July 22, 2008

Scott S. Cowen, President
Office of the President
Tulane University
6823 St. Charles Avenue
New Orleans, LA 70118

Dear President Cowen:

At the July 2008 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Tulane University School of Architecture.

As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2008. The program is scheduled for its next accreditation visit in 2014.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by November 30 and must include the following:
- a response to each condition identified as not met in the Visiting Team Report,
- a response to each of the causes of concern in the Visiting Team Report,
- a brief summary of changes that have been made or may be made in the accredited program, and
- the statistical report

Please note, beginning in November 2008, these reports will be submitted online.

If an acceptable Annual Report is not submitted to the NAAB by January 15, 2009, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 14-15 of the NAAB Procedures for Accreditation, 2008 Edition.

NAAB encourages public dissemination of information about each school contained in both the school’s 2008 Architecture Program Report and the 2008 Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Bruce E. Blackmer, FAIA
President

Enc. Visiting Team Report

cc: Scott Bernhard, Interim Dean
    R. Wayne Drummond, FAIA, Team Chair
    Visiting Team Members
The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

Impact of Hurricane Katrina

Tulane University and the School of Architecture have functioned under incredible stress since Hurricane Katrina and the physical, social and economic devastation brought upon the City of New Orleans and the Gulf Coast. This traumatic natural and manmade disaster can not be overstated as one of epic proportions in the history of the nation.

The university has responded with the Tulane Renewal Plan in order to restructure the institution and to contribute to the critical role of the redevelopment and recovery of the City of New Orleans through multi-institutional collaborations and agreements. The role of the School of Architecture has become a critical component of the Renewal Plan and the recovery efforts.

The University’s leadership has fully recognized both the responsibility and the opportunities provided for the School of Architecture to make a significant contribution to the recovery and redevelopment efforts of the city and the region. The President and Provost have made commitments to much needed investments in the faculty and the physical facilities of the School of Architecture.

Since Hurricane Katrina, significant investments have been made in the School of Architecture through gifts and endowment as well as funded grants and contributions toward the engagement of the redevelopment programs of the School of Architecture in the community. These additional responsibilities, however, need additional operational resources and staffing to fully support the intensity of these activities.

School of Architecture Leadership Transition

The School of Architecture has also undergone a significant transition in leadership since the summer of 2007 with the departure of dean Reed Kroloff and associate dean Ila Berman to new administrative positions at other institutions. This exceptionally rare situation of a dual departure of the leadership of a school would normally be very traumatic; however, the leadership of interim dean Scott Bernhard and interim associate dean Elizabeth Gamard has provided exceptionally thoughtful and dedicated direction for the students and faculty.

This period of compounded and exponential complexity of the post-Katrina recovery, the required National Architectural Accreditation Board visit and the international search for a new dean for the School of Architecture has been handled with the highest degree of professionalism, openness and demonstrated confidence. These qualities of leadership have given rise to increased levels of commitment and investment. Should the current dean’s search not secure the desired leadership because of the exceptional number of open dean positions this year, every consideration should be given to the retention and continued support of the current interim leadership of the School of Architecture.

Additional Observations of the Team

University Administration: The administrative leadership of Tulane University, President Scott Cowen and Provost Michael Bernstein have demonstrated their support of the School of Architecture. Both leaders fully appreciate the work of the students and faculty in the redevelopment of the city and they recognize the full future potential of the School of Architecture.

School Administration: The acting administration of the School of Architecture, Scott Bernhard and Elizabeth Gamard have provided excellent leadership in the transition since the departure of
both the dean and the assistant dean within the past year. The search for a new dean is near completion and the new dean should be able to begin from a solid foundation despite the monumental disruptions of the past two years.

Faculty: The School of Architecture has a deeply engaged faculty that has provided exceptional leadership for the students through the transitional period. They are the primary reason for the return of the vast majority of the students who were dispersed throughout the nation during this period.

Students: The students are also very engaged in their education and their service to the community. They clearly recognize the unique responsibilities and opportunities that have been thrust upon them through the impact of Katrina and have demonstrated their leadership through projects ranging from planning to construction.

Staff: The staff are exceptionally dedicated and uniquely skilled from the most experienced to the newest members. The staff have multiple professional skills in the areas of digital graphics, legal and construction management.

Community Engagement: There is an exceptional "spirit" within the School of Architecture in response to the impact of Hurricane Katrina on New Orleans. The impact has resulted in the expansion and development of multiple centers for redevelopment and design build opportunities.

Research and Grants: The community redevelopment efforts of the School of Architecture have been significantly enhanced through the number and magnitude of research and development grants that have been awarded. This effort should continue for years to come as the magnitude of the redevelopment is unprecedented.

Endowment and Development: There has also been significant investment in the School of Architecture due to the recognition of the efforts of the students and faculty as a vehicle for redevelopment and reinvestment.

Preservation: The School of Architecture has a long tradition of architectural preservation and it is critical to the conservation and redevelopment of the city of New Orleans and the region. This focus is a major contributor to the community redevelopment efforts.

Ecology/Sustainability: There is an opportunity for interdisciplinary faculty participation throughout the institution such as the current appointment of a faculty member from ecology to establish a strong ecology/sustainability research agenda on a community and regional basis.

Enrichment Programs- The students have the opportunity for travel and study abroad through the establishment of the semester long Rome Program and through the abbreviated programs such as the programs in Turkey and Brazil.

Integrated Digital Technologies: The academic program is developing significant efforts toward digital technologies in design, representation and production through digital exploration and BIM software utilization in the studios. A new faculty member has already added to this emphasis driven by integrated practice.

Challenges and Opportunities

New Leadership: The search for a new dean is almost completed and it will be critical for the new leadership to recognize the stressful conditions of the past two years and capitalize on the current collective energy and dedication of the students and faculty.
Diversity: As noted, there is a concern for the diversity of the faculty and student body especially in terms of ethnic and cultural diversity. It was specifically noted that there were no "tenured" female faculty engaged in the design studios which are at the core of the curriculum.

Staff Support: While adequate there will continue to be a need to invest in the support for the faculty and staff through the careful examination of salaries, tasks, numbers, space and equipment especially as research and grant activity increase as a result of community engagement.

Curricula Overburden: There is an opportunity to fully explore the overburden of the magnitude and extent of the courses required. Clarification of requirements and specific course sequences may provide a reduction of courses and credits required especially in the graduate program. Such a refinement and reduction will permit faculty to explore research and grant opportunities without the risk of overloaded tasks and schedules.

Facilities and Equipment: While there are adequate facilities for the current program it is clear that there is an opportunity to significantly improve the space and equipment provided for the workshop, media and digital technology, and faculty offices. Given the extensive community outreach and redevelopment efforts of the school an off campus center located within the community should be established.

2. Progress Since the Previous Site Visit (2002)

Much has happened in New Orleans, and to Tulane University, since the last NAAB visit. In response to Hurricanes Katrina and Rita in 2005, Tulane radically re-organized itself by cutting programs, re-organizing budgets, and combining the undergraduate student body into a unified college. Architecture students spent a full semester after the storms dispersed around the country in other programs, and returned to Tulane in record numbers. Today, Tulane reports that applications to the undergraduate college that normally accepts 1400 students have doubled, to 34,000. Tulane's financial situation remains very challenging, but the architecture program has received strong support from Tulane's central administration, sufficient to now provide the salary increases and capital support necessary to address a number of the most significant facilities deficiencies cited in the last NAAB Visiting Team Report.

Condition 9, Financial Resources (2002): Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

Previous Team Report (2002): The school has chronically low levels of funding for faculty salaries, enrichment programs and other discretionary items, computing, and the like. It also has a very small endowment relative to its size, prestige, and programmatic needs. See detailed comments under 5, Causes of Concern. This remains an ongoing problem for the school, with potential to adversely affect the program in many areas if the level of support is not increased.

2008 Visiting Team Assessment: This condition has been met. Tulane University has made a major commitment to the School in terms of resolving the issues of compression, competitive salaries and equity. As stated and illustrated by the interim dean of the School of Architecture and confirmed by the university administration a major adjustment of salaries for the existing faculty have been made effective for the fall semester of 2008.

