full-time	Architecture	Trahan Architecture + Planning LLC	
Timiansky, Liran	FA13	MARCH		Full-time	Architecture	Trahan Architecture + Planning LLC	Affiniti Architects
Callais, Philippe	SP13	MARCH					
Bomingue, Brad	SP13	MARCH		Full-time	Architecture	hbsa 2	
Duck, Alyssa	SP13	MARCH		Full-time	Architecture	Makr	
Duhon, Austin	SP13	MARCH		Full-time	Architecture	Manuel Builders	Domain Architecture
Grandon, Jake	SP13	MARCH		Full-time	Architecture	Harrison French and Associates	
Guidry, Robert	SP13	MARCH			Contractor	Mechanical Contractor	
Lantier, Jason	SP13	MARCH	May-13	Full-time	Architecture	3 square design group	
Shultz, Kate	SP13	MARCH		Full-time	Architecture		Fanning & Howey Associates
Stelly, Christopher	SP13	MARCH	May-13	Full-time	Architecture	Crump Wilson Architects	
Allbritton, Robert	FA12	MARCH	August-13	Full-time	Architecture	Musso Architects, Ehlinger & Associates	SBB Architects
Beckman, Cameron	FA12	MARCH		Full-time	Architecture	Taylor Lambardo	Kirksey
Duplechain, Ryan	FA12	MARCH		Full-time	Architecture	Ziler Architects	
Leger, Branden	FA12	MARCH		Full-time	Architecture	Onezieme Design Studio	

Name	Term	Program	Date	Status	Field	Employer	Employer 2
Mohsen, Rafat	FA12	MARCH		Full-time	Architecture		Architect Arena Office
Mouton, Clint	FA12	MARCH		Full-time	Architecture	Self Employed	
Patout, Brant	FA12	MARCH		Full-time	Architecture	Ziler Architects	Architects Southwest
Talley, Loni	FA12	MARCH				not employed	
Bodin, Erin	SP12	MARCH		Full-time	Architecture	Sabatier Architecture	
Bordelon, Stephanie	SP12	MARCH		Full-time	Architecture	Manuel Builders	
Breaux, Adam	SP12	MARCH		Full-time	Architecture	Shulman + Asssociates	
Brignac, Guy Christian	SP12	MARCH			Plumbing	Potchitrain Partners LLC-plumbing	
Frey, Kerry	SP12	MARCH		Full-time	Architecture	Architects Southwest	
Sanchez, Sonia	SP12	MARCH		Full-time	Architecture	Locus Partners	Ballinger
Comeaux, Kyle	FA11	MARCH					
Dagate, Jessica	FA11	MARCH		Full-time	Architecture		Carl P. Blum
Davis, Ashley	FA11	MARCH	December-11	Full-time	Architecture	Ackal Architects	
Duplechain, Ryan	FA11	MARCH		Full-time	Architecture		Sabatier Labarbera Architecture
Goodyear, Graham	FA11	MARCH		Full-time	Architecture		Architects Design Studio
Heidel, Matthew	FA11	MARCH		Full-time	Architecture		WR&D Architects
Laborde, Joshua	FA11	MARCH		Full-time	Architecture		Elmer Design Architects
Morris, Nadia	FA11	MARCH		Full-time	Architecture		TBA Studio West
Mouton, Clint	FA11	MARCH		Full-time	Architecture	Self-employed	
Murphy, Thomas	FA11	MARCH		Full-time	Architecture		CSRS. Inc.
Nochez, Max	FA11	MARCH		Full-time	Architecture		JHP Architecture
Pettus, Adam	FA11	MARCH		Full-time	Architecture		Manuel Builder
Reed, D Ravelle	FA11	MARCH		Full-time	Architecture		Moss Architecture
Reid, Michael	FA11	MARCH		Full-time	Architecture		Barry Fox & Associates
Riley, Desiree	FA11	MARCH		Full-time	Architecture		Designer at Sometime Awesome
Stevenson, Liv	FA11	MARCH		Part-time	Architecture		Structure Architecture, UL Lafayette SoAD Adjunct
Young, Sarah	FA11	MARCH		Part-time	Architecture		Emery McClure Architecture, UL Lafayette SoAD
Carlson, Joseph	SP11	MARCH					
Cortez, Justin	SP11	MARCH	May-11	Full-time	Architecture	Gossen Holloway Cortez	
Ducote, Trevor	SP11	MARCH	May-11	Full-time	Architecture		Manuel Builders
Fredricks, Justin	SP11	MARCH		Full-time	Architecture		Design Management Group
Graziano, Stephanie	SP11	MARCH		Full-time	Architecture		McCulloh Associates Architects
LeBlanc, Ashley	SP11	MARCH	Continuous	Full-time	Architecture	Fenstermaker	Same
Rousseau, Dustin	SP11	MARCH		Full-time	Architecture		Looney Ricks Kiss Architects
Russo, Kelly	SP11	MARCH		Full-time	Architecture	Gossen Architects	Don J. Rourke
Statterfield, Nicholas	SP11	MARCH		Full-time	Architecture	Farley	LUCKETT
Thompson, Shari	SP11	MARCH	December-12	Full-time	Architecture		Mcleod Kredell
Vaccarella, Tony	SP11	MARCH					General Electric
Kemp, Robert	FA10	MARCH		Full-time	Architecture		Hayes Architects

Thomas, James	FA10	MARCH		Full-time	Architecture		Hibbert Group
Waller, Trevor	FA10	MARCH		Full-time	Architecture	Randy Goodel	Ziler Architects
Zanyk, Graydon	FA10	MARCH		Full-time	Architecture		Don J. Rourke
Bergeron, Donald	SP10	MARCH			Student		Nursing Student
Castro, Denisse	SP10	MARCH		Full-time	Architecture	BRW Architects	Cherevet Architects
Chappuis, Scott	SP10	MARCH		Full-time	Architecture		Beazley Moliere
Credeur, Jeremy	SP10	MARCH		Full-time	Architecture		Mark Lalande Architects
Dufreche, Christopher	SP10	MARCH		Full-time	Architecture	JHP Architecture Urban Design	Holly and Smith
Dumatrait, Timmie	SP10	MARCH	May-10	Full-time	Architecture	CASE (May 2010) Eskew + Dumez + Ripple (September 2013)	WeWork
Jefferson, Gregory	SP10	MARCH		Full-time	Architecture		CA Architects
Kidder, Blake	SP10	MARCH	2013	Full-time	Architecture		Trapolin Peer Architects
Leger, Christopher	SP10	MARCH		Full-time	Architecture	Ziller Architects	Beazley Moliere
Vanicor, Gretchen	SP10	MARCH		Full-time	Architecture		UL Lafayette Director of Sustainability
Breaux, Hans	FA09	MARCH		Full-time	Architecture	Scott Simon Architects	Society for Peace and Environment, Action & Knowledge
Gremillion, Steven P.	FA09	MARCH		Full-time	Architecture		Jeffrey Carbo Architects
Guidry, Catherine	FA09	MARCH		Full-time	Photography		Photographer, Catherine Guidry
Morvant, Paul Norris	FA09	MARCH		Full-time	Architecture		Holly and Smith
Robicheaux, Andrew	FA09	MARCH	August-10	Full-time	Architecture		Edson Davis Design
Schaubhut, Aaron	FA09	MARCH		Full-time	Architecture		Barras Architecture
Broussard, Barry	SP09	MARCH		Full-time	Architecture	Segura Perry Architecture	Architect self employed
Cooper, Kathryn	SP09	MARCH					
Marks, Bryan	SP09	MARCH		Full-time	Architecture		JHP Architecture Urban Design
Petitjean, Jared	SP09	MARCH	May-09	Full-time	Architecture	Mark Lalande	Don J. Rourke
Roberie, Brandon	SP09	MARCH			Sales	Halliburton	Acadian Tire and Trailer

Student Satisfaction and Other Surveys.

- Provide information gathered from exit interviews, student satisfaction and other surveys that indicate student attitudes toward and perceptions of their educational experience in this degree program.
- Attach a copy of exit interview if used.
- Attach a copy of any survey or instrument used by the department to measure student attitudes toward and perceptions of their educational experience in this degree program.

At the conclusion of the ARCH 509/599 semester individual and voluntary exit interviews lasting between 10-30 minutes are conducted. Exit interviews, which are conducted before grades are submitted, offer an opportunity for students and the faculty to speak about expectations and outcomes. Reflective and critical discussion about a student's performance as well as the course structure, content and teaching effectiveness allows for personal growth on the part of the student and course and teaching improvement on the part of the faculty. Self-efficacy questions assist students in reaching an understanding of their final grade, but more importantly these sets of questions allow students to evaluate their ability to complete tasks and reach their goals.

As the final studio in the Program's curriculum, faculty inquire about the students goals, interests and job prospects and offer guidance. Future and goal setting questions assist students in thinking about the necessary steps to achieve what they seek to do and is an opportunity for faculty to answer questions about the profession.

Ultimately, the intent of the exit interview is to discuss perceptions and interpretations of how the students see themselves relative to how they approach academic and or professional goals, tasks and challenges.

ADVISING CHECKLIST
School of Architecture and Design   University of Louisiana at Lafayette
March 2016

Student Name_____
Semester/Year_____
Major_____
CLID_____
Current Address_____

Current Email_____
Current Cell Phone_____
Current Home Phone_____

Curriculum Sheet
All grades transferred_____

Advising Form
Alternate courses listed_____
Faculty signature on form_____
Student signature on form_____

ULink
Advising hold lifted_____

Status
Re-entry portfolio _____
Transfer student _____
International student _____
Honors class/seminar _____
TOPS minimum GPA_____
(http://studentsuccess.louisiana.edu/content/support/tops)
TOPS minimum credit hours-24/year_____

Resources (Does student know about . . .)
Website_____
Writing center_____
Academic Success Center_____
Student organizations_____
Tutoring_____
Counseling_____
Services for disability students_____
Campus diversity_____

Current Semester Schedule
Number of credits_____
Drops/repeats (Fr/So-2, Jr-1, Sr-1)_____
Balance credit hours/work hours_____

Future Schedule
Required major course_____
Necessary pre/co-requisites_____
Alternates suggested (summer, intercession)_____

Progress Toward Degree
BOR/Core _____
Junior Division requirements
    (ENGL 102, MATH 103-104 [Arch MATH 109],
    Science, 2.4 GPA, 30 non-developmental credit
    hours, C or better all classes)_____

Sophomore requirements
    (Portfolio review, 2.4 major GPA, DSGN 101-102)____

Junior requirements
    (2.4 major GPA [ARCH 2.6], all 1st year courses
    complete)_____
Senior requirements
    (2.4 major GPA [ARCH 2.6], all 2nd year courses
    complete)_____
45 Hours 300-400 level courses_____
Internship working for ARCH/DSGN_____
NCARB IDP record (for ARCH)_____

Seniors
Degree plan/minors_____
Graduation fees, etc._____
Apply as entrée student if nine hours or less in final semester____

Minor
Obtain minor sheet from department; place in student folder____

SOAD elective
Choose electives on new curriculum sheet_____

Career Development
Graduate School_____
ULL GPA 3.0_____
ULL Portfolio February 15-October 15_____
GRE 287 minimum_____
Licensing exam_____
Career services_____
Job placement_____

NOTES:
_____
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Program Information

Assessment Protocols.
- Describe how the program evaluates its success in achieving its goals in student learning
- Describe how the program evaluates its success in achieving its goals in scholarship/research
- Describe how the program evaluates its success in achieving its goals in service.
- Attach a "Detailed Assessment Report (DAR)" from WEAVE.

