

Response to NAAB Causes for Concern and Condition Not Met

Reference: Visiting Team Report March 29-April 2, 2014

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Introduction

This document is a response to the questions raised by the 2014 NAAB Visiting Team. The Department of Architecture feels that the Team was most reasonable in its understanding and general assessment of our program and that its suggestions and questions have been useful to us as we continue to improve our curriculum, teaching resources, faculty, and facilities.

Of the two general causes of concern, 3A and 3B below, the Team certainly understood that the Department of Architecture is required to work within the constraints of its home university, but that it is nonetheless committed near-term and long-term to resolving these issues. We have outlined our progress and plans in this document.

In reference to our responses to items regarding SPCs C.3, C.4, C. 5, and C.7 and discussed below, please note that an updated course syllabus for ARC 5913 Professional Practice, which addresses those subject areas, has been included with evidence of student work, in the linked folder. The syllabus clarifies precisely where these SPC subject areas reside in the professional course curriculum and establish a context for reviewing the accompanying evidence of student work.

2. CONDITIONS NOT MET

A. SPC: C.7 Legal Responsibilities

NAAB Concern There was no comment from NAAB regarding this issue.

CoAD Response We have revised the syllabus of Professional Practice ARC 5913 so that it directly references SPC C.7 in the following modules:

Module 2: Legal Context of the Profession & Practice
Module 5: Types of Agreements & Contracts
Module 13: Risk Management

Student Work The modules are associated with specific reading assignments that address legal responsibilities in architectural projects. In addition, students address this subject area in their coursework. Please see an updated syllabus and evidence of student work from 2015 course sections related to SPC C.7: https://drive.google.com/drive/folders/0BxibYomKII_oV2RvRDk5enZVSjg

3. CAUSES OF CONCERN

A. Social Equity - Faculty

NAAB Concern *Disparity between the percentage of women in the faculty body and of graduating female students.*

The disparity between the percentage of women in the faculty body and in our graduate student body is a source of concern for the college and department – one that we will continue to address in the coming years. As the visiting team understood, we have structural impediments that make this more difficult—the limited number of full-time positions and the universities overwhelming dependence on tuition for its funding that leads to limits on new and important initiatives such as diversity programs. Nevertheless, we are committed to overcoming these limitations. We have identified several ways in which we might accomplish this.

a. Since 2014, we have hired 50 adjunct faculty and 5 full-time faculty. Given this ratio, which is reflective of the adjunct-dependent structure of the university, we have, as a department, worked diligently to recruit great female applicants to available teaching positions. This has resulted in the addition of 21 new female adjunct faculty members in the architecture department since 2014, compared with 29 new male adjunct faculty.

b. During this same time period, the College of Architecture and Design has sought, and gained, approval to establish a new type of faculty line: the “professor of practice,” which effectively creates new, near full-time faculty positions by aggregating adjunct teaching hours. B The structure of this line is intended to support the college’s desire to diversify our full-time and near full-time faculty while being mindful of the university’s budget constraints, which makes the hiring of new full time faculty a rare opportunity. In 2014, the college offered two applicants – one male and one female – a professor of practice position. Both accepted. In 2016, the college offered professor of practice positions to four applicants – three female and one male. Unfortunately, two of the female applicants offered the professor of practice line were unable to accept the offer due to personal circumstances. This resulted in the college extending the offer to an additional male candidate, who accepted, and saving a line until the next cohort. Given the near 50/50 ratio of female to male applicants for this line, and our desire to add more professors of practice in the coming years, it is reasonable to expect this initiative will lead to greater female representation in the faculty.

c. Since 2014, the department has hired four new full-time faculty. In each case, the calls for applicants were widely published and the search committees staffed to ensure gender equity. In one case – a search conducted for historians – the committee received an equal pool of female and male applicants. The top four candidates for this line were female, resulting in our successfully hiring an additional female tenure-track faculty member. In another case – a search conducted for a design faculty to work within the studios – the applicants were predominately male. The top three candidates for this line were all male, resulting in an additional male tenure-track faculty member. As the faculty member assigned this line previously served as a professor of practice, it is our intention to leverage the professor of practice lines to ensure a larger pool of highly-qualified female applicants within all future searches, including the search we are conducting this year for a new faculty member in building technologies. It should be noted that we are anticipating that this tenure-track position will be available in two years from now; we are beginning the search as soon as it is approved by the university so that we have the time to develop a diverse range of highly qualified candidates. We will also work, as a college, to recruit highly-qualified female applicants through more targeted advertising.

d. Since 2012, the student population within the college has trended consistently toward a more equal distribution of female and male students. As these students have moved forward in the program, some of the imbalance noted by the visiting team has been naturally addressed. To build on this success, the

college is currently working with the provost's office to fund scholarships specifically targeted to support highly-qualified graduate students, with an intention of using these funds to diversify our graduate student body in terms of gender, ethnicity, and other important markers.

e. As of July 2016, the College of Architecture has a new dean, Professor Karl Daubmann, who has committed the college to the development of a diverse faculty.