Additional support of approximately $250,000 was provided for building repairs and operations in preparation for the site visit with the understanding that additional investments will be required in order to maintain and develop the facilities especially digital and shop resources.
Criterion 12.27, Detailed Design Development (2002): Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

Previous Team Report (2002): There was little evidence to show that all students enrolled in the program were getting the requirements of this important area of training, except for those few involved in sustainable housing design. If this information was covered somewhere in the program, it was not found nor was it adequate enough to help the students. A comprehensive program to emphasize this requirement must be developed. There is a beginning made in the first-year studio, but this needs to be systematically developed in subsequent studios.

2008 Visiting Team Assessment: This condition is met. The academic program is responding to the new technologies provided through Building Information Modeling (BIM) and the principals of Integrated Practice. The third year studio requires an extensive introduction to these issues and the level of exploration of building systems, materials and components is well developed.

Criterion 12.28, Technical Documentation (2002): Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Previous Team Report (2002): The comments made under Criterion 12.27 above apply here as well. Only one or two platform studios, which are essentially electives, take the task of complete project documentation seriously.

2008 Visiting Team Assessment: This condition is met. Similar to the comments above there has been a renewed focus on the tectonic aspects of building design and documented through the precision of the new digital technologies.

Criterion 12.29, Comprehensive Design (2002): Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria.

Previous Team Report (2002): Again, the comments from the previous two criteria apply. All of these would be addressed by the students taking a more ambitious and explicit comprehensive design requirement before taking the platform studios or by ensuring that all students participate in an appropriate platform studio emphasizing comprehensive design, documentation, and detailing.

2008 Visiting Team Assessment: This condition is met. Again, similar to the comments above, there has been an extensive effort to require continued development of comprehensive design from programming through construction details. This effort is manifest in the thesis work which demonstrated a strong position in theory, programming, conceptual, schematic and design development.

[Causes of Concern taken from VTR dated February 27, 2002]

A. Financial Resources [From 2002 VTR]

The central and continuing areas of concern all relate to the limited financial resources of the school and are, by no means, simple and easily resolved issues. Progress on this front will
involve thoughtful and patient deliberation on the part of the entire school community, tough decisions, and of course compromise, based on sharing and mutual respect. It will also involve hard work, on the part of the dean, certainly, with the university administration in raising money, but also the faculty in becoming even more entrepreneurial in program development and implementation, identification of research opportunities, and, no doubt, even more delayed gratification.

Even the causes of this situation are complex:

- A school endowment, like the university’s, that is far too small for the size, standing, and aspirations of the institution
- A tough climate, tough region, and tough field in which to raise significant amounts of new money
- A large negative balance of payments with respect to the transfer of credits between the school and other units of the university, principally the College of Liberal Arts and Sciences (LAS), where Architecture students must go to fulfill their general studies requirements, not to mention the 40 percent of their total credits required by NAAB to be nonprofessional. Furthermore, many LAS departments are understandably, but regrettably, reluctant to encourage their students to transfer credits to Architecture—for example, History of Art students taking Architecture courses.

The good news is that Architecture’s budget, thanks to the efforts of the dean, and the patience and dedication of the faculty and students, is balanced. The bad news is that it may be balanced at an unsustainably low base level. Faculty salaries, for example, remain low in absolute terms (a major problem noted in the previous VTR) and are apparently falling even further behind national averages for faculty at all levels. While faculty members continue to perform at high levels of commitment and effectiveness, this problem is beginning to affect morale in a potentially serious way. A reasonable and sustained plan to increase support for faculty—one that does not simply rob Peter to pay Paul—is needed, including, of course, not just salaries, but other types of support and recognition. Faculty members now have very limited access to research support, release time for professional or curricular development, funds for travel to academic and professional meetings, staff support, and the like. Some improvement in these areas could provide a big boost for morale and productivity.

The latter areas of concern point to another underfunded budgetary line: discretionary funds. The money at the disposal of the dean, the faculty, and the students each year after the fixed expenses of salary and benefits, overhead, and other university charges are deducted is very small indeed. Out of this very small increment must come not only money for faculty development, but also for lectures and exhibitions—currently very limited in scope and ambition—student projects and travel, and publications. These are the kind of things that help put a program “on the map,” and encourage both students and faculty to come to a school. This is also, presumably, the line out of which new computer equipment and software must be purchased.

Clearly, a wide range of responses must be in order, from conventional fund-raising—already underway, but slow and limited in its short-term impact—to exploring new sources of revenue and new or expanded programs that might attract more students of various types, including some already enrolled elsewhere in the university.

**2008 Visiting Team Assessment:** Tulane proposes to address the deficiencies cited in the previous Visiting Team Report through an expansion of the mission of the School of Architecture to include a new interdisciplinary undergraduate degree in Urban Studies; the hiring of five key new faculty; providing an increase in faculty salaries to address endemic pay inversion; an substantial increase in faculty research opportunities from
$25,000 annually to $400,000; increases in endowment, and an increase of $350,000 in distributed faculty research discretionary funds; and a further enhancement of fund-raising abilities such that $125,000 has been raised in the past year. A number of these initiatives are underway and some have ironically benefited from the perceived exigencies created in Katrina’s aftermath. A new Dean was being sought through interviews that occurred before and during the Team visit. Physical improvements were evident in totally replaced and upgraded seating in a renovated auditorium, improved handicapped accessibility, improved studio spaces, renovations on-going in the library, and upgraded computer facilities.

Cross-disciplinary initiatives that reward innovation and collaboration with sources of funding for research, course development, and the like pay double dividends, in the form of new resources as well as opportunities for faculty and students, not to mention better integration of Architecture with other disciplines and professions within the university.

B. Comprehensive Design [From 2002 VTR]

The other significant area of concern carrying over from the last visit and report involves the related criteria 12.22, Building Systems Integration and 12.29, Comprehensive Design. With changing curricula, there still does not seem to be a definitive place, or approach, for the design problem, or problems, that fully and comprehensively integrates the entire gamut of building systems, assemblies, materials, and details in a complete project, including documentation. There is no one right place in the curriculum for this experience, but every professional student must have it. Currently, the project in the first semester of the third year seems too complex programmatically to get much beyond schematic design, while the various platform studios are uneven with respect to these criteria. Sometime before doing the thesis, every student should work on a relatively small building that he or she can bring to a high level of resolution and representation in all its aspects. This also has the salutary effect of freeing the thesis to be a more personal exploration, which might in fact be another highly resolved and detailed building, or a more speculative investigation, or both of these.

2008 Visiting Team Assessment Curricular changes have been introduced in recent years since the 2002 VTR to better address the concerns that strong learning outcomes be more demonstrably evident in Comprehensive Design, Building Systems integration and digital representation. These revisions have only recently taken place. It was evident for the Team to see the success of these efforts in the student work presented, and it was also clear that the faculty is committed in its staffing and attitude to make these changes effective.

C. Representation [From 2002 VTR]

Part of any advanced-level investigation is the intimate relationship of design with the media of representation in a sophisticated and precise way. We are concerned by the relative homogeneity of the representational techniques we have seen. There seems to be lack of depth, range, and, to some degree, intensity of representational investigation at all levels of studio.

This concern includes what seems to be the relatively sparse use of digital media in the studio projects, and this may point to yet another concern: that the ratio of computer workstations to students and the paucity of high-end output devices severely limit the ability of students and faculty members to genuinely integrate digital representation into studio and course work. We recognize and applaud the progress the program has made in this area since the last visit, but in this area, certainly, top programs cannot afford to stand still or even to rest. There are indeed some exemplary courses and investigations, but those will only fuel the demand for more and better equipment, access, instruction, and support. Students have helped to fill the gap, but a
half-time technician will not be enough. A full complement of hardware, courses, and uses will require a full-time support staff knowledgeable with respect to both equipment and software.

2008 Visiting Team Assessment Significant progress has been made since the 2002 VTR report. Digital representation and all forms of media and modeling.