Monthly SoAD *Faculty and Coordinator Meetings* provide forums for open discussion of all aspects of the program. The undergraduate and graduate architecture Coordinators along with the interior design and industrial design Coordinators meet monthly with the Director. The Coordinators also meet monthly with their cohorts to solicit comments on various aspects of the programs and to provide opportunities for individual faculty members to express concerns regarding the academic environment. The Director maintains an open door policy to encourage informal open dialogues from all constituents of the School.

University of Louisiana at Lafayette Detailed Assessment Report (DAR)
2015-2016 Architecture M in Arch
As of: 2/11/2016 10:26 AM CST
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.) Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets,
Findings, and Action Plans
SLO 1: Design technical and creative aspects of building projects in appropriate media
Students will be able to design technical and creative aspects of building projects in appropriate media.
Communicate graphically in a range of media Integrate knowledge of design theory and history Create building designs with well integrated systems Understand constructability Incorporate life safety systems
Related Measures
M 1: Architecture Thesis
Capstone studio project reviewed by thesis team & committee.
Source of Evidence: Capstone course assignments measuring mastery
Connected Document
Masters Project Review Form 2011 update
Target:
90% of all students meet this criteria with a minimum of a 'pass' and 20% of all students meet this criteria with a 'High Pass'
Connected Document
MArch Assessment Form
Finding (2015-2016) - Target: Met
100% of students passed this objective with 29% meeting a 'high pass' criteria, and 24% meeting a 'low pass' criteria.
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Communicate criteria
Established in Cycle: 2009-2010 To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.
Redefine categories
Established in Cycle: 2010-2011 Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for e...
increase structure and feedback
Established in Cycle: 2013-2014 We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The iss...
Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
O/O 2: Lead interdisciplinary design projects ethically, collaboratively, and responsibly

Students will be able to lead interdisciplinary design projects ethically, collaboratively, and responsibly Know social, professional responsibilities Understand business of building Collaborate and negotiate with clients and consultants in design process Create building designs with well integrated systems Able to assess work quality
Related Measures
M 1: Architecture Thesis
Capstone studio project reviewed by thesis team & committee.
Source of Evidence: Capstone course assignments measuring mastery
Connected Document
Masters Project Review Form 2011 update
Target:
90% of all students meet this criteria with a minimum of a 'pass' and 20% of all students meet this criteria with a 'High Pass'
Connected Document
MArch Assessment Form
Finding (2015-2016) - Target: Met
100% of students passed this objective with 33% meeting a 'high pass' criteria, and 13% meeting a 'low pass' criteria.
Related Action Plans (by Established cycle, then alpha):
Communicate criteria

Established in Cycle: 2009-2010 To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.
Redefine categories
Established in Cycle: 2010-2011 Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for e...
Redefine categories for evaluation
Established in Cycle: 2010-2011 Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for e...
increase structure and feedback
Established in Cycle: 2013-2014 We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The iss...
double down
Established in Cycle: 2014-2015 - We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts
For full information, see the *Details of Action Plans* section of this report.
O/O 3: Be active stewards of the environment
Students will demonstrate active stewardship of the environment Understand people, place, context Integrate disparate needs of client, community, society
Related Measures
M 1: Architecture Thesis
Capstone studio project reviewed by thesis team & committee.
Source of Evidence: Capstone course assignments measuring mastery
Connected Document
Masters Project Review Form 2011 update
Target:
90% of all students meet this criteria with a minimum of a 'pass' and 20% of all students meet this criteria with a 'High Pass'
Connected Document
MArch Assessment Form
Finding (2015-2016) - Target: Met
100% of students passed this objective with 28% meeting a 'high pass' criteria, and 5% meeting a 'low pass' criteria.
Related Action Plans (by Established cycle, then alpha):
Communicate criteria

Established in Cycle: 2009-2010 To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Redefine categories

Established in Cycle: 2010-2011 Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for e...

increase structure and feedback

Established in Cycle: 2013-2014 We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The iss...

double down

Established in Cycle: 2014-2015 - We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts

For full information, see the *Details of Action Plans* section of this report.

O/O 4: Think and act critically

Students will demonstrate an ability to think and act critically Have a firm grounding in liberal arts Be broadly educated Have lifelong inquisitiveness Be able to assess evidence

Related Measures

M 1: Architecture Thesis

Capstone studio project reviewed by thesis team & committee.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

Masters Project Review Form 2011 update

Target:

90% of all students meet this criteria with a minimum of a 'pass' and 20% of all students meet this criteria with a 'High Pass'

Connected Document

MArch Assessment Form

Finding (2015-2016) - Target: Met

100% of students passed this objective with 28% meeting a 'high pass' criteria, and 22% meeting a 'low pass' criteria.

Related Action Plans (by Established cycle, then alpha):

Communicate criteria

Established in Cycle: 2009-2010 To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Redefine categories

Established in Cycle: 2010-2011 Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for e...

increase structure and feedback

Established in Cycle: 2013-2014 We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The iss...

double down

Established in Cycle: 2014-2015 - We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts

For full information, see the *Details of Action Plans* section of this report. **O/O 5: Articulate a clear position on architecture**

Students will be able to articulate a clear position on architecture and appropriate values to support it.

Related Measures

M 1: Architecture Thesis

Capstone studio project reviewed by thesis team & committee.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

Masters Project Review Form 2011 update

Target:

90% of all students meet this criteria with a minimum of a 'pass' and 20% of all students meet this criteria with a 'High Pass'

Connected Document

Finding (2015-2016) - Target: Met

100% of students passed this objective with 41% meeting a 'high pass' criteria, and 18% meeting a 'low pass' criteria.

Related Action Plans (by Established cycle, then alpha):

Communicate criteria

Established in Cycle: 2009-2010 To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Redefine categories

Established in Cycle: 2010-2011 Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for e...

increase structure and feedback

Established in Cycle: 2013-2014 We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The iss...

double down

Established in Cycle: 2014-2015 - We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts

double down

Established in Cycle: 2014-2015 - We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts

For full information, see the *Details of Action Plans* section of this report. **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

Communicate criteria

To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Established in Cycle: 2009-2010 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Design technical and creative aspects of building projects in appropriate media

Implementation Description: Studio instructor will include criteria for 'high pass' with syllabus at beginning of semester and remind students at key milestones. **Responsible Person/Group:** Studio instructor **Additional Resources:** none

Budget Amount Requested: $0.00 (no request) **Communicate criteria**

To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Established in Cycle: 2009-2010 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Lead interdisciplinary design projects ethically, collaboratively, and responsibly

Implementation Description: Studio instructor will include criteria for 'high pass' with syllabus at beginning of semester and remind students at key milestones. **Responsible Person/Group:** Studio instructor **Additional Resources:** none

Budget Amount Requested: $0.00 (no request) **Communicate criteria**

To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Established in Cycle: 2009-2010 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Think and act critically

Implementation Description: Studio instructor will include criteria for 'high pass' with syllabus at beginning of semester and remind students at key milestones. **Responsible Person/Group:** Studio instructor **Additional Resources:** none

Budget Amount Requested: $0.00 (no request) **Communicate criteria**

To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Established in Cycle: 2009-2010 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Be active stewards of the environment

Implementation Description: Studio instructor will include criteria for 'high pass' with syllabus at beginning of semester and remind students at key milestones. **Responsible Person/Group:** Studio instructor **Additional Resources:** none

Budget Amount Requested: $0.00 (no request) **Communicate criteria**

To make students more aware of thresholds for 'high pass' throughout the thesis semester and at key milestones.

Established in Cycle: 2009-2010 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Articulate a clear position on architecture

Implementation Description: Studio instructor will include criteria for 'high pass' with syllabus at beginning of semester and remind students at key milestones. **Responsible Person/Group:** Studio instructor **Additional Resources:** none

Budget Amount Requested: $0.00 (no request) **Connected Document**

Masters Project Review Form 2011 update

Dedicated studio faculty established:

Dedicated studio faculty established:

Established in Cycle: 2009-2010 **Implementation Status:** In-Progress **Priority:** High **Implementation Description:** Dedicated studio faculty established: We have changed the format of the capstone project. This past year each student had a thesis adviser they met with regularly. This coming year each student will be in a studio with a single faculty member leading that studio. The student will also have their dedicated thesis adviser. **Responsible Person/Group:** ARCH 509 Faculty

MArch action plan

Dedicated studio faculty established

Established in Cycle: 2009-2010 **Implementation Status:** Planned **Priority:** High **Implementation Description:** Dedicated studio faculty established: We have changed the format of the capstone project. This past year each student had a thesis adviser they met with regularly. This coming year each student will be in a studio with a single faculty member leading that studio. The student will also have their dedicated thesis adviser. **Responsible Person/Group:** ARCH509 Faculty

Redefine categories

Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes.

Established in Cycle: 2010-2011 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Be active stewards of the environment

Implementation Description: Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes. **Responsible Person/Group:** graduate faculty

Additional Resources: none **Budget Amount Requested:** $0.00 (no request)

Redefine categories

Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes.

Established in Cycle: 2010-2011 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Design technical and creative aspects of building projects in appropriate media | Lead interdisciplinary design projects ethically, collaboratively, and responsibly

Implementation Description: Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes. **Responsible Person/Group:** Graduate faculty

Additional Resources: none **Budget Amount Requested:** $0.00 (no request)

Redefine categories

Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes.

Established in Cycle: 2010-2011 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Think and act critically

Implementation Description: Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes. **Responsible Person/Group:** graduate faculty

Additional Resources: none **Budget Amount Requested:** $0.00 (no request)

Redefine categories

Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes.

Established in Cycle: 2010-2011 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Articulate a clear position on architecture

Implementation Description: Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes. **Responsible Person/Group:** graduate faculty

Additional Resources: none **Budget Amount Requested:** $0.00 (no request) **Connected Document**
Masters Project Review Form 2011 update

Redefine categories for evaluation

Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes.

Established in Cycle: 2010-2011 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Lead interdisciplinary design projects ethically, collaboratively, and responsibly

Implementation Description: Re-define categories for evaluation to deliver more clarity both to the student and the review. Have a less complex matrix for evaluation. Continue to work with ARCH565 class to provide clear continuity between these two interrelated classes. **Responsible Person/Group:** Graduate Faculty

Additional Resources: none **Budget Amount Requested:** $0.00 (no request)

Criteria for success

Establish 80% of students meeting the stated objectives as the criteria for success. 80% is in-line with what is typical across campus.

Established in Cycle: 2011-2012 **Implementation Status:** Planned **Priority:** High **Implementation Description:** Performance evaluation of rubrics will be adjusted according **Responsible Person/Group:** Graduate Thesis coordinator/ARCH509-599 instructor **Additional Resources:** none

Budget Amount Requested: $0.00 (no request) **Integrate preliminary classes**

Further integrate ARCH 565 (spring semester before thesis studio) with ARCH509/599 (thesis studio).

Established in Cycle: 2011-2012 **Implementation Status:** Planned **Priority:** High **Implementation Description:** Graduate faculty have discussed and decided to both establish thesis teams during the end of ARCH565 in the spring semester before thesis studio as well as require a site model with the intention of increasing the level of commitment by the students during the spring semester before the thesis studio. The intention is to better manage the lack of continuity/engagement during the summer by increasing the commitment/engagement with their thesis proposals during the spring semester.