B. Financial Resources

NAAB Concern *As a tuition-based university, LTU is particularly sensitive to the vagaries of the economy, which can have negative impacts on the ability of the college to offer a quality architecture professional program.*

Although we agree that our tuition-based university is particularly sensitive to the vagaries of the economy, we have not, to date, seen this negatively impact the quality of the program nor the preparation of our graduates to succeed. In fact, some of the smaller class sizes entering our program just before and after the NAAB visit resulted in smaller class sizes and a reduced student-faculty ratio, when compared against the years witnessing larger entering classes. This created opportunities for our faculty to employ more active models of education within the classroom and give greater support to our students – both of which resulted in improved outcomes from 2014 to present.

Our challenge, as a college and department, is to ensure that the accidental gains from the times of scarcity – smaller class sizes and greater support for our students – are not lost as we see an increase in student enrollment, as is the case this year and, likely, next. To help in this regard, our college is working with the president to build the university endowment. We are also, as a college and under the direction of our new dean, building funding streams outside of the university budget by seeking industry partnerships and philanthropy. Our program's recent acceptance into NCARB's Integrated Path to Licensure initiative has helped a great deal in this regard, serving to strengthen already well developed relationships between our program and industry. We are also using our online M.Arch platform to build stronger relationships with universities around the world, which will help to both reduce the financial load borne by the university and to diversify the revenue streams supporting our program.

C. SPC: B.5 Life Safety

NAAB Concern Complex topic that requires more attention.

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

CoAD Response / Student Work

Please see evidence of student work from 2016 Integrated Design course sections related to SPC B.5: https://drive.google.com/drive/folders/0BxibYomKil_oV2RvRDk5enZVSjg

D. SPC: C.3 Client Role in Architecture

NAAB Concern Some of the evidence found is from 2009 coursework.

CoAD Response We have revised the syllabus of Professional Practice ARC 5913 so that it directly references SPC C.3 in the following modules:

- Module 3: Regulation of the Built Environment
- Module 4: Leadership, Teams & Ethics
- Module 5: Types of Agreements & Contracts

Student Work The modules are associated with specific reading assignments that address the role of the client in the production of architectural projects. In addition, students address this subject area in their coursework. Please see an updated syllabus and evidence of student work from 2015 course sections related to SPC C.3: https://drive.google.com/drive/folders/0BxibYomKII_oV2RvRDk5enZVSjg

E. SPC: C.4 Project Management

NAAB Concern Some of the evidence found is from 2009 coursework.

CoAD Response We have revised the syllabus of Professional Practice ARC 5913 so that it directly references SPC C.4 in the following modules:

Module 5: Types of Agreements & Contracts
Module 7: Project Delivery & Schedule
Module 9: Project Cost
Module 10: Construction & Post- Construction Services
Module 11: Project Management
Module 12: Financial Management
Module 13: Risk Management

Student Work The modules are associated with specific reading assignments that address project management of architectural projects. In addition, students address this subject area in their coursework. Please see an updated syllabus and evidence of student work from 2015 course sections related to SPC C.4: https://drive.google.com/drive/folders/0BxibYomKII_oV2RvRDk5enZVSjg

F. SPC: C.5 Practice Management

NAAB Concern: Some of the evidence found is from 2009 coursework.

CoAD Response: We have revised the syllabus of Professional Practice ARC 5913 so that it directly references SPC C.5 in the following modules:

Module 6: Project Definition, Design & Documentation Services
Module 7: Project Delivery & Schedule
Module 9: Project Cost
Module 11: Project Management
Module 12: Financial Management
Module 13: Risk Management
Module 14: Architect Selection & Marketing Prof. Services
Module 15: Developing a Practice

Student Work: The modules are associated with specific reading assignments that address practice management in the architectural profession. In addition, students address this subject area in their coursework. Please see an updated syllabus and evidence of student work from 2015 course sections related to SPC C.5: https://drive.google.com/drive/folders/0BxibYomKII_oV2RvRDk5enZVSjg