Tulane is proud to be ranked in the top quartile of U.S. News and World Report’s rankings of national universities. The architecture program is one of the original professional schools at Tulane, and now plays a significant role in positioning the university as an active leader in post-Katrina New Orleans. The university is actively supporting the School in meeting the concerns raised in the last NAAB review, even as overall university resources are severely constrained in the post-Katrina era. The School has played a central role in the university’s approach to campus planning and architect selection, and has a strong identity within Tulane’s annual community-oriented Architects’ Week. The entire region is now an active learning laboratory for Tulane’s architecture students and faculty, to the great benefit of the wider community. Faculty have shown an active interest in guiding students toward professional registration and public service. The value of life-long learning is clearly articulated in the APR, and studios address professional concerns through materials imbedded across the curriculum. Student work with URBANbuild, CITYbuild (post-Katrina revitalization efforts), Habitat for Humanity, the Historic Preservation program, the Regional and Urban Design Center, public service and work with governmental agencies, and international programs indicates an overall commitment to civic responsibility and professional accountability.

D. Student Advising [From 2002 VTR]

Since there are, and will continue to be, more and more options in the school and in the profession, effective and accessible student advising is a necessity. Advising seems, at present, uneven. And while the team was impressed both by the entrepreneurial initiative of most students and the dedication of most faculty members, the array of decisions involved in course selection, travel and internship opportunities, optional studios and thesis, and professional pathways makes ongoing personal evaluation, direction, and advice crucial for all students.

2008 Visiting Team Assessment: The restructuring of the institution due to the impact of Hurricane Katrina required the consolidation of advisors. While the School’s popular advisor was part of the restructuring, the School provides appropriate student advising.

3. Conditions Well Met
   1.1 Architecture Education and Academic Context- A Model
   1.4 Architecture Education and Profession-Leadership and Ethics
   1.5 Architecture Education and Society-Exemplary Model
   13.7 Collaborative Skills
   13.24 Building Materials and Assemblies

4. Conditions Not Met
   13.14 Accessibility

5. Causes of Concern

Graduate Program
The M.Arch. program is experiencing a growth in students who come from a range of academic backgrounds. Both students and faculty have raised concern in the level of funding for these students to pursue graduate study as well as to attract future students to TSA. In addition, students feel there is a need for a distinctive quality about their program that establishes an
identity unique to the graduate program that requires a more in depth, advanced study. This is
less in terms of the curriculum and more about the higher level of maturity of the current TSA
graduate program have and the desire for a heightened level of requirements.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

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Trends in 21st century architectural design education favor curricula, pedagogies and attitudes that emphasize the role of educators in teaching critical thinking and problem solving skills, and that recognize the globalization of professional practice and the digitization and integration of multi-disciplinary approaches to addressing client needs. Liberal studies education and critical thinking are increasingly seen as integral to assessing the achievement of successful learning outcomes for students enrolled in professional degree programs. The Tulane architecture programs, from its APR through to statements made by the Tulane president and provost, interim dean, faculty and staff, are fundamentally committed to applying these values within the architecture program, particularly as it provides service to residents and businesses in local areas hard-hit by Hurricanes Katrina and Rita. Tulane has become a model for positive and facilitative civic engagement by architecture students and faculty, both within the Tulane community and across the United States. This program is demonstrating the relevance of design education as a leader in addressing pressing social and environmental needs.

1.2 Architecture Education and Students

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

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Tulane students are involved in a multitude of leadership roles inside and outside of the School of Architecture. The American Institute of Architecture Students (AIAS) chapter and the Architecture Student Government (ASG) are strong organizations with support
from the broader student body. Their activities engage the entire school providing valuable opportunities such as design-build community projects through Architecture Week, career fairs, professional IDP and portfolio workshops, travel to national conferences, and social events. Architecture Week is a particularly strong achievement of the student leadership as well as the student newsletter, "Charrette." The influences of these student organizations create a lively interaction between students, faculty, and administration alike. Student concerns are communicated through this relationship between administration and student leadership.

TSA students are articulate, motivated individuals with a strong camaraderie and respect for their classmates, faculty, and school. The integration between the graduate and undergraduate program also seems to encourage these relationships. Students are enthusiastic about the range of opportunities that enhance learning offered at TSA such as service learning, study abroad, student leadership, and design-build.

1.3 Architecture Education and Registration

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

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TSA presumes that its students will engage in the practice of architecture, and significant numbers of students themselves expressed interest in pursuing professional licensure. Particularly in upper level classes, the architect is consistently viewed as a responsible and responsive professional, necessitating continual professional education throughout the course of a lifetime of practice. Regarding the formal requirements of licensure—IDP and the ARE—there are two lectures on registration in required Professional Concerns courses, including one by the State IDP Coordinator. The local AIAS Chapter provides an annual discussion of IDP, and the IDP Educator Coordinator represented TSA at the most recent IDP Coordinators’ Conference. Anecdotally, TSA graduates get licensed at rates roughly consistent with graduates of other schools across the country.

1.4 Architecture Education and the Profession

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

Met [X] Not Met [ ]

Throughout the curriculum, TSA students are introduced to the broadest array of social, economic, and political concerns. First year students work immediately on small scale buildings in design studio, and the inclusion of BIM technology in the third year Professional Concerns course ensures that students are aware of current and emerging technologies used in practice. A fourth-year professional elective focuses on professional ethics, legal issues, and social welfare. Further, approximately 10% of students complete the M.Arch.(Undergraduate) program with a double major, and 25% with a minor or concentration, in subjects as diverse as business, foreign languages, and art history. These significant liberal arts experiences often serve to expand and strengthen the contributions of individual graduates throughout the course of a lengthy career.

More immediately, the general requirement that TSA students complete two summer internships ensures that students also have a connection with a professional office and experience the benefits and demands of licensure directly. Some students, however, expressed that they would benefit from greater institutional support in finding such internships, especially in the second and third years. The TSA faculty currently includes four Professors in Practice, which is a recently established, specialized position where the hiring and promotion criteria include accomplishment in both teaching and professional practice. Additionally, a terminal degree and license are required for all faculty teaching in design studios.

TSA also has a strong connection with local practitioners, many of whom are alumni. The current New Orleans AIA President is an alumnus/a, as is the current AIAS National Vice President. TSA also has an active AIAS chapter, which provides a conduit for communication with the local profession, including by organizing an annual job fair and panel discussions with recent graduates.

1.5 Architecture Education and Society

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

Met [X] Not Met [ ]

The profession is intrinsically civicly responsible to the public. Tulane's role is responding to and providing facilitative leadership toward assisting New Orleans and the Gulf Coast generally to provide support to those in need after the devastating effects of Hurricanes Katrina and Rita has been exemplary. Tulane is the largest employer in New Orleans, and after consolidating their programs to create greater institutional efficiency,
the institution generally and the architecture program in particular have provided exemplary leadership in addressing housing, urban planning and development leadership where public authorities created major voids in these areas. The architecture program has recognized through its active interventions in rebuilding parts of the city that New Orleans is a viable and receptive laboratory of empirical urban teaching and learning. Studio programs are working directly with issues associated with public welfare, master planning, environmental design, sustainability, housing, transportation, historic preservation, and cultural influences on urban planning, community development, and design. Active links with Tulane’s URBANbuild and CITYbuild programs appear to be proving beneficial to students connected with those programs and with others in architecture, and in other schools nationally. The architecture program is proving to be a model of civic leadership in New Orleans, and is to be highly commended for their positive intervention in the community-rebuilding efforts of this physically torn and economically devastated, but spiritually strong community.

2. Program Self-Assessment Procedures

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

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Faculty, administration, students and advisory groups such as the Dean’s Advisory Council established in 1998 were involved in developing the school’s self-assessment. Issues were raised as to inequitable and low faculty compensation, information technology and integration, and necessary curricular changes. The candor and critical self-analysis found by this visiting team as developed by this comprehensive self-assessment process, in both written (APR) and oral (on-site formal and informal meetings) communications, was striking and much appreciated by the visiting team. The school has been highly reflective on its strengths and weaknesses over the past half dozen years, and on how those have been enhanced or impeded by factors such as the catastrophic damages to New Orleans caused by Hurricanes Katrina and Rita, and by the departure of the two lead administrative staff (dean and associate dean) within the past year prior to the team visit. This is a self-critical community in a most positive sense, from the Office of the President and Provost through the entire architecture program, and one that is ready for the leadership of a new dean. The presence of an advisory group with active alumni participation is a portent of continuing positive self reflection and analysis.