Responsible Person/Group: ARCH 565 & ARCH509 instructors **Additional Resources:** none **Budget Amount Requested:** $0.00 (no request)

Stay the course

Our statistics are improving. Our plan is to continue the initiatives we have begun for another year or until the

modifications no longer increase our performance.

Established in Cycle: 2012-2013 **Implementation Status:** Planned **Priority:** High **Implementation Description:** continue **Responsible Person/Group:** 509 faculty **Additional Resources:** none

increase structure and feedback

We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The issue appears to be that we are letting people into this class who are not adequately prepared to successfully complete it. This is an issue that must be resolved before the class. What we can do in the class is to both offer an opportunity for an increased structure of deadlines and expectations and an increased sequence of feedback. Specific actions are as follows: 1. In the first two weeks of the semester students must produce a schematic design scheme on site – feedback provided. 2. A full committee member review will immediately proceed the university withdraw date. All systems diagrams (structural, mechanical, egress, etc.) will be expected. The Masters Evaluation Form will be used to access progress toward final requirements. 3. Probation period, if necessary, will follow withdraw date, student must show significant improvement during this time. 4. Committee members will have specific responsibilities to shape the development of the project (i.e. the architect committee member will be responsible for health, welfare, and safety). 5. Studio Chairs will lecture on topics such as building systems and other relevant topics to improve the students' overall understanding of the built environment. If you would like to continue to develop these ideas via email, I can check back in throughout the day.

Established in Cycle: 2013-2014 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Be active stewards of the environment

Implementation Description: see above **Responsible Person/Group:** ARCH509 instructors

increase structure and feedback

We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The issue appears to be that we are letting people into this class who are not adequately prepared to successfully complete it. This is an issue that must be resolved before the class. What we can do in the class is to both offer an opportunity for an increased structure of deadlines and expectations and an increased sequence of feedback. Specific actions are as follows: 1. In the first two weeks of the semester students must produce a schematic design scheme on site – feedback provided. 2. A full committee member review will immediately proceed the university withdraw date. All systems diagrams (structural, mechanical, egress, etc.) will be expected. The Masters Evaluation Form will be used to access progress toward final requirements. 3. Probation period, if necessary, will follow withdraw date, student must show significant improvement during this time. 4. Committee members will have specific responsibilities to shape the development of the project (i.e. the architect committee member will be responsible for health, welfare, and safety). 5. Studio Chairs will lecture on topics such as building systems and other relevant topics to improve the students' overall understanding of the built environment. If you would like to continue to develop these ideas via email, I can check back in throughout the day.

Established in Cycle: 2013-2014 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Lead interdisciplinary design projects ethically, collaboratively, and responsibly

Implementation Description: see above **Responsible Person/Group:** ARCH509 instructors

increase structure and feedback

We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The issue appears to be that we are letting people into this class who are not adequately prepared to successfully complete it. This is an issue that must be resolved before the class. What we can do in the class is to both offer an opportunity for an increased structure of deadlines and expectations and an increased sequence of feedback. Specific actions are as follows: 1. In the first two weeks of the semester students must produce a schematic design scheme on site – feedback provided. 2. A full committee member review will immediately proceed the university withdraw date. All systems diagrams (structural, mechanical, egress, etc.) will be expected. The Masters Evaluation Form will be used to access progress toward final requirements. 3. Probation period, if necessary, will follow withdraw date, student must show significant improvement during this time. 4. Committee members will have specific responsibilities to shape the development of the project (i.e. the architect committee member will be responsible for health, welfare, and safety). 5. Studio Chairs will lecture on topics such as building systems and other relevant topics to improve the students' overall understanding of the

built environment. If you would like to continue to develop these ideas via email, I can check back in throughout the day.

Established in Cycle: 2013-2014 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Think and act critically

Implementation Description: see above **Responsible Person/Group:** ARCH509 instructors

increase structure and feedback

We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The issue appears to be that we are letting people into this class who are not adequately prepared to successfully complete it. This is an issue that must be resolved before the class. What we can do in the class is to both offer an opportunity for an increased structure of deadlines and expectations and an increased sequence of feedback. Specific actions are as follows: 1. In the first two weeks of the semester students must produce a schematic design scheme on site – feedback provided. 2. A full committee member review will immediately proceed the university withdraw date. All systems diagrams (structural, mechanical, egress, etc.) will be expected. The Masters Evaluation Form will be used to access progress toward final requirements. 3. Probation period, if necessary, will follow withdraw date, student must show significant improvement during this time. 4. Committee members will have specific responsibilities to shape the development of the project (i.e. the architect committee member will be responsible for health, welfare, and safety). 5. Studio Chairs will lecture on topics such as building systems and other relevant topics to improve the students' overall understanding of the built environment. If you would like to continue to develop these ideas via email, I can check back in throughout the day.

Established in Cycle: 2013-2014 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Articulate a clear position on architecture

Implementation Description: see above **Responsible Person/Group:** ARCH 509 Instructors

increase structure and feedback

We have exceeded our target for high pass but our target for pass was missed because we had 15% of the class not pass. The issue appears to be that we are letting people into this class who are not adequately prepared to successfully complete it. This is an issue that must be resolved before the class. What we can do in the class is to both offer an opportunity for an increased structure of deadlines and expectations and an increased sequence of feedback. Specific actions are as follows: 1. In the first two weeks of the semester students must produce a schematic design scheme on site – feedback provided. 2. A full committee member review will immediately proceed the university withdraw date. All systems diagrams (structural, mechanical, egress, etc.) will be expected. The Masters Evaluation Form will be used to access progress toward final requirements. 3. Probation period, if necessary, will follow withdraw date, student must show significant improvement during this time. 4. Committee members will have specific responsibilities to shape the development of the project (i.e. the architect committee member will be responsible for health, welfare, and safety). 5. Studio Chairs will lecture on topics such as building systems and other relevant topics to improve the students' overall understanding of the built environment. If you would like to continue to develop these ideas via email, I can check back in throughout the day.

Established in Cycle: 2013-2014 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Design technical and creative aspects of building projects in appropriate media

Implementation Description: see above **Projected Completion Date:** 11/2014 **Responsible Person/Group:** ARCH509 Instructors

double down

- We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts. - We will continue to develop a more prescriptive option for students who may reach higher levels of success with greater structure. - We will continue to refine our preliminary deadlines in the studio & the presentations the faculty give in studio to support these deadlines - We will examine how we give feedback on student performance during the semester to better assist students in their own self-assessment.

Established in Cycle: 2014-2015 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): Measure: Architecture Thesis | **Outcome/Objective:** Articulate a clear position on architecture

Implementation Description: Discussions by faculty prior to semester and on-going discussions with students during semester. **Projected Completion Date:** 11/2015 **Responsible Person/Group:** Studio faculty

double down

- We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts. - We will continue to develop a more prescriptive option for students who may reach higher levels of success with greater structure. - We will continue to refine our preliminary deadlines in the studio & the presentations the faculty give in studio to support these deadlines - We will examine how we give feedback on student performance during the semester to better assist students in their own self-assessment.

Established in Cycle: 2014-2015 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Lead interdisciplinary design projects ethically, collaboratively, and responsibly

Implementation Description: Discussions by faculty prior to semester and on-going discussions with students during semester. **Responsible Person/Group:** Studio faculty

double down

- We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts. - We will continue to develop a more prescriptive option for students who may reach higher levels of success with greater structure. - We will continue to refine our preliminary deadlines in the studio & the presentations the faculty give in studio to support these deadlines - We will examine how we give feedback on student performance during the semester to better assist students in their own self-assessment.

Established in Cycle: 2014-2015 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Be active stewards of the environment

Implementation Description: Discussions by faculty prior to semester and on-going discussions with students during semester. **Responsible Person/Group:** studio faculty

double down

- We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts. - We will continue to develop a more prescriptive option for students who may reach higher levels of success with greater structure. - We will continue to refine our preliminary deadlines in the studio & the presentations the faculty give in studio to support these deadlines - We will examine how we give feedback on student performance during the semester to better assist students in their own self-assessment.

Established in Cycle: 2014-2015 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Think and act critically

Implementation Description: Discussions by faculty prior to semester and on-going discussions with students during semester. **Responsible Person/Group:** studio faculty

double down

- We will re-evaluate the target criteria for this objective. It may be that the emphasis could be adjusted to refocus our efforts. - We will continue to develop a more prescriptive option for students who may reach higher levels of success with greater structure. - We will continue to refine our preliminary deadlines in the studio & the presentations the faculty give in studio to support these deadlines - We will examine how we give feedback on student performance during the semester to better assist students in their own self-assessment.

Established in Cycle: 2014-2015 **Implementation Status:** Planned **Priority:** High

Relationships (Measure | Outcome/Objective): **Measure:** Architecture Thesis | **Outcome/Objective:** Articulate a clear position on architecture

Implementation Description: Discussions by faculty prior to semester and on-going discussions with students during semester.

Responsible Person/Group: studio faculty

Curriculum. Provide a copy of the current curriculum for the program.

- Describe the rationale behind changes in the curriculum during the last seven years (or since the program's last review)
- Describe how the department ensures curricular currency.
- Describe course drop data and other curricular requirements (language proficiency requirements, time to completion of thesis and dissertation, comprehensive exams, etc.) to identify particular obstacles to progression through the program.
- Is the program accredited? By whom? Provide the date of last accreditation review and the date of next anticipated visit or review

The architecture school is required to be accredited every six years by NAAB. This accreditation process has just been raised to an eight-year cycle. The accreditation team is a collaboration of all three collateral units that make up the registration of a licensed architect. They are ACSA, NCARB and NAAB. The accreditation team visited the School of Architecture in the fall of 2014 and the School of Architecture received its eight-year accreditation approval in March 2015. The next accreditation visit will be in 2022. Within this accreditation process, the collateral organizations mentioned above collectively organize the criteria for accreditation evaluation every 6-8 year cycle. Therefore, the School of Architecture responds to these changes in our curriculum by adjusting class structure to meet the new criteria. The School of Architecture has just received the new criteria for the 2022 visit and has already implemented changes to the curriculum to accommodate the new criteria. The School of Architecture is required to adjust its curriculum to comply with all NAAB recommendations in order to receive future accreditation.

Acceptance and entry into the Architecture graduate program, offers three pathways for a Master's of Architecture degree.

1) Track I - requires an undergraduate degree in architectural studies. This track requires 45 hours of study to achieve the Masters of Architecture degree.
2) Track II – requires an undergraduate degree in a related design field such as interior design, industrial design, etc. This track requires 78 hours of study to achieve the Masters of Architecture degree.
3) Track III – requires an undergraduate degree outside the design arena such as biology, English, etc. this track requires 86-90 hours of study to achieve the Masters of Architecture degree.

Each track requires the review of the University including college transcripts, GRE score, and three letters of recommendation. Masters of Architecture also requires a minimum 3.0 for acceptance. Tracks I and II also require the student's portfolio review conducted by faculty from the School of Architecture.

The Masters of Architecture program was begun in 2003. With its rigorous entry and review process all students except for three have completed and graduated from the program. This translates into a highly successful 98% completion record.