3. Public Information

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

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The APR itself did not include a copy of the description of the degree program as it appears in institutionally-authorized publications, but the team was directed to the particular NAAB-required language in both the online university catalog and the TSA website. The NAAB Conditions for Accreditation and the current Architecture Program Report were readily available in the TSA library.

4. Social Equity

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

TSA has a stated non-discrimination policy as to faculty hiring, compensation and promotions. The criteria and procedures used to achieve equity and diversity in student admissions, advancement, retention and graduation are stated in the APR. In both principle and fact, there is broad-based access to policy formulation for program development and curriculum review, and for the current dean’s search, although school staff reported that they were not a part of the search for a new dean.

The accredited degree program shows evidence that all faculty, students, and staff work in an educational environment within which each person is equitably able to learn, teach, and work. Institutionally, and within the architecture program, there is evidence of the active application of principles of equity set forth within a clear policy intended to increase campus diversity across faculty, staff, students, and curricula. Resources are distributed equitably, and affirmative measures have been actively implemented to encourage diversity, opportunity, and social equity within the accredited degree programs.

The APR, and evidence from those interviewed, indicate an awareness of the challenges facing the school in increasing student and faculty diversity. Gender diversity among students has increased significantly since the last NAAB review, while faculty gender diversity is increasing methodically. A growing number of international students now attend the school.

Yet despite reported statistics, ethnic diversity at the school appears negligible. While two faculty of color were reported, only one, recently hired, was on campus. Students of color were essentially non-participants in the visit, and faculty reported that there were significant challenges to retaining and graduating students of color. Some of these challenges were reported to be related to the lack of preparedness of some under-represented students. Other challenges include an apparent lack of a campus-wide support system for under-represented students. Campus-wide studies are underway to determine the causes and potential remedies for early attrition of under-represented students. Concern was expressed by the president, and the provost, and into the leadership and faculty of the architecture school, that more could be actively done to effectively increase the presence of students and faculty of color on this campus.

Achieving ethnic diversity that more closely reflects the diversity of the region within which Tulane seeks to prosper must be a high priority for the TSA. This aspect of social equity is of great import given the School’s increasing focus on serving and learning within New Orleans’ diverse communities that are in need of the services this School can provide. TSA intends to be deeply
immersed in New Orleans’ community for years to come. Yet TSA lacks, despite strong but nascent programmatic efforts (including a greater focus on excellent community-based work connected to Neighborhood Housing Services and the City Center), sufficient numbers of the persons of color who can bridge cultural differences, and lead within the school’s community-based efforts. The programs and individual faculty efforts to achieve long-term sustaining success within New Orleans’ diverse communities, must be supplemented by the recruitment and retention of more ethnically diverse personnel. Such persons can help the TSA achieve its intended demonstrable community-based learning and service outcomes. Recent environmental tragedies have exacerbated racial divisions within New Orleans – racially and economically segregated areas of the city are as separate as any in America. Tulane can help bring together, through a demonstrable effectuation of its commitment to social equity, both the communities Tulane has traditionally served, and those it intends to serve as a part of its survival strategy in a more diverse and divided environment.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met  Not Met
[X]         [ ]

The school’s studio culture appears quite healthy. Community-based collaborative projects particularly reinforce the values of respect, sharing, and engagement which will benefit TSA students’ careers. Students seem to develop positive relationships with faculty and administrators while maintaining responsible and productive work habits. TSA should continue to enhance this environment through refining and merging the existing policies and continuing regular discussion between students, faculty, and administrators.

6. Human Resources

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

Met  Not Met
[X]         [ ]

The visiting team found that there is an adequate complement of faculty and staff support for the current programs although there needs to be a careful examination of the teaching loads, credit hours required. Attention must be focused on the exceptional responsibilities of the TSA in the redevelopment effort of the community and the additional research tasks, contract services and grants.
7. **Human Resource Development**

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

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The TSA’s APR and on-site interviews by the visiting team referenced the school’s policy regarding its numerous sound human resource development opportunities, and included lists of visiting lecturers, public exhibitions and publications, student support services and career guidance, its facilitation of field trips and off-campus activities, and evidence of participation in professional organizations such as the AIAS. Campus rules for conference participation are clearly known. There are many campus visits by guest lecturers. Faculty appointment, promotion and tenure rules were listed and well-known to faculty. Challenges have existed around the availability of faculty research funds, but such funds have been increased over the past year from a base of $25,000 to about $400,000. Numerous faculty members have received and are participating in nationally recognized research grants, many of which have arrived at Tulane as a result of the need to address housing and planning concerns raised by post-Katrina New Orleans.

The university has indicated a willingness to support the TSA’s efforts to increase its fund-raising effort to support faculty research. There is no staff person devoted solely to support development and fund-raising for the TSA, and the addition of such a person to the TSA’s staff could prove helpful in increasing the availability of research support.

Sabbaticals were mentioned as an underutilized benefit because of the commitment faculty have shown to serving Tulane during this transitional period. Many staff, including custodial and clerical, share in addressing the demands of this stressful environment, and some are beginning to benefit from opportunities to attend conferences and other staff development activities. Continuing attention must be paid to providing staff and resource development across the entire TSA.

8. **Physical Resources**

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

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The team concurs that the historic Richardson Memorial Hall provides an elegant and distinguished home for all the programs and functions of the School of Architecture. The university has made meaningful progress in addressing previously identified building deficiencies including installation of fire suppression systems, expanding the HVAC systems, upgrading auditorium seating, and enhancements to the computer lab. The visiting team understands and is concerned that there are critical capital improvements and deferred maintenance actions that have not yet been completed and should be initiated to insure the continued educational function of the building. Progress has been achieved in addressing ADA compliance.

The TSA is encourage to be diligent in continuing the capital campaign goals intended to support implementation of the strategic plan goal to finalize the comprehensive rehabilitation of
Richardson Memorial Hall. The architectural program and the students, faculty, and visitors to Richardson Memorial have benefited from many of the recently completed building improvements. The team noted safety deficiencies in the shop space, and was concerned about the lack of spray booths in the building. Opportunities offered by the current off-campus activities of the URBANbuild suggest consideration of developing a satellite facility to house URBANbuild equipment, program materials testing, exhibit gallery, pin-up, and a new shop of sufficient size to allow safe spacing between power equipment.

9. Information Resources

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

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The architecture library provides excellent resources within Richardson Memorial Hall which are quite convenient for architecture students. The main library houses a vast collection in addition to what is available at TSA greatly enhancing the resources available to students and faculty. The organization and staff seem to be accommodating to student and faculty needs while having an adequate budget for new and requested acquisitions. TSA takes advantage of the Southeastern Architectural Archives located on the campus which provides an additional unique and valuable resource including a wealth of maps, books, drawings, and models. This archive is an exceptional component of the university which TSA is fortunate to use for its own intellectual development.

10. Financial Resources

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

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The administrative leadership of Tulane University has recognized the extensive period of underinvestment in the salary structure for faculty and staff in the School of Architecture (This is extensively outlined in the 2002 VTR). Major investments have been made in the mid ranked and senior level faculty. New faculty are being sought on a nationally competitive basis. These major changes were presented by the dean and confirmed by the central administrative leadership that they will be effective with the fall semester of 2008. There is a full recognition of the role and responsibility of the School of Architecture in the redevelopment efforts of New Orleans and the value that the students and faculty bring to that effort. These commitments and continued investment are a high priority for the administrative leadership of Tulane University.
11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met  Not Met
[X]     [ ]

The existing administrative structure within the larger research university is appropriate and adequate to meeting the needs of the program and the institution. While more support staff for faculty would prove desirable, the structure itself meets the requirement of providing direction and infrastructure support toward successful teaching and learning. Changes in advising support, to a more institutionally centralized advising support system, and to facilitate interdisciplinary learning, appear appropriate. NAAB requirements for the APR have been adequately met.

12. Professional Degrees and Curriculum

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

Met  Not Met
[X]     [ ]

The Architecture Program Report included the titles of the degree programs offered, an outline of the curriculum for each, examples of minors and other concentrations, a list of all required courses and credit hours, and a description of off-site programs and other resources available to students. Regarding the requirement of 45 credit hours of general studies – the M. Arch. (undergraduate) curriculum includes 45 general studies electives so long as the Advanced Research classes (6 credits) linked to the fifth year thesis project may be fulfilled by taking courses outside of TSA, as has been expressed to the team. The M.Arch. (graduate) program requires entering students to have completed a traditional B.A. or B.S. undergraduate program, which would more than satisfy the 45 credit requirement for that degree.

However, the team was significantly concerned that the M.Arch. (Graduate) program in particular was overloaded with a number of required credit hours per semester (18) far above the national average. This course load impedes the ability of graduate students to achieve the level of focused research and investigation that is expected in a graduate education. Although students with a pre-professional degree in architecture can achieve advanced standing that minimizes this concern, the criteria for awarding such credit remain informal.
13. **Student Performance Criteria**

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

13.1 **Speaking and Writing Skills**

Ability to read, write, listen, and speak effectively

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13.2 **Critical Thinking Skills**

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

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13.3 **Graphic Skills**

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

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13.4 **Research Skills**

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

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This condition is met in a number of ways. Information can be easily gathered from the broad collection in the in-house architectural library, electronically by way of the computer lab and wireless connections within the building, and by use of the vast campus and community reference and research archives. Students are introduced to formal methods of data collection and analysis by both architecture faculty and library specialists in lecture and studio settings. When applied to the notion of "architecture as research," student work demonstrates a thorough and accurate ability to conduct relevant architecture research.
13.5 Formal Ordering Skills

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

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Student work adequately demonstrates evidence of widespread understanding of the fundamentals of visual perception and the principles and systems of order that inform two-, and three-dimensional design, architectural composition, and urban design, at all levels of the curriculum.

13.6 Fundamental Skills

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

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Starting in the 1st semester and continuing throughout the TSA program the student work clearly demonstrates the ability to fulfill the requirements of fundamental design by completing two dimensional and three dimensional studies.

13.7 Collaborative Skills

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

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13.8 Western Traditions

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

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13.9 Non-Western Traditions

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

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AHST 110 includes some non-western traditions within its broad structure. Among the selection of the other required history courses, some incorporate non-western traditions into the coursework. TSA may benefit by continuing to include non-western traditions.
widely in the curriculum and specifically in additional required courses beyond AHST 110. The range in study abroad opportunities to non-western destinations is also a positive aspect of the school.

13.10 National and Regional Traditions

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

Met Not Met
[X] [ ]

New Orleans offers a rich, exciting cultural and physical laboratory for architecture students to engage. This aspect of the program particularly draws students from all over the country. Nevertheless, TSA curriculum responds to its locality through a range of design projects, historical and theoretical lectures, and service learning projects which result in successful regional exploration.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met Not Met
[X] [ ]

13.12 Human Behavior

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

Met Not Met
[X] [ ]

13.13 Human Diversity

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

Met Not Met
[X] [ ]

13.14 Accessibility

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

Met Not Met
[ ] [X]

This condition is not met. The team is concerned with the inconsistency in addressing site and building circulation and access needs. Clear and concise graphic solutions to restroom, elevator, parking and pedestrian access needs should be commonplace in studio design work.
13.15 Sustainable Design

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

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ATSC 320 is a considerable foundation of sustainability particularly in understanding passive and active building systems. The school may benefit from more discussion beyond the understanding level in other areas of the curriculum particularly when working at an urban scale.

13.16 Program Preparation

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

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This condition is met. Students are instructed in the research and analysis necessary to prepare building program and space needs. Further, this knowledge is represented in design work from the upper level studios.

13.17 Site Conditions

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

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Student work demonstrates sufficient ability to address complex regional, natural and manmade site conditions. Design projects that engage sites offering topographic diversity should be encouraged.

13.18 Structural Systems

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

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Structural systems necessary to support building loads under varying site conditions are widely demonstrated in studio design solutions as well as classroom work. Students expressed concern about overlap in structural coursework among the technology courses.
13.19 Environmental Systems

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

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The required technology courses provide thorough instruction in passive and active HVAC and lighting systems.

13.20 Life-Safety

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

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Using work products such as diagrams, charts, and checklists, the Professional Concerns course series requires study and applicability of building codes, zoning ordinances, and necessary life safety systems.

13.21 Building Envelope Systems

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

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Students are thoroughly introduced to exterior wall and roof systems in the Technology courses. Three dimensional models demonstrating knowledge of the assembly of these exterior systems is produced in studio assignments.

13.22 Building Service Systems

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

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13.23 Building Systems Integration

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

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This condition is met. Recent curriculum changes along with revised studio teaching strategies will, with time, improve the teaching, learning and demonstration of the integration of building systems within the design solutions of the students.

13.24 Building Materials and Assemblies

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

Met [X] Not Met [ ]

This condition is well met. Armed with knowledge from the technology courses, the URBANbuild projects allow planning, design, documentation and actual construction by the students.

13.25 Construction Cost Control

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

Met [X] Not Met [ ]

13.26 Technical Documentation

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

Met [X] Not Met [ ]

URBANbuild and the "Studio in the Woods" rely upon student work that clearly demonstrates above average knowledge and skill in the preparation of technical drawings and specifications.

13.27 Client Role in Architecture

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

Met [X] Not Met [ ]

13.28 Comprehensive Design

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

Met [X] Not Met [ ]
See previous explanation of progress since last visit. Extensive progress has been made in the program’s ability to meet this student performance criterion.

13.29 Architect’s Administrative Roles

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

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13.30 Architectural Practice

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

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13.31 Professional Development

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

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13.32 Leadership

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

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This condition is well met. The faculty, students and staff of TSA have exceptionally encouraged and provided leadership in building design and construction in the local community due to the circumstances of New Orleans through programs such as URBANbuild and Green Build.

13.33 Legal Responsibilities

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

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13.34 Ethics and Professional Judgment

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

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Appendix A:  Program Information

1. History and Description of the Institution

The following text is taken from the 2008 Tulane University Architecture Program Report.

Tulane University, one of the foremost independent national universities in the South, is ranked among the top quartile of the nation’s most highly selective universities. With nine schools and colleges that range from the liberal arts and sciences through a full spectrum of professional schools, Tulane gives its 10,500 students a breadth of choice equaled by only six other independent universities in the country.

Tulane University’s nine academic divisions enroll approximately 5,500 undergraduates and about 4,800 graduate and professional students. The Schools of Architecture, Business, Liberal Arts, Science and Engineering offer both undergraduate and graduate programs. Other divisions include the Schools of Law, Medicine, Public Health and Tropical Medicine, Social Work, and Continuing Studies. All divisions except the medical complex, which includes a teaching hospital and clinic, are located on Tulane’s 110-acre campus in uptown New Orleans.

The University’s origins trace back to the founding of the Medical College of Louisiana, the Deep South’s first medical school, in 1834. Classes started the next year when 11 students and 7 faculty members met in a rented hall; students paid for instruction by the lecture. Born of the desperate need for competent medical care in this region and of the founders’ dedication to study and treat “the peculiar diseases which prevail in this part of the Union,” the college quickly earned recognition.

Soon the medical college merged with the public University of Louisiana in New Orleans, adding a law department and a “collegiate” department (Tulane College). The University continued building a national reputation. Professor of Chemistry J. L. Riddell built the first successful binocular microscope in 1852. The medical department faculty fought for improved public health and sanitation. And, in 1857, Christian Rosellus, an early graduate of the collegiate and law departments, was appointed Chief Justice of the Louisiana Supreme Court.

The Civil War forced the University to close. After the war, the University reopened in financial trouble. Total assets, excluding buildings, totaled $4,570.39 in 1866. In the early 1880s, Paul Tulane provided a permanent solution by donating more than $1 million “for the promotion and encouragement of intellectual, moral, and industrial education.” Tulane had made his fortune in New Orleans before returning to his native Princeton, New Jersey; his gift expressed his appreciation to the city.

The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize the struggling University of Louisiana instead
of founding a new institution. Paul Tulane concurred, and in 1884, the Louisiana legislature gave the University of Louisiana to the administrators of the Tulane Educational Fund. Tulane University of Louisiana, a private, non-sectarian institution, was born.

As a result of its new strength, the University was able to create the Department of Philosophy and Science, today the Graduate School, and initiate courses in architecture and engineering. In 1886, Josephine Louise Newcomb founded Newcomb College as a memorial to her daughter, Harriott Sophie. Newcomb was the first degree-granting women's college in the nation to be established as a coordinate division of a men's university. It became the model for other coordinate women's colleges, including Barnard and Radcliffe.