Master of Architecture—Fall 2015-Spring 2016
(Track A-with Pre-Professional Bachelor of Science in Architectural Studies)

CODE: 8085

Name_____   **CLID** _____

ARCH	501	Advanced Architectural Design	6	_____
ARCH	521	History of Architecture II	3	_____
ARCH	532	Advanced Building Systems	3	_____
			12	
ARCH	502	Advanced Architectural Design II	6	_____
ARCH	530	Urban Theory	3	_____
ARCH	560	Theory In Architecture	3	_____
ARCH	565	Architectural Research and Programming	3	_____
			15	
Summer		Elective (ARCH)[1] 3		_____
		Elective (ARCH)[1] 3		_____
			6	
ARCH	509	Master's Project	6	_____
	OR			
ARCH	599	Thesis Research & Thesis	6	_____
ARCH	540	Architectural Practice	3	_____
		Elective (ARCH)[1] 3		_____
			12	

45 credits.   [1]Consult with advisor

MASTER OF ARCHITECTURE 2015-2016
(Track B-with Bachelor's Degree in Another Field)

CODE: C085

Name _____   **CLID** _____

				Summer 1
ARCH	403	Principles of Design	6	
				Year 1
ARCH	404	Prin Building Comp	6	
ARCH	534	Sys of Construction II	3	
ARCH	405	Prin Building Design	6	
ARCH	531	Building Systems	3	
				Year 2
ARCH	409	Arch Design V	6	
ARCH	432	Building Systems III	3	
CIVE	335	Struc Engineering I[1]	3	
ARCH	410	Arch Design VI	6	
ARCH	464	ProPrac/ContractDoc	3	
CIVE	336	Struc Engineering II[1]	3	
				Year 3
ARCH	501	Adv Arch Design I	6	
ARCH	521	History Architecture II	3	
ARCH	532	Adv Building Systems	3	
ARCH	502	Adv Arch Design II	6	
ARCH	530	Urban Theory	3	
ARCH	560	Theory in Arch	3	
ARCH	565	Arch Research/Prog	3	
				Summer 4
Elective (ARCH)[2]			3	
Elective (ARCH)[2]			3	
				Year 4
ARCH	509	Masters Project	6	
	OR			
ARCH	599	Thesis Research/Thesis	6	
ARCH	540	Architectural Practice	3	
		Elective (ARCH)[2]	3	

6 undergraduate credits; 87 graduate credits. Additional undergraduate coursework may be required. [1]Undergraduate preparatory courses—does not count toward graduate degree. [2]Consult with Advisor.

MASTER OF ARCHITECTURE 2015-2016
(Track C-with Bachelor's Degree in Related Field)

CODE: C085

Name _____   **CLID** _____

Summer 1

		Cr	Gr	Note
ARCH 405	Prin Building Design	6	____	____

Year 1

First Semester		Cr	Gr	Note		Second Semester		Cr	Gr	Note
ARCH 409	Arch Design V	6				ARCH 410	Arch Design IV	6	____	____
ARCH 432	Building Systems III	3	____	____		ARCH 464	ProPrac/ContractDoc	3	____	____
CIVE 335	Struc Engineering I[1]	3	____	____		CIVE 336	Struc Engineering II[1]	3	____	____
	Elective ARCH)[2]	3	____	____				12		
		15								

Year 2

First Semester		Cr	Gr	Note		Second Semester		Cr	Gr	Note
ARCH 501	Adv Arch Design I	6	____	____		ARCH 502	Adv Arch Design II	6	____	____
ARCH 532	Adv Building Systems	3	____	____		ARCH 560	Theory in Arch	3		
ARCH 521	History Architecture II	3				ARCH 530	Urban Theory	3	____	____
		12				ARCH 565	Arch Research/Prog	3	____	____
								15		

		Cr	Gr	Note
	Elective (ARCH)[2]	3	____	____
	Elective (ARCH)[2]	3	____	____
		6		

Summer 3

Year 3

First Semester		Cr	Gr	Note
ARCH 509	Arch Masters Project	6	____	____
OR				
ARCH 599	Thesis Research/Thesis	6	____	____
ARCH 540	Architectural Practice	3	____	____
	Elective (ARCH)[2]	3	____	____
		12		

6 undergraduate credits. 72 graduate credits.

[1] Undergraduate preparatory courses—does not count toward graduate degree
[2] Consult with advisor

Quality of Instruction.

- Describe the methods used to evaluate the quality of teaching in the program.
- Describe any incentives in place to reward faculty contributions to the graduate teaching enterprise.
- Describe professional development opportunities that exist for the improvement of graduate teaching.

Evaluation Methods:

The most rigorous evaluation of quality of teaching is conducted by the Program's accreditation agency- the National Architectural Accrediting Board (NAAB). The steps involved include a self-study written summary of performance based on *NAAB Conditions and Procedures for Accreditation* and a review and site visit by a team of educators, practitioners, regulators and students. Following the visit, the team prepares a report with their accreditation recommendation. The accreditation cycle was completed in fall 2014 and the Program reaffirmed its accreditation for the maximum allowed time- 8 years.

Beyond accreditation and Student Evaluation of Instructor (SEI's), there are two notable methods used to evaluate and make improvements to the quality of teaching in the program. The first is peer-to-peer teaching and the second is peer-to-peer assessment.

Each graduate-level studio course, a 6-credit course that is the core of architectural education, is co-taught by two to three faculty members. Collaborative team teaching facilitates an immediate feedback loop allowing each faculty to adjust their performance and improve the quality of teaching. Peers hold each other accountable and are able to make assessments of the quality of teaching on a daily basis.

Longer-term evaluation includes assessment held at the conclusion of each semester, and intermediately as needed in coordinator's meetings. Each semester concludes with a faculty retreat where faculty present to one another the learning objectives, methods and outcomes for studio courses. Following the presentation there is a critical discussion among the faculty to evaluate the quality of teaching.

Faculty Incentives:

Faculty with funded grants are in rotation to teach one of two studios and a three-credit project-based summer course which facilitate design research.

Faculty have been nominated for Association of Collegiate Schools of Architecture (ACSA) architectural education awards for demonstrated excellence in teaching performance.

Professional Development Opportunities:

In addition to University sponsored programs such as the Graduate School's lunch and learn workshops, faculty are engaged with programming and credential maintenance with professional organizations including the American Institute of Architects, the U.S. Green Building Council, and the Construction Specifications Institute. As a professional program, it is essential to the quality of graduate teaching that faculty participate in professional programming to best prepare our graduates for practice. Faculty have frequently held officer positions with each of these organizations.

Faculty are regularly involved with Association of Collegiate Schools of Architecture (ACSA) programing including: scholarly meetings, workshops, publications, awards and competitions –that facilitate teaching, research and scholarly and creative activities. Faculty have served as councilors and on the Board of Directors.

Academic Partnerships and Agreements. List any academic partnerships between this degree program and programs/coursework at another institution or any memoranda of understanding with outside entities for academic or service enterprises. Include relationships with centers and institutes both within and outside the University.

- A Memorandum of Understanding between James Madison University (JMU) and the University of Louisiana at Lafayette (UL Lafayette) for the creation of a feeder program from JMU College of Visual and Performing Arts Undergraduate Architectural Design Program to UL Lafayette College of the Arts Master of Architecture Program whereby JMU Architectural Design students graduating with a Bachelor of Fine Arts (B.F.A.) in Architectural Design could earn a professional architectural degree (M.Arch) from UL Lafayette is under review.
- Professor Hector LaSala has been a member of the Kennedy Center's Partners in Education program since 1995. "The Partners in Education program of the John F. Kennedy Center for the Performing Arts is designed to assist arts organizations throughout the nation to develop or expand educational partnerships with their local school systems. The primary purpose of these partnerships is to provide professional learning in the arts for teachers."
- Associate Professor Kari Smith is a Faculty Researcher and serves on the Advisory Council for the Institute of Coastal and Water Research at UL Lafayette. "ICaWR houses faculty of diverse expertise in the areas of coastal and water resources with the goal of addressing complex linkages between terrestrial and aquatic ecosystems in an ever-changing environment."
- Associate Professor Kari Smith is a Center for Louisiana Studies Fellow at UL Lafayette. "The Center for Louisiana Studies is dedicated to researching, publicizing, promoting, and preserving Louisiana's cultures and history."

Distance Learning.
- Describe your program's experiences with distance learning delivery
- Describe your program's plans for distance learning delivery

Within the past few years, the SOAD has developed distance learning opportunities for students within our program and the greater university. Currently, two of our faculty have undergone training and certification through the Quality Matters Program and the Office of Distance Learning. In Fall 2011, DSGN 121 "Survey of Design," was first offered as a hybrid course. This is an undergraduate arts elective mandatory for all SOAD students and available to all undergraduates. In Fall 2013, ARCH 521 "History of Architecture," was transitioned to fully online delivery. From Fall 2014 – Spring 2015, the possibility of creating an online delivered Master of Science in Architectural Studies degree was investigated. Due to resource constraints, a lack of prospective student interest, and an inability to gauge distinct attainment benefits, the proposal was ultimately withdrawn. While this proposal was deemed unfeasible, the SOAD has an ongoing commitment to cultivating our distance learning offerings courses and exploring opportunities to transition more existing courses to online. With the development of our new undergraduate Design Degree program in particular, we see the potential of increasing our distance learning offerings for students within the SOAD and the university at large.

Non-traditional Programmatic Initiatives.
- Describe any nontraditional formats, schedules, etc. provided for students (e.g., weekend classes, early class starts, rolling term starts, compressed or accelerated sessions, etc.)

The graduate school of Architecture offers entry level classes for the fast-track student (Track III) along with the other required classes to complete the masters of architecture degree (total 84-90 hours). The entry level classes (ARCH 403, 404) allow the graduate student to enter graduate studies in the fall, spring or summer.

We have been systematically reviewing our program mission and its goals to be in alignment with the University's 2009-2014 Long Range Plan and its Strategic Imperatives, as outlined above. (Section reference I.2.4) This review is taking place in the context of our annual fall Faculty Retreat and the spring Studio Review. At the end of every fall semester, the faculty, Director and staff meet to evaluate the mission statement, strategic plan, and key issues facing the School. At the end of each spring semester, the faculty, Director and staff meet to review all studio coursework and the work of selected technical courses to ensure that the semester and academic year outcomes respond to both the mission and accreditation objectives. This review occurs in two parts: one is a review of senior work exhibited at the University Art Museum, and the other, conducted in Fletcher Hall, is a review of student work from all levels of the curriculum and all programs. These reviews are immensely significant to the development of the program as it allows the faculty and the School administration together to review, discuss and offer recommendations regarding the development of learning outcomes for all of the School's programs. This dialogue is the cornerstone of our self-assessment process. The process is thus rooted in the day-to-day operations of the School and its programs. Our process also engages a wide variety of formal and informal instruments for both internal and external reviews. The regular administration of surveys and assessment instruments to students, faculty, administrators and alumni constitute the formal methods. More informal methods include regularly scheduled and ad hoc meetings, and administration and faculty open-door policies

(Architectural Education and the Academic Community)

All faculty members complete annual *Faculty Workload Forms* to document their teaching, research, and service activities for the year and to project activities for the upcoming year. These workload forms are used by the Director to conduct annual *Faculty Evaluations* with each faculty member in person. The faculty member's analysis and assessment of her/his teaching effectiveness and completed *Student Evaluation of Instruction (SEI)* forms are used to evaluate teaching; peer-reviewed projects, publications, and presentations at academic conferences, are reviewed for significance to the academy and the profession. Faculty service on and contribution to University, College and School committees, in capacities ranging from member to chair, are reviewed annually during the *Faculty Evaluation* session with the Director. Each faculty member is encouraged to be active within the larger academic community.

Faculty members also complete *Administrative Performance Reviews* to assess the administrative performance of Directors, Deans and Vice Presidents. These anonymous questionnaires are reviewed by each administrator's immediate supervisor as well as by the administrators themselves for developmental purposes.

Monthly SoAD *Faculty and Coordinator Meetings* provide forums for open discussion of all aspects of the program. The undergraduate and graduate architecture Coordinators along with the interior design and industrial design Coordinators meet monthly with the Director. The Coordinators also meet monthly with their cohorts to solicit comments on various aspects of the programs and to provide opportunities for individual faculty members to express concerns regarding the academic environment. The Director maintains an open door policy to encourage informal open dialogues from all constituents of the School.

Faculty Resources Describe and analyze:
- Trends, successes, and challenges in staffing the program. (Consider recruiting, anticipated retirements/resignations, diversity, etc.)
- Describe how teaching loads are determined
- Describe how and how often faculty teaching loads re-evaluated

The SoAD has hired six new assistant professors over the past three years. Four of these new hires were in the Department of Architecture, one for the Department of Interior Design and one for Industrial Design. All of these new hires teach in the undergraduate programs and all other architecture faculty teach in the graduate program (Studios, lecture classes, sitting on thesis committees). These new faculty hires establish the faculty composition as five women and six men. The diversity among the faculty was increased with one of the new hires being an African-American woman. Our diversity is further enhanced with one Latino male, one who comes to us from the Ukraine and one originally from Finland. The next retirement from the School of Architecture will be within the next 3-4 years, therefore our faculty is stable at this point in time.

Teaching loads for a typical faculty member of the School of Architecture is: one six-hour studio class and one three-hour lecture class or one six-hour studio class and one four-hour studio class. This classifies most architecture faculty as Track II on the workload form in which teaching is either 72% or 74%, research is 15% and service is at 13% or 11%.

The core of instruction is focused around the architecture studio in which a student matriculating through the program is required to take a studio class every semester. From second year to sixth year, the studio classes are composed with six hours of instruction and meet three times per week. First year studio is four hours of instruction time and meets three times per week. This mechanism for instruction dictates the teaching load for all faculty since all faculty are engaged in teaching a studio. Individual faculty teaching loads are re-evaluated each year depending on their service or research demands.

Research/Scholarship/Creative Productivity.

- Describe faculty and student work, including consideration of how it compares to productivity seven years ago (or at the time of your last program review).
- Describe the record of external funding, peer-reviewed publications, and creative productions, as applicable.
- Attach the rubric(s) used by the department to evaluate faculty performance in research/scholarship/creative productivity.

The various Institutes in the SoAD are not only vehicles for faculty and student research, they are generators of funding that help to support the program and the School. Their funding is listed below:

Community Design Workshop

In the past six years the Community Design Workshop has completed 16 projects with a total funding of $1,789,500.00. Of that funding, 1.5 million covers construction costs for the University Bike Path, phases I and II. The remainder of the funding $289,500.00 has been allocated to faculty summer salaries, supporting teacher assistantships, in addition to student stipends, travel, and materials. Approximately 24% of the total funding is returned back to the University.

Building Institute

Funding for Building Institute projects has contributed to the travel budget for both faculty and students. It has completed $1,427,955 in projects over the past six years with another $264,000 on the drawing board in 2013. In 2007, the Institute received a state-funded service-learning grant of $10,000 and a $30,000 grant from the AIA to perform master-planning and to fabricate installations for the Boy's and Girl's Clubs of Acadiana. In 2008-2009, the Building Institute raised $509,730 in cash and $498,954 in in-kind goods and services to produce the BeauSoleil Louisiana Solar Home and participate in the 2009 Solar Decathlon. A Habitat for Humanity home was designed and built by the Building Institute students at a cost of $73,271 in 2010-2011. In 2010-2012, the Building Institute designed, built and sold two sustainably designed, market-rate homes. The EVENT House sold for $153,000 and the NEXThouse also sold for $153,000. The Building Institute has financing for its next market-rate home, the COUR House, which it will build in 2013 with an asking price of $179,000.

The Coastal Community Resilience Studio

Since its inception in 2010, the Coastal Community Resilience Studio has received $220,000 from Chevron Corporation in cooperation with America's Wetland Foundation, $1,000 from The Nature Conservancy, $9,800 from the UL Lafayette STEP program, and $30,000 from the Louisiana SeaGrant College Program. Funding for the Resilience Studio supports the following: tuition and monthly stipends for two graduate assistants, monthly stipends for one undergraduate assistant, summer salary for three research-faculty and the Associate Director, 50% salary for the Director, travel expenses for student site visits, and 100% of the computational and material supplies necessary for instruction and research. Approximately 17% of the SeaGrant funding was returned to the University for indirect expenses. A two-year proposal for $300,000 was submitted to Chevron Corporation and is currently under review.

Civic Development Studio

The Civic Development Studio, in a few different incarnations over the past four years, has been involved with a series of projects leading up to its current effort to implement a public/private development entity to focus on social and physical energy generation through environmentally-focused real estate and alternative energy projects.

In 2010 we worked under a $20,000 Coastal Community Resilience Studio grant to develop strategies to re-integrate a major chemical waste stream of a regional Honeywell Corporation plant into the rehabilitation of the deteriorating wetlands across the Louisiana coast. Through this project we provided three faculty members with partial summer salaries and three students with an on-going stipend throughout the fall semester.

Between 2010 and 2011 we were consultants on a 16 million dollar tax-credit, mixed-use, multi-family Work Force Housing project to assure a high level of energy efficiency and LEED rating. Through this project two faculty members were given a stipend through a fall semester and we were able to place two of our graduating masters students as lead designers on the project.

We are currently in the pre-design stage of what we anticipate to be a three million dollar real estate project that will allow us to continue to integrate a few of our best graduating masters students into meaningful civic work as well as fund an on-going graduate assistant to manage our studio and to pay for faculty summer salaries. The strategy is to continue developing real estate projects and expand our ability to support graduate students and faculty summer salaries.

Geoff Gjertson	*Thinking While Doing: Connecting Insight to Innovations in the Construction Sector.* Canadian Partnership Grant, shortlists, number 8 or 100, awarded $20,000. Entire Grant: $2.2 million.
*Geoff Gjertson/ Brian Powell/Kari Smith/Dan Burkett	Solar Decathlon 2009. *BeauSoleil Louisiana Solar House* Proposal. Sponsored by the Dept. of Energy. PI: Gjertson, Co-PI: Powell, Smith, Burkett. Awarded: $100,000.00. Jan. 2008.
*Kari Smith	SeaGrant College Program, "Improving coastal resilience in the Chenier Plain and Atchafalaya Basin through a student-driven multidisciplinary research program." through a student-driven multidisciplinary research program with Whitney P. Broussard III, Ph.D. funded $30,000.
Kari Smith/Corey Saft	Louisiana Board of Regents Enhancement Grant, "Learning Through Design: A Curriculum for Teaching Design" with Corey Saft, RA, LEED AP; Doug Williams, Ph.D., Director and Yuxin Ma, Ph.D. funded $106,000 Co-Investigator.
Kari Smith/Corey Saft/Brian Powell	Student Technology Enhancement Program (STEP), Environmental Toolbox, with Corey Saft, RA, LEED AP and Brian Powell, funded $10,845 Principal Investigator.
*Kari Smith/Corey Saft/Hector LaSala	Chevron Studio "Ecologies Design Ecologies: A Collaborative" with Hector LaSala; Corey Saft RA, LEED AP; Sandra C. Duhé, Ph.D, APR.; Keith Core, SR/WA, funded $20,000 Co-Investigator.
*Kari Smith	Gannett Foundation with TEAM BeauSoleil funded $3,000 Co-Investigator, 95% project credit.
*Kari Smith	Lafayette Visitor Enterprise Fund with TEAM BeauSoleil funded $20,000 Co-Investigator, 95% project credit.
*Kari Smith	Department of Energy Solar Decathlon with TEAM BeauSoleil funded $100,000 Co-Investigator.
*Tom Sammons	University Bike Path Phase I funded by the Department of Transportation and Development, first Phase of a $1 million project; development of bicycle and jogging paths along major thoroughfares including lighting and landscaping design. Completed Fall 2011.
*Tom Sammons	University Bike Path Phase II funded by Federal Transit Administration. Second phase of the bike path will connect the Phase I existing bike path from University Commons through existing neighborhoods using shared space and crossing Johnson Street at Julia Street through Youth Park and connecting to Rex Street. 2012-present $500,000.
*Tom Sammons	Campus Tree Survey, the CDW and Mike Hess with the University Facilities Planning Committee are photographing, measuring, and documenting each tree on the campus of the University of Louisiana at Lafayette. This project was initiated in the Summer of 2011 and three-fourths of the main campus is

	documented. UL Lafayette is supporting two graduate students and supplies for the project. Summer 2011-present $22,000.
*Tom Sammons	Re-envisioning the McKinley Strip, funded by Lafayette Consolidated Government. Redevelopment of streets, sidewalks, landscaping and street lighting to promote connection between downtown Lafayette and the University. 2012 $7000.
*Tom Sammons	*Youngsville Master Plan* funded by the City of Youngsville and Lafayette Economic Development Authority. Unprecedented growth has forced the City of Youngsville to consider land use options for it's downtown, major arteries, and residential areas. 2011-present $22,000.
*Tom Sammons	Re-envisioning the Oil Center. The CDW, working with LEDA, the Oil Center Renaissance Association, Lafayette Consolidated Government, and MPO produced a master plan and urban code for the Oil Center. The emphasis of the plan and the code focuses on mixed-use housing to be developed within the confines of the Oil Center, funded by LEDA. 2010 $46,000.
*Tom Sammons	Maurice, Louisiana: Urban Design For A Small Town. Master Plan studies were produced for the City of Maurice which included a publication that referenced not only the importance of the Master Plan but also policy suggestions for the development of a land-use plan. Funded by State of Louisiana. 2009 $26,000 .
*Tom Sammons	Non-Structural Design Study for Vermilion Parish, Co-Pi with the Department of Sociology and the University of New Orleans. Housing design for the city of Delcambre, Louisiana, hurricane mitigation. 2009 $90,000.
*Tom Sammons	Redesign of Campus Quadrangle. Working with student Government Association and the President's Office, the CDW was commissioned to redesign the campus quadrangle. Funded by the University. 2009 $4,500.
*Tom Sammons	Campus Walkway; Redesign of the existing walkway between the swamp and Lewis Street was commissioned by Dr. Savoie. This included integration of existing walkways, landscape, lighting, hardscape, and seating. 2009 $4,500
*Tom Sammons	"Campus Master Plan Revised". With the entry of the new president, Dr. Savoie, a revision of the 2004 master plan was updated. Funded by the University. 2008 $6,000.
*Tom Sammons	"Dry Prong Phase II". The CDW was asked to produce an animated three-dimensional model and movie for the design of a two-way roadway being developed for Highway 167 through Dry Prong. The CDW produced a base model animation and attended public meetings. Funded by the Department of Transportation and Development. 2008 $12,000
*Tom Sammons	"NIMSAT, Homeland Security, Governor's Office of Emergency Response". Modeling the campus so that the information can be linked with Homeland Security in the event of natural disasters and/or acts of terrorism; funded two graduate students.