Newcomb's founding is linked with the World's Industrial and Cotton Exposition, which opened in Audubon Park in 1884. Several artisans who came to the New Orleans Exposition to exhibit their own work and see the works of others stayed to establish the arts program, which was at the heart of Newcomb's early curriculum. By the early 1900s, Newcomb pottery had won a bronze medal at the Paris Exposition, its fame had spread across the nation, and young women were engaged in the unusual task of earning an independent living.

In 1894, Tulane moved to its present campus on St. Charles Avenue, five miles by streetcar from its former site in downtown New Orleans. About the same time, the Richardson Memorial Building was built on Canal Street to house the medical school. Some medical classes were moved to the uptown campus, but clinical teaching remained downtown. The medical school was split between campuses until a major reorganization in the 1960s. For a quarter of a century, Newcomb College had been on Washington Avenue in the Garden District. In 1918 it, too, moved uptown to join other divisions of the University.

Around the turn of the century, Tulane's curriculum grew as several new professional schools were established, including the Deep South's first schools of architecture, business, and social work. City officials frequently consulted the College of Technology, now the School of Engineering, on construction techniques and soil conditions. Engineering alumnus A. Baldwin Wood designed the famous Wood screw pump that helps keep New Orleans dry. The first student yearbook, Jambalaya, and the first Tulanian were published. The Alumni Association was founded with 800 members, and significant contributions to the University financed new buildings, library holdings, and research facilities. The Middle American Research Institute, founded in 1924, became a pioneer in Central American archaeology and anthropology, excavating and restoring the Mayan village of Dzibilchaltun in the Yucatan.

Since then, research in many disciplines has flowered through the establishment of research centers, including: the Murphy Institute of Political Economy, the Newcomb College Center for Research on Women, the Roger Thayer Stone Center for Latin American Studies, the Center for Bioenvironmental Research, the Tulane Museum of Natural History, and the Amistad Research Center, curator of one of the largest collections in the world of primary source material on American ethnic groups, especially African-Americans. As early as the 1890s, Tulane offered free lectures and classes to the New Orleans community. This commitment to community service was reaffirmed in 1942 with the founding of University College, which offers adult education and sponsors the annual Summer School.

After World War II, Tulane's Graduate School and the professional programs continued to grow. The University was elected to the Association of American Universities, a select
group of some 50 universities with "pre- eminent programs of graduate and professional education and scholarly research." The Tulane Medical Center was established in 1969 to include the School of Medicine, the School of Public Health and Tropical Medicine, and the Tulane University Medical Center Hospital and Clinic. The medical center also administers the Tulane Regional Primate Research Center in Covington, Louisiana; the F. Edward Hebert Riverside Research Center in Belle Chasse, Louisiana; and the International Collaboration in Infectious Diseases Research (ICIDR) Program in Cali, Colombia.

Like all schools, however, Tulane is most distinguished by the accomplishments of its students and Tulane's students are routinely honored with the most prestigious fellowships and scholarships. No college in the United States has in the past decade received more Watson Fellowships than Newcomb College; during the 1980s and early 1990s, Tulane ranked ninth in the number of Rhodes Scholarships awarded and ninth in Marshall Scholarships. Intellect flourishes at Tulane. Its environment combines the excitement of multiple juxtaposed disciplines, the intimacy of a small college, and the academic resources of one of the nation's premier academic institutions. Tulane is proud to offer the diversity of a large university, which allows students the opportunity to explore many fields of interest. On the other hand, the separate schools and colleges remain small enough to retain a sense of intimacy and identity.

Tulane has a long tradition of leadership in higher education, both regionally and nationally. The university is one of fifty-six members of the prestigious Association of American Universities. Tulane founded the Deep South's first schools of architecture, medicine (1834), and social work (1927). The School of Law (1847) is the twelfth oldest in the nation. Newcomb College, founded in 1886, was the first degree-granting women's college to be associated with an American university. Tulane Middle American Research Institute, established in 1924, has been a pioneer in Central American archaeology and anthropology. The University is internationally renowned for its Latin American Studies Program.

The conjunction of so many disciplines on one campus creates a lively academic atmosphere. Tulane's speaker programs, film series, stage productions, art exhibitions, and music performances make the university a major cultural center. At the same time, the relatively small size of the individual colleges, particularly the School of Architecture, preserves an identity and intimacy for the student that is more typical of a liberal arts college than a large university.

Research in many disciplines has flourished at Tulane through the establishment of centers such as the Roger Thayer Stone Center for Latin American Studies, the Middle American Research Institute, the Tulane/Xavier Center for Bioenvironmental Research, the Murphy Institute, the Tulane Cancer Center, the Tulane Center for Gene Therapy and the Newcomb College Institute.

Tulane Today

In the fall of 2005, Tulane weathered Hurricane Katrina, the nation's worst natural disaster. A renewed Tulane emerged from the storm as a stronger institution focused on an exceptional undergraduate program complemented by superb graduate, professional and research programs based on the university's historical strengths and distinctive characteristics.

The reorganization of the University, under the aegis of the Tulane Renewal Plan, has resulted in a modification of the scale and assignments of the various colleges and schools, with Tulane College and Newcomb College being merged into the School of
Science and Engineering and the School of Liberal Arts. The School of Architecture, while still recognized as a separate division, draws some of its administrative capacity from the newly reorganized system. Tulane's programs have been shaped by the university's experience with Hurricane Katrina, providing faculty, staff and students with unprecedented research, learning and community service opportunities.

Tulane has also re-launched "Promise and Distinction: The Campaign for Tulane." Publicly announced just months before Katrina, "Promise and Distinction" has already raised over $600 million toward its goal of raising $700 million by June 30, 2008. Tulane's endowment is now over $1 billion dollars.

Realizing this goal will enable Tulane to continue to attract and retain the very best students, faculty and staff as it moves forward toward its goal of universal recognition as one of the world's most preeminent educational and research institutions.

(For a full accounting of Tulane's administration, please see the Tulane University website.)

2. Institutional Mission

The following text is taken from the 2008 Tulane University Architecture Program Report.

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

3. Program History

The following text is taken from the 2008 Tulane University Architecture Program Report.

The Tulane University School of Architecture degree programs address architecture's primary concerns: creativity, professional responsibility, technical innovation, and cultural investigations. We offer diverse programs of academic study and professional preparation within a context of rigorous scholarship, artistic sensitivity, environmental awareness, and creative endeavor. The School aims to develop a student's imaginative and intellectual abilities, and to provide the information and strategies needed to address contemporary challenges.

The curriculum of the School of Architecture centers on the required design studio sequence, the primary component of each semester of the ten-semester curriculum. This studio training is coupled with imaginative and comprehensive instruction in architectural history, theory, technology, structures, techniques of representation and professional concerns. The architecture curriculum places emphasis on significant study in the liberal arts and/or the sciences—for undergraduate and graduate students alike—by allowing for increased elective course study as the student progresses. All
coursework emphasizes a variety of theories, points of view, methods, and goals. As such, the responsibility of the faculty and administration of the School of Architecture is not only to enable a student's development as an architect, but also to further the discourse of the discipline and engage the contemporary cultural context. At the same time, the School of Architecture seeks the discovery of new knowledge by approaching the outermost parameters of both the discipline and practice of architecture.

**History of the Tulane School of Architecture**

The first courses in architecture at Tulane University leading to a degree in architectural engineering were offered in 1894 under the direction of Professor William Woodward. An article published in 1907 noted, "the geographical location of the city of New Orleans, its cosmopolitan character, and the age and variety of its unique building types, make it a fit place in which to develop a school of architecture which would be suited to its environment, maintain a reasonableness of planning and construction, and be recognized as appropriate to the climatic conditions." Accordingly, a full four-year professional curriculum in architecture, leading to the Bachelor's degree, was established in the College of Technology (Engineering) in the academic year 1907-1908. At that time Samuel S. Labouisse, Moise H. Goldstein, and Allison Owen joined the staff. In 1912, Professor Nathaniel Cortlandt Curtis was appointed head of the newly independent Architecture Department; he was succeeded by Professor John Herndon Thompson in 1921 and Professor Buford L. Pickens in 1946. At the conclusion of the Second World War, the faculty and enrollment increased to accommodate returning veterans, and the school continued to grow throughout the next two decades. John Ekin Dinwiddie was appointed dean of the School of Architecture in 1953; he was succeeded by Professor John William Lawrence in 1960.