*Tom Sammons	"Broussard, Louisiana Master Plan. Master plan for a quadrant of Broussard, Louisiana. Funded by the City of Broussard. $8,000.
*Tom Sammons	"Master Plan for Kaplan, Louisiana". Urban design for a small town, included redevelopment of a small town residential district, redevelopment of the traditional neighborhoods, and strategies of how to develop the periphery of the small town. Funded by the Department of Transportation and Development. 2008 $24,000.
*Tom Sammons	"Dry Prong Phase I". Animated video integrating a new five-lane roadway Highway 167 through Dry Prong, Louisiana. Video integrated existing context and new infrastructure to illustrate the impact of the roadway for property owners. Funded by the Department of Transportation and Development. 2008 $15,000.
*Tom Sammons	"Board of Regents Visualization Enhancements Grant". Co-author of grant visualization enhancement for high-end computers and software to interface with LITE (Louisiana Immersive Technologies Enterprise). Funded by the Board of Regents of Louisiana. $105,000.
*Tom Sammons	"New Iberia". Hopkins Street Corridor Redevelopment Plan. The Urban Design Plan focused on streetscape, infill architecture and housing to redevelop this African-American neighborhood. Funded by the City of New Iberia. $24,000.
*Tom Sammons	"Cameron: Urban Design for Small Business". Development and Urban Design plan for Cameron Parish, Louisiana. Funded by the Center for Planning Excellence, Cameron, Louisiana. $14,150.
*Tom Sammons	Washington Main Street Design". Development and redesign of Main Street for the City of Washington, Louisiana. Funded by the City of Washington. $11,312.
*Tom Sammons	"Scientific Equipment Grant". Community Design Workshop was awarded approximately $5,000 for new computer lab equipment and software for the new downtown studio from the University of Louisiana at Lafayette. Fall 2004 $5,000.
*Tom Sammons	"Lafayette Parish School Board Section 16 Property Development". Master Plan of School Board Section 16 property to develop schools as well as economic benefit for the School Board Property. $21,700.
*Geoff Gjertson	*"GENERATING HOPE: How to Build a Solar House -THE STORIES OF THE BEAUSOLEIL LOUISIANA SOLAR HOME"* Graham Foundation Organization Grant. 2013. Pending Award.
*Geoff Gjertson	*Thinking While Doing: Connecting Insight to Innovations in the Construction Sector.* Canadian Social Sciences and Humanities Partnership Grant. Cavanagh, Project Director. Gjertson, Co-Applicant. Awarded March, Peer-Reviewed. 2013 $2,483,150.00.
*Geoff Gjertson	*Delivering Architectural Construction: Culture, Originality, Rural Development (aACCORD.)* Partnership grant with Dalhousie University. PI: Edwin Cavanagh. UL

	Lafayette: Partner. Contact/Co-PI: Gjertson. Shortlisted- Refer Revised Grant Above. Peer-Reviewed. $2,019,000.00. 2011-2015.
*Geoff Gjertson	*Building Institute.* Neighborhood Housing Infill Proposal. Granted a resolution from the Lafayette Public Trust Financing Authority for a loan of $400,000 to construct three sustainable market-rate homes in surrounding neighborhoods. 2010-present.
*Geoff Gjertson	*Solar Decathlon Performance Tracking of the BeauSoleil Home. National Renewable Energy Lab. PI: Henry, Co-PI: Gjertson. Awarded $121,266.00 (Grant Program Canceled.) Peer-Reviewed. 2010-2012.*
*Geoff Gjertson	*Solar Decathlon 2009. BeauSoleil Louisiana Solar Home. Louisiana Contractor's Educational Trust Fund. PI: Gjertson. Awarded $30,000. 2010.*
*Geoff Gjertson	*Solar Decathlon 2009. BeauSoleil Louisiana Solar Home. Cash Donations and Grants from Private, Academic and Community Groups. PI: Gjertson, Co-PI: Powell, Smith, Burkett $435,900 2007-2009.*
*Geoff Gjertson	*Solar Decathlon 2009. BeauSoleil Louisiana Solar House* Proposal. Sponsored by the Department of Energy. PI: Gjertson, Co-PI: Powell, Smith, Burkett. Peer-Reviewed. Awarded: $100,000.00. Jan. 2008.
*Michael McClure	2011 Investigative Team Member, "Strategies and Speculations – Historical Preservation Methods for at-risk Coastal Sites, Case Study 1 – Fort Proctor," Academic Year 2011-12, project funded by the Louisiana State University Coastal Sustainability Studio, $20,520 monies granted.
*Michael McClure	2010 "Hurricane Architecture Study: An Architectural Site Analysis and Land Use Proposal Regarding Hurricane Protection And An Eco-Tourism Park On the Gulf Coast Between Freshwater Bayou and Southwest Pass," Summer 10, Co-PI, project funded by the Louisiana Department of Economic Development for the University of Louisiana at Lafayette School of Architecture Building Institute, $14,250 monies granted.
Michael McClure	2008 Gorham P. Stevens Rome Prize for Architecture, American Academy in Rome.
Robert McKinney	Project Director. Longwood Plantation, Baton Rouge, Louisiana. Historic American Building Survey research funded by Environmental Design.
Robert McKinney	Project Director. Longwood Plantation, Baton Rouge, Louisiana. Historic American Building Survey research funded by Environmental Design.
Robert McKinney	Project Director. Alexander Mouton House, Lafayette, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $30,119. Grant awarded then transferred to another Project Director.
Robert McKinney	Project Director. Lafayette Hardware Store, Lafayette, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $31,234. 2011-2012
Robert McKinney	Project Director. Old City Hall, Lafayette, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $30,179. 2010-2011

Robert McKinney	Project Director. Academy of the Sacred Heart School, Grand Coteau, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $31,489. 2009-2010
Robert McKinney	Project Director. Academy of the Sacred Heart Chapel, Grand Coteau, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $29,466. 2008-2009
Robert McKinney	Project Director. Academy of the Sacred Heart Barn, Grand Coteau, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $26,098. 2007-2008> Recieved Honorable mention in the Charles E. Peterson Prize sponsored by the National Park Service.
Robert McKinney	Project Director, Andy Loewy, CO-Investigator. Lutzenberger Foundry and Pattern Shop, New Iberia, Louisiana. Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $35,317. 2006-2007
Robert McKinney	Project Director, Edward Cazayoux, CO-Investigator. Lafleur House, Grand Prairie, Louisiana. 2005-2006 Historic American Building Survey research funded by Louisiana Department of Culture, Recreation and Tourism. Project Cost $33,792. 2006-2007

School of Architecture and Design Faculty Evaluation Rubric

Distinctive/Exemplary Performance	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Poor Performance	Unacceptable
Teaching					
is an expert/authority in the major field of interest and produces exemplary research/creative work in the area of teaching	is accomplished in the major field of interest and produces notable research/creative work in the area of teaching	is competent in the major field of interest and produces adequate research/creative work in the area of teaching	demonstrates limited knowledge about the major field of interest and produces limited research/creative work in the area of teaching	knowledge of the major field of interest does not meet normal standards; little evidence of research/creative work in the area of teaching; improvement needed	no evidence of interest or knowledge in field of teaching
excels in developing flexible pedagogical approaches and maximizes active student learning	is accomplished in developing flexible pedagogical approaches; often precipitates active student learning	demonstrates the ability to develop flexible pedagogical approaches; encourages active student learning	limited ability to develop flexible pedagogical approaches; some evidence of techniques that foster active student learning	ability to develop flexible pedagogical approaches does not meet normal standards; little evidence of techniques that foster active student learning	inflexible; destructive pedagogical approaches; no evidence of techniques that foster active student learning
excels as mentor of students; students' potential, limitations and difficulties are a top priority; exemplary in exhibiting fairness	accomplished as mentor of students; students' potential, limitations and difficulties are a clear priority; accomplished in exhibiting fairness	competent mentor of students; demonstrates personal interest in students' potential, limitations and difficulties; exhibits appropriate fairness	displays uneven mentorship of students; personal interest in students' potential, limitations and difficulties are a priority at times; usually exhibits fairness	does not mentor students adequately, personal interest in students' potential, limitations and difficulties is not usually evident; does not exhibit fairness	no mentoring of students; unfair dealings with students

Distinctive/Exemplary Performance	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Poor Performance	Unacceptable
exemplary in keeping courses up-to-date and incorporating teaching technology into classroom materials with outstanding effectiveness and innovation	accomplished at keeping courses up-to-date; incorporates appropriate teaching technology into classroom materials with distinguished effectiveness	competent at keeping courses up-to-date; usually incorporates appropriate teaching technology into classroom materials with sufficient effectiveness	inconsistently keeps courses up-to-date; uneven incorporation of teaching technology into classroom materials with limited effectiveness	courses are generally not up-to-date; appropriate teaching technology is mostly lacking in course content and delivery	courses are not up-to-date; appropriate teaching technology is non-existent in course content and delivery

Research

generates exemplary new research or creative work that is recognized or refereed at a prestigious level	accomplished at generating new research or creative work that is recognized or refereed at a distinguished level	generates new research or creative work that is recognized or refereed at an adequate level of quality	incomplete record of generating research, scholarship or creative work that is refereed or recognized at an adequate level of quality	inadequate record of research, scholarship and/or creative work	no record of research and/or scholarship; engages in destructive research activities, i.e. plagiarism
exemplary collaborative leader, who excels in providing opportunities through research or creative activity to maximize engagement and effectively mentor both students and faculty	accomplished collaborator often assuming lead roles, often precipitates opportunities through research or creative activity to effectively engage and mentor both students and/or faculty	competent collaborator, demonstrates ability to provides opportunities through research or creative activity to usually engage and mentor students and/or faculty	uneven record of collaboration, sometimes provides opportunities through research or creative activity to inconsistently mentor students and/or faculty	fails to collaborate, provide inadequate opportunities to engage others through research or creative activity	provides no opportunities to engage others through research or creative activity
exemplary ability in securing external resources or support for research or creative works	accomplished in securing external resources or support for research or creative works	competent in securing external resources or support for research or creative works	limited success in securing resources or support for research or creative works	fails to secure adequate support for research and or creative works	fails to secure any support for research and or creative works

Advising

exemplary student advising; excels in highly effective communication; outstanding knowledge of curriculum, campus resources, and tracking student academic progress is a top priority	accomplished advising; communicates very effectively with students, very knowledgeable of curriculum, campus resources, and tracking student academic progress is a clear priority	competent advising; communicates successfully with students, knowledgeable of curriculum, campus resources, and tracking student academic progress is of interest	uneven advising; inconsistent communication skills, some knowledge of curriculum, campus resources, and demonstrates inconsistent interest in tracking student academic progress	displays minimal advising skills and communication; relies on others for information on curriculum, campus resources, and does not track student academic progress	improper advising and communication; does not meet with assigned advisees