In 1971 the School of Architecture moved into its present facility, the Richardson Memorial Building, and experienced another increase in enrollment that continued throughout the seventies. Professor William Kay Turner became the dean in 1972, and in 1975 a small graduate program was initiated, offering a course of study leading to the Master of Architecture II as a post-professional degree. Ronald Coulter Filson became dean in 1980. In the summer of 1990 the School began a program offering a Master of Architecture as a first professional degree for students with undergraduate degrees in other disciplines. Donna V. Robertson succeeded Dean Filson in 1992. Tulane faculty member Donald F. Gatzke was appointed Dean of the School of Architecture in 1997, just as the School initiated its new Masters in Preservation Studies. Also in 1997 a supplemental Certificate in Preservation Studies was offered to undergraduates for the first time. In 2003, the School eliminated the 5 year Bachelor of Architecture degree, replacing it with a 5 year Masters of Architecture as the professional degree. Former Architecture magazine editor-in-chief Reed Kroloff became dean in October, 2004. In 2005 the School initiated the Tulane City Center, its urban research and outreach program, as well as URBANbuild, which helps rehabilitate neighborhoods through urban design and the construction of student-designed and built housing prototypes. The School is expanding its degree offerings and international study opportunities, and has initiated a drive to fully integrate digital design throughout the curriculum. After a three-year tenure, Kroloff left in the summer of 2007 to pursue opportunities elsewhere, necessitating a renewed search process for a Dean of the School of Architecture. Associate Professor Scott Bernhard was installed by the Administration of the University as Interim Dean. The search committee for a permanent Dean has been constituted, and the search has begun.

**THE SCHOOL TODAY**

The Tulane School of Architecture today is home to approximately 330 students who are
taught each semester by twenty full-time faculty as well as part-time professionals and visiting instructors. Programs of study leading to the Masters of Architecture degree are supplemented by a variety of special academic opportunities: Architect's Week, conferences and symposia, a public lecture series, exhibitions, competitions, research opportunities, student activities, and school publications. At present the School is undergoing a significant shift in its focus and programs. Our students will be encouraged to understand architecture as a vehicle for, and a generator of, civic engagement. We are creating a new teaching and research facility in downtown New Orleans—The Tulane City Center—in which students will take courses that emphasize innovative design in the public arena. We will offer an expanded selection of courses, as well as new joint degree programs with other academic and professional disciplines. We are adding to our already rich array of foreign travel programs. And, critically, our wireless-enabled building will become the hub of a new focus on digitally-aided design and computation.

Tulane's School of Architecture prepares students for positions of leadership in their communities and in the design professions. We offer academic programs and professional preparation within a context of rigorous scholarship, environmental stewardship and creative endeavor. Our degree programs address important professional concerns—creativity, intellectual advancement, professional and ethical responsibility, technical innovation, and civic engagement—while developing student’s imaginative and intellectual abilities in order to provide the information and strategies needed to address contemporary design practice. The Architecture curriculum centers on the design studio, which is the primary academic component of each semester. This studio training is coupled with imaginative and comprehensive instruction in architectural history, technology, theory, digital media, techniques of representation and professional concerns. As well, the architecture curriculum places emphasis on significant study in the liberal arts and sciences for which Tulane is renowned. Our approach in all coursework emphasizes a variety of theories, points of view, methods, and goals. We not only enable a student's development as an architect, but also further the discourse in our discipline by engaging the culture around us and expanding the traditions of architectural thought and practice.

4. Program Mission

The following text is taken from the 2008 Tulane University Architecture Program Report.

The mission of the School of Architecture is to prepare students for leadership positions in the design professions and in their communities. In order to accomplish this, we provide the highest quality professional education, develop and conserve knowledge, and promote excellence and innovation in architecture, urban and environmental design, preservation, and history, theory and criticism.

Vision Statement

At the Tulane School of Architecture (TSA), we envision a generation of architects dedicated to rebuilding the civic realm in America, to crafting those buildings, places, and institutions that create healthy, vibrant, vital, sustainable cities. Using the rich physical and cultural landscape of New Orleans as a laboratory, one which now manifests the effects of a natural and man-made catastrophe, we have structured a liberal arts-based, professional architectural curriculum that engages all of our students directly in an ongoing effort to rebuild this city. Students are learning that architects are uniquely suited to lead our nation toward an urban renaissance in this City and the region, and that their part in that process begins here.
The approach at TSA emphasizes civic engagement and professional responsibility. All of our students will spend at least one academic year of their time at Tulane away from the St. Charles Avenue campus engaged in design-driven activities that emphasize community-building and urban studies. The School has developed the Tulane City Center, an interdisciplinary applied research facility that will increasingly be the locus of TSA's urban design and outreach activities. The City Center will house both new programs—such as the recently inaugurated URBANBuild Studio and the Speculative Urban Design Studio—as well as existing programs, like our award-winning Preservation Studies Center (which will be re-inaugurated as the Tulane Cultural Resource Management Program) and the Tulane Regional Urban Design Center (TRUDC). It will also house the Urban Design Resource Network, a 'sourcebook' for new and expanding opportunities for the City of New Orleans and the region. Thus, we envision the City Center as a place of partnership with existing New Orleans institutions, and as a catalyst for new partnerships as well.

5. Program Self Assessment

The following text is taken from the 2008 Tulane University Architecture Program Report.

STRATEGIC PLAN (Self-Assessment) [DRAFT] Preamble

The Tulane School of Architecture endeavors to be a program that educates students in all aspects of the discipline, theory and practice of architecture. The School strives for distinction among its peer institutions through a program of study based on an explicit pedagogical structure and a set of core values derived from the context in which it is located. This context is comprised of the university, the New Orleans region, characteristics of contemporary social and cultural production, and an evolving body of architectural knowledge, technological developments, and the dynamic conditions of architectural practice.

The current Strategic Plan, as presented to the University Administration Deans' Council in the spring of 2006, follows.

Environmental Scan

Architectural Practice

According to the Federal Reserve's Brown Book (2007), within the past year most regions of the United States have enjoyed strong economic growth in the private and public sectors. This has resulted in a relatively stable construction market. Thus, the demand for not only licensed architects, but architects who have completed their education (intern-architects), is at an all-time high. However, the economic cycles of both aspects of the market can be volatile, as recent history has indicated.

Other conditions currently affecting architectural practice:

The need to respond to contemporary definitions of the discipline and practice of architecture in a post-Katrina environment, in particular as this includes Design-Build and Urban Design components
The newly global nature of practice, including increased competition for regional, national and international projects.

New forms of architectural practice that are contributing to an expansion of professional opportunities in the digital arena, urban design, and real estate development

- The rapid growth in large corporate design practices, both in numbers and size
- Dramatic changes in technology—in particular computer, material and media technologies
- The increasingly complicated regulatory environment

**Architectural Education**

Architectural education in North America and globally is undergoing substantial change and redefinition. Historically, the profession expected graduates of schools of architecture to be able to assume the challenging roles of professional practice with ease. This demand has only increased over the past few decades. Recently graduated students are expected to also be broadly educated and flexible thinkers with the abilities to effectively manage complex processes and projects—in addition to the traditional knowledge gained by university education.

Other conditions affect the scope of architectural education, including:

- The critical changes resulting from the largest natural and man-made disaster in the nation’s history (Hurricane Katrina)
- An increase in the significance of Service Learning opportunities as a component of architectural education
- The conflict between professional and university perceptions of education
  - The role of internship and licensure in architectural education
  - The development of new models for the Continuing Education of architects, and the role of the schools in these programs
  - The role of accreditation criteria in curricular development
  - The rising cost of education, as compared to career compensation. The historically low teacher to student ratios in architectural programs.
  - The pedagogical and resource implications of digital technologies for curricular development
  - The implications of new technologies as an added and ongoing expense.
- An expansion of the numbers and kinds of architectural programs, as well as increased competition among programs of excellence for high-quality faculty and students
- The necessary expansion of global learning opportunities through exchange and other educational programs.
  - An historically difficult environment for fundraising, both from the profession and from external sources.