Distinctive/Exemplary Performance	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Poor Performance	Unacceptable
Service					
outstanding engagement in the governance of the institution, college, department; assuming effective leadership roles in committee work to improve educational and research efforts; demonstrates the strengths of a visionary leader to lead initiatives	notable engagement in the governance of the institution, college or department; enthusiastically participates in committee work to improve educational and research efforts; demonstrates accomplished leadership skill to organize groups	Consistent participation in the governance of the college or department; adequately participates in committee work to improve educational and research efforts; demonstrates competent leadership on specific tasks	inconsistent participation in the governance of the department; limited work to improve educational and research efforts; demonstrates limited competency in completing specific tasks	inadequate participation; minimal interest in governance of the institution, college, or department	impedes others' participation and leadership; no interest in governance of the institution, college, or department
is exceptional in making valuable contributions to professional and community organizations, assuming leadership roles at local, state, and national levels	is an accomplished member in professional and community, very effective engagement of organizations at the local and state levels	demonstrates competent service in professional and community activities, at the local level	demonstrates uneven participation in professional and community activities	is lacking as a participant in professional and community activities	shows no participation in professional and community activities
is distinguished in demonstrating collegiality	is accomplished in demonstrating collegiality;	is competent in demonstrating collegiality	limited competency in demonstrating collegiality	is lacking in demonstrating professional collegiality	destructive to the collegiality of the unit;
is extraordinarily reliable in carrying out faculty responsibilities in a timely matter throughly and as a top proirity	is exceptionally reliable in completing faculty responsibilities in a timely matter completely and as a clear proirity	is consistently reliable in completing faculty responsibilities typically on time, and typically meeting expectations	can sometimes be relied on to meet schedules and deadlines and sometimes completes faculty responsibilities	is often not reliable; does not usually meet basic faculty responsibilities	does not meet basic faculty responsibilities

Action Plans. List five to ten proposed actions that will address challenges, weaknesses, or items of concern identified in the program or that will strengthen the program's faculty, students, facilities, and other resources. Identify any new programs, concentrations, or certificates that you anticipate proposing in the next few years.

1. Design Day. The SoAD has developed an event that helps with recruiting. Design Day was instituted two years ago to allow high school students to visit Fletcher Hall and participate in mock studio projects. These projects consisted of a self-portrait with use of materials being restricted to items found in their pockets. Another project was the shoe box project which gives students a sense of what a real studio would be like. It incorporates a spatial and materials exercise. In addition, there is an overall lecture by faculty that explains the range of design – including interior, industrial and architecture. The parents are allowed to meet the faculty, ask questions regarding the programs, while the university supplies personnel to discuss scholarships, housing, etc.

2. Summer Design Discovery Program. The SoAD has developed a summer school program for current high school students as an introduction into the design fields. The program includes a studio experience, field trips, and lectures from faculty and local professionals. The program is broken into a one-week and a two-week experience with students choosing which they want to attend.

3. Design Program. The SoAD is developing a new program for design majors. This program fuses entrepreneurship and business practices with business classes. There is a collaboration between the SoAD and the School of Business. The program becomes less studio focused and integrates business and entrepreneurship classes into the curriculum. The SoAD views this as an opportunity for recruitment and retention. The program is currently being reviewed in the Provost's Office.

4. The SoAD will continue to engage the administration in Martin Hall to pursue strategies for finding funding to complete Phase II of Fletcher Hall. Phase II is the completion of the studio shells which will provide the College of the Arts with an additional 20,000 square feet of studio, classroom and office space.

5. Rapid Prototype Facility. The SoAD is currently pursuing funding to build a new 10,000 square foot Rapid Prototyping Center to house our three-dimensional printers and C and C machines.

Submitted by:

Thomas C. Sammons, Director
School of Architecture and Design

*Date: _[signature]_   4-1-16

*This report is due to the Strategic Program Review Committee on or before April 1, 2016.

10.29.15

Economic and/or Cultural Development

- Describe how the program faculty, in their role as a faculty member, interact with industry, non-profit agencies, and/or government in ways that contribute to regional or state economic or cultural development.
- If applicable, describe how the program fits with the FIRST Louisiana initiative (Service learning activities may be relevant)

Architectural Education and the Public Good. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

Students prepared to be active, engaged citizens

A project that began in 2010 and continues as of this writing is the *Joie de Vivre* Work-Force Housing tax-credit project in downtown Lafayette with a construction budget of approximately 16 million dollars. This project grew out of a 10-year working relationship between the architecture program and an area non-profit. Two faculty members and two students led the design team and explored an alternative IDP program modeled on the medical profession's teaching hospital. To support the City of Lafayette's Comprehensive Planning initiative, several faculty members have organized a nation-wide competition, *Envision Lafayette* to help the regional community visualize the material and aesthetic potential that comprehensive planning offers if the citizenry participates. The faculty regularly works with area non-profits on design charrettes for their facilities, with local arts organization to assist with such things as set design, pedagogy development and small and large design-build projects.

The Acadiana region offers many opportunities for practical and productive involvement with the regional community. The history of architectural response to the region's hot and humid climate makes excellent research material for students and faculty. One SoAD faculty member has designed the first certified *Passive House* in this climate zone. Students worked with the faculty member to gather and publish the energy, environmental and comfort data for the house. Historic American Building Survey (HABS) and Historic American Engineering Report (HAER) projects teach students how architecture was approached at various times in history and how social, economic, and environmental influences create challenges for design and construction.

Several entities within the SoAD provide opportunities for students to engage with the community for the public good. The Community Design Workshop, for example, helps cities, small towns and neighborhoods visualize their potential by providing expertise in urban and community planning, landscape design, architecture, housing, and interior design. The CDW develops its projects through public workshops and charrettes in collaboration with the communities. A permanent office for the CDW was established in 2011 in Abdalla Hall located in the University's Research Park. This location allows faculty and students to engage their projects in the community context, and gives the public easy access to the CDW. By collaborating with the public, the Workshop is effectively able to integrate the ideas of the public with established planning and urban design principles. The CDW is currently linked with the ARCH 502 studio, and is committed to rebuilding neighborhoods and downtown areas, and helping communities reclaim their assets. In its 16 year history, it has completed 85 projects totaling over $3,000,000 including community design and planning strategies in Carencro, Opelousas, Jonesboro, Breaux Bridge, post-Hurricane Rita Cameron Parish, and various neighborhoods in Lafayette including the Oil Center, the Johnston Street and the Simcoe Street Corridor Projects, the design of the I-49

Corridor through Lafayette, and a campus bike path that connects outlying University buildings to the main campus.

Another SoAD asset, the Building Institute, is a project delivery, design-build program that brings architecture students, architects, engineers and contractors together in the design and construction of single-family, market-rate homes. The homes are built on infill property in the urban core neighborhoods of Lafayette, and then publically sold at a market-rate. Students work hand-in-hand with local contractors to build the homes, which achieve sustainability standards such as the National Homebuilder's Green Building Standard or LEED. The Building Institute is structured through a graduate design studio (ARCH 501) offered in the fall, a construction documents course in the spring and a construction course in the summer. Students receive academic credit for each course and in addition, several team leaders receive paid summer internships allowing them to accrue IDP credit. The Building Institute is not a simulation - it is hyper-reality.

Other Resources.

- Briefly describe the program's spatial, library, travel, technology, and equipment resources.

The School of Architecture and Design is located in Fletcher Hall towards the southwest corner of the University campus at the corner of East Lewis Street and Girard Park Drive. To accommodate the School's growth and enrollment, until the construction of the new work is completed, the School of Architecture and Design also utilizes additional on-campus facilities in Madison Hall and Abdalla Hall. Both ARCH 401, fourth-year studio, and ARCH 502, graduate studio, are currently located in UL Lafayette's Research Park, more specifically, Abdalla Hall. In addition to those studios, the Coastal Community Resilience Studio and the SoAD's Community Design Workshop are also located in the same facility. Descriptions of the mentioned physical resources, as well as others, are as follows.

J.L. Fletcher Hall (JLF)

Design Studios. The architecture program's studios are in Fletcher Hall rooms 104, 122, and 109. Rooms 122 and 104 both house first-year studio space, each with dedicated personal desks and storage lockers for the students. Between both of the rooms, first-year studio is dedicated approximately 2,160 square feet. Room 104 houses the second-year studio in 5,125 square feet. The third and fourth year/graduate studios are housed in room 122 in 5,125 square feet. The fourth year/graduate studios alternate between Room 122 and Abdalla Hall. Room 109 houses the graduate-level studio in 1,225 square feet. These studios (and the entire Fletcher Hall) are wirelessly networked to provide Internet access to each individual student. The studios also have electrical systems providing outlets serving each desk. In addition, each room accommodates critique areas that also serve as work areas for large or collaborative projects. The interior design and industrial design studios are located conveniently in Fletcher Hall in rooms 207 and 110 respectively.

Faculty Offices. Each faculty member in the architecture program has a dedicated office space, 80% of which are directly adjacent to the design studios on the first floor. Each faculty member has at least one computer for University work, although many faculty (through grant funding) have multiple computers. All faculty have access to printing in the School's main office though most faculty have printers and scanners in their private offices.

Media Center. The Media Center, Room 134, is an auditorium for students separated by a covered breezeway. It accommodates facilities for DVD, videotape, and data projection for theatre performances, multimedia art performances, and lecture classes. The stage area also serves as a work area for large design projects when available.

Smart Classrooms. Rooms 203, 207, 211, 101, and 134 are fully networked and include multimedia podiums. They are outfitted with equipment for DVD, videotape, and data projection.

Woodshop. The Woodshop in JLF 113 provides sufficient equipment and adequate space for students to work on a variety of projects. The woodshop has a full-time supervisor and student workers to enable the shop to keep extended hours. The shop consists of a combination of traditional equipment and CNC equipment, which permit working in wood, plastics and basic metal operations. The shop equipment has been organized into various levels depending on a student's abilities with Level One being the most basic for first-year students working up to the most advanced Level Five. The *Shop Safety Manual* is posted on the School's website.

> LEVEL ONE:
> Hand tools: marking and layout, handsaws, hammers/chisel
> Hand-held power tools: hand drill, orbital sanders, finishing sanders, belt sander, dremel, die grinders, brad nail gun/stapler, jig saw
> Stationary power tools: large band saw, 14" band saw, scroll saw, spindle sander, belt/disk sander, floor drill press, drill bits

LEVEL TWO:
Laguna band saw, sliding compound miter saw, reciprocating saw, circular handsaw, hollow chisel mortise, panel saw

LEVEL THREE:
Table saw, jointer, thickness planer, wood lathe, router table, router

LEVEL FOUR:
Metal lathe, hand mill

LEVEL FIVE:
CNC router, CNC milling machine

> *3 Axis Mill.* JL Fletcher now houses a 'Centriod' 3 Axis mill. It mills pieces of varying densities up to a size of 32"x10"x4". It accepts materials as soft as insulation foam to materials as hard as high-density polyethylene. In the past year both the Industrial and Architectural departments have used it.

> *2.5 Axis Table Router.* JL Fletcher also houses an 'AXYZ' table router. It mills pieces of varying densities up to a size of 48"x96"x4" and cuts large vector based artwork. The difference between this router and the 3 Axis Mill is that it must stair step with each level where the 3 axis can flow up and down while moving along the x and y axis. The machine is available to all majors in the School of Architecture & Design.

Photo Documentation. A photo documentation studio is located in JLF 110A/B for faculty and students to use to document student work. The room is equipped with lighting and backdrops.

Art Studios. The visual arts spaces include ceramics studios and kilns, photography studio with darkroom facilities, metal working and jewelry studio, drawing and graphics studios, sculpture and painting studios and an advertising design studio. Although primarily used by visual art majors, students are able to take elective course work in these areas.

Community Design Workshop (CDW). In addition to the large off-site facility, the CDW maintains a three-room office suite in Fletcher Hall room 212 that also houses computers and serves as a meeting facility for the workshop.

Administration Suite. The Administration Suite provides for additional space and workstations for administrative staff and student workers.

Security. The building is outfitted with swipe card access. Faculty and students are able to use their ID cards for access. This system provides additional security and allows after-hour access to the building during scheduled hours.

Existing Facilities:

Metal Casting and Forging Workshop. The faculty secured approved funding to expand the current metals studio. Located adjacent to the Woodshop, this Workshop is dedicated to a plaster-casting area, and a plastics and molding workshop.

Spray Booth. A spray booth was added to the first floor of Fletcher Hall (currently located in the second-year architecture studio space) for students to be able to safely control the fumes of spray painting. The booth is available to all programs in the School of Architecture and Design.

Laser Cutter. JL Fletcher houses a 'Universal 600' laser cutter. This new equipment cuts a wide range of materials up to a size of 18"x32" and 3/8" thick. It most commonly cuts chipboard, cardboard, masonite, acrylic, foam core, and card stock. This is the most popularly used machine in the building and can be used by the architecture, industrial, interior, and graphic design students.

3-D Printer. The 3-D printer is a 'Dimension BST 768' and it prints pieces out of ABS plastic up to a size of 8in x 8in x 12in. It is accurate up to .01 inch. The 3-D Printer is only available to students past their second year studio level work in the School of Architecture & Design.

Security – Green Card Access. Green Cards have been assigned to students enrolled in College of the Arts courses in an effort to protect them during the facility's late hours. The University's Campus Police Department developed this security provision with the College of the Arts in the fall of 2012. The Green Cards allow eligible students to work on schoolwork during hours when the facility is officially closed. The challenge for University Police to monitor Fletcher Hall after hours and to identify the students who are permitted to be in the building has been alleviated. The Green Cards have proven to be an excellent addition to increase the security of students working after hours in Fletcher Hall.

Exhibition:

Dean's Gallery and Conference Room. The Dean's Gallery (Room 202) is a 650 square foot space located in the Dean's suite in Fletcher Hall and is used for faculty and student exhibits throughout the year. The Dean's Conference Room is a 405 square foot 'Smart Classroom' available for meetings, critiques, and graduate seminar courses.

JLF Room 101. This area is a dedicated critique/gallery space of 1,560 square feet. It is a 'Smart Classroom' and includes chairs, a large table, and model stands to accommodate many uses. It is outfitted with a portable immersive 3D projection system.

University Art Museum (UAM). The Paul and Lulu Hilliard University Art Museum is a state of the art facility. The building enables the museum to present compelling exhibitions that offer audiences a dramatic look at the timeless influence of art. The museum presents great works of the past and challenge conventional artistic thinking by presenting the work of artists who are making significant contributions today. This award winning design is located approximately two blocks away from Fletcher Hall. It has active programs in traveling exhibits, lectures, interdisciplinary workshops, etc. Additional space is available at the adjacent antebellum style mansion of 4,800 square feet. Our senior and thesis exhibits are held at the UAM annually, as well as other School of Architecture and Design student exhibitions, lectures, and presentations. The Paul and Lulu Hilliard University Art Museum's permanent collection consists of more than 2,000 works of art, including paintings, prints, drawings, sculpture, and photographs. This collection represents 18th, 19th and 20th century Louisiana, as well as the United States, Europe and Japan.

Planned Changed to Physical Plant

Fletcher Hall

Since the last NAAB visit, the University placed JL Fletcher Hall on a top priority list for a building renovation after the induction of Dr. Joseph Savoie as University President in 2008. This renovation plan includes enclosing exterior decks and terraces to increase available studio space and other amenities. The primary concern is waterproofing the existing building. In 2010, the University acquired funding for Fletcher Hall from the State of Louisiana, Facility Planning & Control, to undergo a $3.5 million dollar renovation and addition. Public bidding occurred in March of 2013 with completion projected for January 2014. The project consists of emergency repairs to the 71,000 square foot building, originally constructed in 1976. The repairs include the replacement of the exterior finish system with new wall cladding, the provision of a cover over the existing three-story courtyard space and conditioning for the entire interior space, repair of the existing terrazzo walk flooring, replacement of the wood ceilings of all three floor balconies, and other needed repairs to floors, walls, ceilings,

lights, doors. In addition, the project includes the construction of approximately 10,000 square feet of new studio spaces to replace the open decks/ terraces at the second floor level. (See following page for proposed changes to 2nd floor Fletcher Hall.)

The budget was found to be inadequate to accommodate all of Fletcher Hall's needs. The selected architect faced this challenge as well as the aesthetic unification of the building with the rest of the campus. The initially approved aesthetic detailing caused a revolt with the current students and alumni of the School. Through social media, the dissatisfaction with the approved design for Fletcher Hall became extremely evident. Faculty of the SoAD contacted President Savoie to gain permission to develop an alternative option to the design as a response to this revolt. As a result in two weeks, interested faculty, alumni and local professionals developed a more aesthetically acceptable option while maintaining the primary purpose of the renovation – waterproofing.

Phase I: This 3.5 million dollar phase of the Fletcher Hall renovation is essentially a water mitigation project and will include: exterior cladding, covering the exterior decks on the second floor with minimal air-conditioning and lighting for the interiors. These additions to JLF are to be completed as "White Box" spaces, meaning they will not be completed with final mechanical systems and interior finish. They will provide 21,652 square feet of additional studio space to house the fourth-year architecture studio, the interior design studios, and a Visual Arts studio.

Fire Alarm & Sprinkler Systems. The Fire Alarm system will be upgraded and a sprinkler system installed to meet local, state, and national codes.

Phase II – Renovation of Interiors: The newly enclosed spaces will allow all studios of the School of Architecture and Design to be under one roof. Eventually, the need for off-site additional space will not be required as a result of the 10,000 square foot addition.

Exhibition. The new exhibition space that replaces the existing interior design studio provides another gallery on the second floor for display of student work. This will augment the gallery space located in the existing Dean's Administrative Suite.

Facility Concern

The most significant challenge is the impact of the renovation process on the daily operations of the School. Although it is challenging to maintain class schedules in the midst of construction, the benefits of the project in terms of eliminating water intrusion, the increased life safety with new fire alarm and sprinkler systems, the addition of functioning fire stairs, and the increased studio space square footages make the challenge worth it. If additional funding is provided to the University, then the construction progress will continue. The learning environment will continue to be improved for students, faculty, and staff.

Computer Resources

Digital Media Resource Center (DMRC). The Digital Media Resource Center is located in room 209 in JL Fletcher Hall and is a resource for all students enrolled in the College of the Arts. This department serves as two classrooms/labs during weekdays and as an open lab during the evenings and weekends. The Macintosh lab supports 25 iMac computers and offers current software programs for 2D and 3D coursework. The animation classroom houses 18 Windows configured iMac computers, all of which run Maya, 3D Studio Max, Rhino, and other software for 3D animation creation.

This center offers access to digital video cameras, DVD projection, video editing software and hardware, slide and flatbed scanners, and a large format printer. In addition there is an extensive media collection consisting of over 400 DV/Videotapes and 100,000 slide images of art, architecture, industrial design, and interior design. We offer a preview room in support and promotion of the use of this collection for faculty.

The DMRC contains a collection of more than 100,000 art and architecture slides, including a special collection of 25,000 Louisiana architecture images and videotape programs on various subjects related to art and architecture. Approximately 55,000 of the collection's slides document architecture. The architecture collection is organized and filed chronologically by

location, architect, and as appropriate, style. Also available from the Dupré Library, digital resources via the web are digital images of art and architecture.

The DMRC is supported through grants and University funding and is open to faculty and students in the College of the Arts.

The computer resources include:
> Hardware:
> 25 iMac Computers
> 2 Power PC iMac Computers
> 18 Windows Configured iMac Computers
> 2 Flatbed Scanners
> 1 Slide Scanner
> 1 Epson Large Format Printer
> 2 LCD Projectors
>
> Software:
> Adobe Creative Suite: After Effects, Illustrator, Photoshop, Premiere, Flash
> Maya
> Final Cut Pro X
> Rhino
> 3D Studio Max
> Microsoft Office

The square footage is adequate to support the activities and services of the DMRC. It's central location on the second floor of Fletcher Hall is convenient for the architecture students and faculty who are housed on the first floor of the same building. There are two separate places for reading as well as viewing slides and working at the computer workstations. The environmental control is of good quality for archival purposes. The entire collection is housed in this space, so there are no remote storage facilities.
Storage for existing materials is sufficient. There is also sufficient equipment for use of the faculty and students.

The DMRC is protected from theft by a security system and the building is properly alarmed for fire and other hazard. Emergency procedures are posted throughout the building.

Each faculty office has a computer workstation and the building is networked and has WiFi for student access. Students are required to have their own laptops by second year, but many have them already in first year. Software requirements are indicated in course syllabi, and may vary from course to course and year to year. Every effort to stay current with software is made. Students also have access to WiFi in Abdalla Hall. There are ten computer workstations in the CDW office in Fletcher Hall, Room 212 that are available to students who are working for the CDW. The Resilience Studio has two dedicated computer workstations in Abdalla Hall.

Previous Reports.

- List any Board of Regents Progress Reports, Low-Completer documentation, Accreditation Reports, and the like from the last seven years.
- Attach copies of the original documents to the report(s).

> The School of Architecture was accredited by NAAB in the spring of 2015. This eight-year accreditation cycle ends in 2022. See report attached.

SWOT Analysis. List three to five respective strengths, weaknesses, opportunities, and threats to the program. These can include both internal and external factors.

Strengths
1) A talented and dedicated senior faculty which engages in a high level of teaching, research and service.
2) A talented and resourceful class of freshman faculty that engage the School at a high level of teaching, are enthusiastic about service to the School and who are developing their research.
3) Completion of Phase I of Fletcher Hall renovation. This completion improves the external appearance of the building which encourages and helps with recruitment and retention. Renovation has also improved the safety aspect for students and others and has improved the environmental quality of the building.

Weaknesses
1) Phase II funding for Fletcher Hall renovation has been stalled in the Legislature due to higher education budget cuts. Phase II would complement Phase I by adding additional 20,000 square feet of classroom space.
2) Limited monetary support for travel and supplies to support freshman class of assistant professors in aiding their tenure efforts with their research, teaching and service.
3) Lack of monetary support for technical upgrades and replacements for aging technology and equipment in the School.

Opportunities
1) Senior faculty have developed research capabilities classified as the SoAD Research Institutes. These have become a viable research arm for the School of Architecture and Design. This includes funding for faculty and graduate students.
2) With the construction and/or poor condition of Fletcher Hall, the faculty have mobilized to develop Design Day and high school visits as recruiting strategies.
3) Development of a new design degree to increase enrollment and to increase retention.

Threats
1) Lack of funding to complete the planned renovations to Fletcher Hall.
2) Lack of funding for assistant, associate and professors to continue to develop their teaching and research.
3) Lack of funding to recruit and/or retain quality new faculty.
4) Lack of funding for technological support to the School.