**SWOT Analysis**

The National Architectural Accrediting Board (NAAB) reviewed the School of Architecture in 1999 and 2002, and another review will occur in 2008. The accreditation process consists of an Architectural Program Report (APR) that the School of Architecture prepares, followed by an accreditation team site visit comprised of members from the five collateral organizations governing architectural practice and education in the United
States. These five organizations are: the National Architectural Accrediting Board (NAAB), the American Institute of Architects (AIA), the American Institute of Architectural Students (AIAS), the Association of Collegiate Schools of Architecture (ACSA), and the National Council of Architectural Registration Boards (NCARB). Upon completion of the site visit, the accreditation team prepares a list of conclusions. In Tulane’s case, these findings were spelled out in the Visiting Team Reports (VTR), and will be used in part to address the SWOT Analysis (as noted in specific sections).

Strengths

The School of Architecture has many exceptional qualities and strengths that must be maintained as the program seeks to increase enrollment and achieve national distinction:

- Location of school within post-Katrina environment
- Correspondence between the School of Architecture’s curriculum and the education modifications sought by the Tulane Renewal Plan, in particular as it responds to Service Learning opportunities, a liberal arts foundation and the initiation of a capstone experience across the University
- High student academic quality
- High faculty teaching quality
- Positive and productive faculty-student relationships
- High degree of student involvement in the life of the school
- Location within a highly-respected research university
- Location within a highly diverse urban area
- Regional relationships with Latin American and Caribbean regions
- Ongoing series of special events that attract students and local professionals, and act as added educational forums, a high degree of which will now involve historic opportunities for the discipline and professional in the post-Katrina environment

Weaknesses

The School of Architecture must aggressively attack several weaknesses in order to increase enrollment and achieve national distinction. They are:

Insufficient financial resources related to difficult fundraising environment (see “Architectural Education,” above)
- High tuition as compared to other institutions that house Schools of Architecture
- Lack of entrepreneurial 'spirit' on the part of the faculty
- Small staff size relative to aspirations for development
- Small student body
- Poor physical facilities
- Inadequate information, digital, material and media technologies
- Weak graduate programs
- Underperformance in the area of national distinction and reputation Low faculty and staff salaries
- Location within a city that has an overwhelmingly poor and undereducated population
- Modest faculty research and practice productivity
- Relative lack of funding for graduate programs
- Lack of diversity among members of the faculty and student body, in particular given the population of the city and region
Opportunities

The School of Architecture has a variety of opportunities to increase enrollment and achieve national distinction. They are:

- The initiation and development of a Downtown Center (the Tulane City Center) for the study and research of architecture and urban issues. This Center is called for in the Tulane Renewal Plan and will provide an excellent foundation for the future of the School.
- The expansion of Service Learning opportunities, a longstanding tradition within the study and practice of architecture.
- The further development and expansion of foreign study opportunities in Europe and Latin America, particularly with the Vienna/Prague/Basel program (and the Technische Hochschule Wien), the relationship with Brandenburg Technical Institute in Cottbus, Germany and the historical relationship with Universidad Francisco Marroquin in Guatemala. The strengthening and expansion of new curricular opportunities in the areas of Service Learning and digital technologies; and current and future undergraduate and graduate degree programs.
- The strengthening and expansion of post-professional graduate programs, as well as an increase in areas of specialization for study in the areas of professional practice and architecture and legal and ethical issues.
- The promotion of more and higher level funded research with the procurement of both foundation and government grants.
- The further exploration of working relationships with the Gulf South, the Caribbean, and Latin America.

Further expand alumni outreach, as well as outreach to local and regional sources of income to include an additional 50% of alumni nationally and internationally.

Threats

There are several immediate and longer term threats that could jeopardize the school and its programs. They include:

- The post-Katrina environment, including the threat to capital investments and the depletion of the endowment due to the catastrophe.
  - Economic downturn or a rise of interest rates that will affect the environments of architectural production, and by extension the ability for the school to raise contributions and continue levels of enrollment.
  - Continued inadequacy and deterioration of the physical facilities.
  - Poor resources in the areas of information, computing, materials, media and design technologies.
  - The continued depression of faculty and staff salaries.
- Increased competition from other schools of architecture programs for high-quality students at the undergraduate and graduate levels.
- Peer institutions have lower tuition and better facilities.
- The increasing cost of technology.
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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

NAAB Visit: March 8-12, 2008
Site Visit Agenda

8 March (Saturday): Team Arrivals. Team Members will schedule own flights and will take cabs from airport to the International House, 221 Camp Street, New Orleans (504-553-9550)

8:00 pm Team Dinner at Houston’s (1755 St. Charles Avenue: 504-524-1578); Team Introductions and Orientation, APR Review.

9 March (Sunday):

7:00 am Breakfast with Dean Bernhard of the School of Architecture. Dean Bernhard escorts team from hotel to school

8:00 am Tour of the School of Architecture and Tulane University (guided by Dean Bernhard and Associate Dean Elizabeth Gamard)

9:00 am Team convenes in Team Room for Orientation (Room 404, Richardson Memorial Building) with Dean Bernhard and Associate Dean Gamard

12:00 pm Team Lunch (catered) with program administrators (room 305) (Dean Bernhard, Associate Dean Gamard, Graduate Program Director Robert A. Gonzalez)

1:00 pm Team in Team Room; distribution of tasks; begin review of student work

3:00 pm Team meets with Provost Michael Bernstein & President Scott Cowan (Entry Meeting; 218 Gibson Hall)

4:00 pm Reception hosted by the School of Architecture (Provost, President, Faculty, Staff and Student Leaders attending) at 2 Audubon Place (President Cowan’s House)

6:00 pm Dinner with select faculty and Team at Cote’ Sud (7918 Maple Street)

8:00 pm Team in Team Room

12:00 am? Team returns to Hotel

10 March (Monday):

7:00 am Breakfast with the Dean Bernhard of the School of Architecture

8:00 am Team in Team Room for review of student work
10:00 am  Team meets with Structures/Technology Faculty (John Klingman, Michael Crosby, Bruce Goodwin, Byron Mouton) (404)

12:00 pm  Lunch with select students (ASG, AIAS, ARC) (catered) in 305

1:00 pm  Team meets with Faculty of the School of Architecture (204)

2:00 pm  Team reviews current student work with faculty in studios. Select team members visit TRUDC (Tulane Regional Urban Design Center) (Grover Mouton)—Room 201; and City Center (Dan Etheridge) (Room 411).

3:30 pm  Team meets with Staff of the School of Architecture (Kathy Branley, Nathalie Williams, Wendy Sack, Nicole Heyman)

5:00 pm  Meeting with the Graduate Students (305)

6:00 pm  Team meets with students (School-wide meeting) (201)

7:00 pm  Team Dinner (Clancy’s, 6100 Annunciation Street; 895-1111) (7:15 pm reservation; reservation made by E. Gamard)

9:00 pm  Team returns to Team Room

12:00 am (?) Team returns to Hotel

11 March (Tuesday):

7:00 am  Breakfast with Dean Bernhard

8:00 am  Team in Team Room/review of student work

12:00 pm  Lunch in Team Room (catered); continued review of exhibits and records

6:00 pm  Dinner in Team Room (catered)

7:00 pm  Team Prepares VTR

12:00 am (?) Team returns to Hotel

12 March (Wed):

9:00 am  Hotel check-out

10:00 am  Exit Meeting with TSA Administration (Dean Bernhard, Associate Dean Gamard)

11:00 am  Exit Meeting with Faculty, Staff and Students; Room 201
12:15 pm    Exit Meeting with Provost Michael Bernstein and President Scott Cowan (LBC 209)

1:00 pm    Team Departures
IV. Report Signatures

Respectfully submitted,

R. Wayne Drummond, FAIA
Team Chair

Representing the AC Saud

H. Thomas McGrath, FAIA, FAPT
Team member

Representing the AIA

Brad Zuger
Team member

Representing the AIAS

Stephen A. Usry, AIA, NCARB
Team member

Representing the NCARB

Theodore C. Landmark
Team Member

Representing the AC Saud

C. P
Casius Pealer
Observer

Richard G. Fullerton, AIA
Observer
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